

# Independence Character Building Strategies of I'dadiyah Students at Campus 1 of DDI Mangkoso Islamic Boarding School

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## ABSTRACT

This research aims to analyze: 1) The independence character of I'dadiyah students, 2) Factors influencing the independence character of I'dadiyah students, and 3) Strategies of DDI Mangkoso Islamic Boarding School in fostering the independence character of I'dadiyah students.

This study is a qualitative research using a case study research design, with data types consisting of subjects and sources such as mentors, students, and parents of I'dadiyah students. The data collection stages involve observation, in-depth interviews, and documentation. Data processing is done using N Vivo 12 Plus software. Data analysis includes data reduction, data presentation, conclusion drawing, and verification. The validity testing techniques used are credibility and dependability tests.

Research findings: 1) The independence character of I'dadiyah students at Campus 1 of DDI Mangkoso Islamic Boarding School includes: the ability to self-regulate, responsibility for duties and obligations, self-control with initiative, problem-solving skills, discipline compliance, self-confidence, independence from other student companions, and strong self-belief. 2) Factors influencing the increased independence character of I'dadiyah students are obtained from research results, including parental support, daily schedules, extracurricular activities, collaboration among mentors, mentor patience, good communication with parents, the boarding school environment, providing advice and motivation, giving rewards or praise, and maintaining positive peer relationships. 3) The strategies of DDI Mangkoso Islamic Boarding School in fostering the independence character of I'dadiyah students obtained from research results include habituation, role modeling, effective communication, giving reprimands or punishments, and regulating the students' clothing.

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## INTRODUCTION

A country's progress in achieving its goals does not only depend on the wealth of natural resources it has, but also depends more on the quality of its human resources. In fact, there is a view that the greatness of a nation can be measured by the quality or character of the individuals in that nation.

Education has a very important role in life and is an element that cannot be separated because every individual needs education to prepare himself to carry out his role in the future. This is also recognized in Article 3 of Law of the Republic of Indonesia Number 20 concerning the National Education System.

Developing a child's character involves a process of habituation and good examples. Children must be taught to always carry out positive actions and feel embarrassed about negative behavior, prioritize honesty and avoid cheating, practice hard work and avoid laziness, and maintain cleanliness by throwing rubbish in its place and feeling embarrassed if the environment becomes dirty. Transformation in attitudes and behavior from poor behavior to better behavior does not occur immediately. These changes need to go through diligent and consistent practice in order to achieve the expected results.

Good character, such as honesty, tolerance, hard work, fairness and trust, is a positive thing. However, this character needs to be accompanied by a strong belief in Allah SWT. Without this belief, good character may cross the boundaries of religious teachings. For example, the character of tolerance must always be limited by beliefs. A good Muslim can show tolerance towards other individuals in social and economic matters, but must still maintain his belief in Allah SWT. A Muslim must respect the rights of other individuals as long as such actions do not interfere with his belief in Allah SWT. However, a Muslim must not be tolerant of shirk or evil acts because every Muslim has the responsibility to promote the good and prevent the bad in accordance with religious teachings.

Character education has values such as independence and religion. Independence is an attitude that allows someone to act independently, take action on their own initiative, and think creatively and innovatively. It also includes the ability to influence the environment, have self-confidence, and feel satisfaction from one's own efforts. Meanwhile, religious values include important elements in religious life, including belief (aqidah), moral behavior (akhlak), and worship, which serve as a guide for behavior in accordance with the principles for achieving prosperity in this world and the hereafter. Therefore, it is important to implement character education, especially the value of independence, from an early age so that children can get used to positive attitudes and personalities.

Independence is standing alone, standing alone here means the child's tendency to do something he wants without the help of others, it also measures the ability to direct his powers without submitting to others, usually children who can stand alone are more able to take responsibility and generally have emotions which is stable. Independence is a person's ability not to depend on or not need help from others in caring for themselves physically (eating themselves without being fed, dressing themselves without help, bathing and defecating and urinating themselves), in making decisions without emotion, and in interacting with other people socially. An example of a child who wants to realize his dreams without giving his parents too much trouble by studying diligently, enthusiastically, diligently and trying to become a successful person, such as trying to find scholarships so that our daily needs can be met and we can pay our tuition fees. That way we can be independent without burdening our parents.

The above facts are strongly rejected, especially by parents who expect their children to behave well and be commendable. These parents are trying to find a solution by handing over the responsibility for coaching to existing schools or Islamic boarding schools.

Islamic boarding schools are special educational institutions because the experience of life in Islamic boarding schools has its own characteristics. Learning programs at Islamic boarding schools emphasize intellectual development in line with the formation of good morals. The goal of students is not only to have academic intelligence, but also to acquire moral goodness (akhlakul karimah) and skills that make them perfect individuals (insan kamil).

Researchers chose the DDI Mangkoso Islamic Boarding School, because it is an Islamic-based coaching institution which is very important for guiding students towards maturity who will one day become a new generation, with independent character and able to maintain their image as students wherever they are. There the researcher was interested in researching more deeply about the Islamic boarding school. Another thing that made the researcher interested in researching the Islamic boarding school was that there were teachers and coaches in each dormitory who instilled spiritual, moral values, independent character and noble morals in the students. .

Supervisors in Islamic boarding schools have a role comparable to that of parents. As we know, parents are responsible for educating and guiding their children to become individuals who meet their expectations. Therefore, supervisors have an obligation to carry out a similar role, namely providing education and guidance to students, approaching them in a way that makes them feel comfortable, and providing positive examples as role models for students.

In this Madrasah, students will be trained for one year in six main fields of study so that the students have the basic abilities to continue their education and take lessons at a higher level, where the Islamic boarding school study material uses non-based Arabic books (kitab baludul ). Meanwhile, the fields of study taught every day are the Qur'an (reading, recitation, memorization), Arabic (Lugah, Nahwu, Sharaf, and Mahfudat), as well as Islamic boarding school studies which include: Fikhi, Tauhid, Hadith, Tafsir, Morals, Khat/Calligraphy, Recitations, Barazanji/Nasyid, and Speeches.

In developing the independent character, the DDI Mangkoso Islamic boarding school is the right means or forum for developing the independent character of students because of the boarding system or in other

words living in the Islamic boarding school environment. Therefore, all students are truly cared for and educated to have an independent personality, such as not being allowed to carry electronic devices, washing their own dirty clothes, cleaning their own beds, and many more things, even the students are tested to live far from their families. This system will train the souls of the students to live independently and with the character of independence, the students can be responsible for themselves.

Madrasah I'dadiyah Campus 1 DDI Mangkoso Islamic Boarding School trains and educates its students to be independent in accordance with its mission, namely to produce students who have strong faith, knowledge, insight, good morals, skills and independence. This mission is very much applied to all i'dadiyah students there, especially for independence. DDI Mangkoso Islamic Boarding School highly upholds the character of independence. Of course, there have been many efforts made by the DDI Mangkoso Islamic Boarding School to develop the character of its students, especially the character of independence, but the character of independence has not been revealed specifically what efforts or strategies have been made to develop it. However, based on the researcher's initial observations, the strategy carried out by the DDI Mangkoso Islamic Boarding School is habituation, in which students are always accustomed to having an independent character for each student. Therefore, this research is important to explore what development strategies are carried out by the DDI Mangkoso Islamic boarding school as a religious educational institution which is carried out using boarding school principles in developing the character of independence.

## **METHOD**

This research is qualitative research using case study research, the data type uses subject data and the data sources are supervisors, students and also parents of i'dadiyah students. The next stages of data collection used were observation, in-depth interviews and documentation. The processing technique uses N Vivo 12 Plus software. Data analysis includes data reduction, data presentation and drawing conclusions and verification. And the data validity testing techniques used are the credibility test and dependability test.

## **RESULT AND DISCUSSION**

The DDI Mangkoso Islamic Boarding School is an institution that prioritizes the quality of its students. The character of the students at Campus 1 of the DDI Mangkoso Islamic Boarding School really encourages the formation of character, as well as good morals and manners, as well as independent character for students who are more responsible, able to solve their own problems, be independent in living their lives, and be disciplined in their daily lives. day.

Based on the description of the data, the research results show that the form of developing the character of independence in i'dadiyah students at Campus 1 of the Islamic Boarding School can be said to have quite good independence. The independent character of the I'dadiyah students at Campus 1 of the DDI Mangkoso Islamic Boarding School possessed by the students obtained from the research results is that the students are able to organize themselves, take responsibility for responsibilities and obligations, exercise self-control with their own initiative, are able to face and solve problems, behave obey discipline, have self-confidence, do not depend on other fellow students, and have strong self-confidence.

Factors that cause the independent character of i'dadiyah students at Campus 1 of the DDI Mangkoso Islamic Boarding School include activities that encourage students to have the following independent character:

Support from parents is the main and very important factor in the success of developing the independent character of i'dadiyah students. Parents must have the heart and sincerity to entrust their children to study at Islamic boarding schools. By entrusting their children to Islamic boarding schools, the Islamic boarding school guardians have entrusted their children to be educated in accordance with the provisions that have been set. Of all the coaches who became informants, all of them said that parental support was the most important thing in increasing the independent character of the students because without the support and motivation of the parents of the students, it would hinder the process of forming the independent character of the i'dadiyah students.

The next factor is providing a daily/routine schedule. A daily or routine schedule provides structure and order in daily life. This helps students to have a clear time frame for each activity, making it easier for them to plan and manage their time well. By consistently carrying out a daily schedule, i'dadiyah students form positive habits. This consistency builds sustainability in the students' independence, because positive habits formed from a regular daily schedule can become a natural part of their lifestyle.

Extracurricular activities are also included in the supporting factors. Extracurricular activities, especially those involving performances or presentations, can help improve communication skills. Santri learn to speak in public, express their ideas, and communicate effectively. Now many students are more confident when speaking in public because they are trained in public speaking. This really helps i'dadiyah students discover their own interests and talents, form an identity, and recognize personal values that may be the basis of independent character they.

Next is patience as a coach. Patience has an important role in developing independent character. Increase independent character. Through patient coaching, i'dadiyah students can feel continuous support, build self-confidence, and form a strong independent character. The instructor's patience not only educates directly but also provides an example and inspiration for the students.

Madrasah I'dadiyah Campus 1 DDI Mangkoso Islamic Boarding School is a boarding school, meaning that the DDI Mangkoso Islamic Boarding School requires students to live within the Islamic boarding school environment and take part in all the activities there. Apart from the family environment at home, schools must also be more effective in training independence. With various school activities, of course coaches must be able to teach students not to depend on other people, try to complete tasks (work, study) based on their own abilities, dare to do things without asking for company, and so on. Therefore, parents no longer need to worry about their children because they have entrusted their children to a place or school that upholds character values, especially the character of independence.

Next is giving gifts or praise. At Madrasah i'dadiyah every month an evaluation is held and there the names of the students with the cleanest beds and the cleanest will be announced and prizes will be given, so that is one of the enthusiasm of the students to always be diligent in cleaning their beds, if there are any. If students are clean or have good achievements, their instructors will not hesitate to give praise and will be treated to a meal or taken for a walk outside the hut.

Finally, one of the factors in increasing the character of independence is that students maintain social interactions. Madrasah i'dadiyah students' supervisors always provide guidance on how to maintain positive relationships, choose supportive colleagues, and build good relationships. Students are taught to be wise in choosing their colleagues. Having friends who support and have similar values can strengthen the character of independence and provide mutual support.

The process of fostering independence carried out by the i'dadiyah santri supervisors at campus 1 of the DDI Mangkoso Islamic boarding school is carried out in stages every day naturally with a strategic approach to determine the nature, character and behavior of the students. The Islamic boarding school strategy process in developing the independent character of students is:

### **Habituation**

Habits are an important thing in life. Islam uses habits as a method of developing good character, so everything that is good is turned into a habit. In the DDI Mangkoso Islamic Boarding School environment, habituation is one of the coaching strategies in developing the independent character of i'dadiyah students, especially in fostering independence. It is a behavior that we want to form into a habit. In Islamic boarding schools we always get used to getting up for morning prayers alone, we get used to being more independent in doing things and in Islamic boarding schools of course the students will get used to doing various good deeds from waking up until going back to sleep. There are also continuous efforts to advise students that there are parents who have high hopes for their children so that their children in Islamic boarding schools can become more independent.

### **Exemplary**

From the research results, it can be seen that example is an effective strategy in increasing the development of the independent character of i'dadiyah students. Because if you just go through directions, there will be less response, but by giving examples directly or being directly involved, the students will respond well and quickly. One form of example that i'dadiyah coaches carry out in the dormitory is by showing a good example, for example not being allowed to speak harshly or using loud words, showing prayers on time, which clearly means that the students are given a positive example so that they can be good role models for everyone. students and must be controlled well.

This method is in accordance with the theory developed by Darmiyati Zuchdi, which states that one method of character formation is by example (modeling) where the teacher as a figure must be an example and role model for his students. In values and spirituality education, modeling is a commonly used strategy.

### **Giving a warning or punishment**

It is important to remember that punishment or reprimand should be used as an educational tool that helps build independent character, not as a means of intimidation. With a wise approach, reprimand or punishment can be an effective instrument in shaping the positive character of students in Islamic boarding schools. In Islamic boarding schools there are punishments that will be given if violations are committed in the i'dadiyah dormitory, namely: cleaning sewers, writing Q.S Ar-Rahman, writing sholawat 300 times, reciting 5 Juz, members all over the place in 1 day, writing Q.S Al -Waqiah, rear member from end to end in 1 day, wash the basket, memorize 25 vocabulary words/or memorize 30 verses, write Surah Yasin, all students recite 1 Juz in one sitting, read sholawat 5 times, member 1 bed room within 1 week and clean the toilet.

### **Limit the clothing that students wear underneath**

One of the strategies of the DDI Mangkoso Islamic boarding school in improving the independent character of the students is to limit the clothing under the boarding school/dormitory. The only clothes that are allowed under the boarding school are polite clothes. You are not allowed to bring clothes with short sleeves and the limit on the number of clothes that can be worn under the boarding school is 24. sheets, even so, there are still many i'dadiyah students who do not wash their dirty clothes themselves when they are still new students because the students don't have time due to the tightness of the students' time and activities, starting from getting up for the tahajjud prayer until 10 at night, therefore the students prefer to wash his clothes.

### **CONCLUSIONS**

The independent character of I'dadiyah Santri Campus 1 Pesantren DDI Mangkoso obtained from the research results is that they are able to organize themselves, are responsible for responsibilities and obligations, exercise self-control with their own initiative, are able to face and resolve problems, are obedient to discipline, have self-confidence, not depending on other fellow students, and having strong self-belief.

The increasing independent character factors of i'dadiyah students obtained from the research results are parental support, daily schedule, extracurricular activities, cooperation between supervisors, patience as a trainer, good communication with parents of students, Islamic boarding school environment, providing advice and motivation, providing gifts or praise and also students maintaining their relationships.

The DDI Mangkoso Islamic Boarding School's strategy in developing the independent character of I'dadiyah Santri which was obtained from the research results is habituation, example, good communication, giving warnings or punishments and also limiting the students' lower clothing.

### **REKOMENDASI**

To the leadership of Madrasah I'dadiyah to provide continuous direction to supervisors so that they have high motivation to continuously carry out their duties and develop their potential and increase their competence. Furthermore, adding dormitory supervisors and improving supporting facilities and infrastructure so that the process of carrying out educational and learning tasks can run smoothly and achieve more optimal results.

All teachers and Islamic boarding school supervisors are expected to be good role models, maximize supervision of students, especially at night and in the morning, maximize character development of students by always directing and motivating students in learning and outside of learning, so that the goals of coaching will be achieved well.

Students are expected to be able to carry out Islamic boarding school programs, comply with the applicable rules and accept sincerely the guidance implemented by teachers and coaches in character development so that students become human beings who have a more independent character.

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