

## Conference Paper

# The Educational Philosophy of Pesantren Al-Falah and Its Contribution to Character Development

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**Abstract**

*Pesantren* or Islamic boarding schools are religious-based educational institutions that are popular in Indonesia. Unfortunately, *pesantren* education patterns have not been widely studied because the pattern of education is considered different from formal education in Indonesia. Unlike *pesantren*, formal education only focuses on the cognitive aspects of academics and ignores the psychomotor-affective aspects. This study aimed to examine the aspects of educational philosophy that exist in the education system at the *pesantren* Al Falah Gorontalo and their contribution to the development of character education for middle-high school students in Indonesia. This was a philosophical research study which used the perspective of educational philosophy. A qualitative approach was employed, using the hermeneutic method, and data were collected through library research, strengthened by in-depth interviews. Interpretation, description, synthetic analysis, internal coherence, holistic, reflection, and heuristics were used. Several pedagogical aspects were found in the learning process that prevails at the Al Falah Islamic Boarding School. These are associated with the educational goals and curriculum, which involves several important streams in educational philosophy, namely essentialism, progressivism, and perennialism. The *pesantren* Al Falah Gorontalo also upholds several important values in the education process, including relating to religion, unity, human values, togetherness, and independence. These values can be internalized by adolescents through education and can contribute in building the character of students.

**Keywords:** *pesantren*, character education, educational philosophy, values, religion

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## 1. Introduction

Islamic boarding schools or called *pesantren* are educational institutions that have played an important role in the history of the Indonesian nation's journey. Over the centuries *pesantren* has been known as a trusted institution for religious education, morality, and character [1]. Parents who want their children to understand religious knowledge entrust the *pesantren* as a place for their children to study. *Pesantren* are

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also known as educational institutions capable of producing alumni who excel both on the national and international levels. Several important figures who accompanied the history of the Indonesian nation's journey were born and studied in Islamic boarding schools [2]. This fact is an indication that the existence of *pesantren* in the life of society, nation and state of Indonesia is very important. This reason also underlies the existence of the *pesantren* to date. Along with the times, *pesantren* are not increasingly displaced and marginalized, but instead have become an inspiration for various other educational institutions to apply the same educational model. In recent years, formal schools have adopted the *pesantren* education system and use the boarding school system. This fact shows that *pesantren* are a very important inspiration for the development of education in Indonesia.

One of the advantages of *pesantren* lies in the ability of this institution to survive in line with the times [3]. Several studies in the fields of anthropology and history have stated that Islamic boarding schools have existed in Indonesia since the time of the arrival of Islam. This means that Islamic boarding schools have accompanied the life journey of the Indonesian nation for eight centuries [1]. The fact that until now the *pesantren* still exists and accompanies people's lives shows that this institution has the ability to survive in the midst of the ongoing challenges of the times. *Pesantren* seems to have been tested in history and proven to be able to overcome various challenges in the midst of the dynamics of community life.

This is the reason behind the research on *pesantren* from the point of view of educational philosophy. The purpose of this study was to determine the pedagogical aspects in the *pesantren* education system that are relevant to the character-building efforts of students, especially the character of the younger generation who are currently studying at the high school level. It is hoped that the study of the *pesantren* education system in the perspective of educational philosophy will be an inspiration for the development of education in Indonesia so that the quality of education can continue to be improved in accordance with the demands and challenges of the times.

*Pesantren* Al Falah Gorontalo was chosen as the research location for several reasons. First, *Pesantren* Al Falah Gorontalo is one of the oldest Islamic boarding schools in Gorontalo. The existence of these *pesantren* is important because the majority of *pesantren* in Indonesia have been concentrated on the island of Java [4]. The existence of *pesantren* outside Java is therefore interesting to study because it provides insights into the development of *pesantren* in other areas. The second reason is that *Pesantren* Al Falah Gorontalo is a *pesantren* that is unique, namely in terms of the philosophy or principles that are upheld. *Pesantren* Al Falah Gorontalo has a principal

of becoming a boarding school that unites the nation. This principle is animated by the spirit of nationalism and unity amidst the conditions of a pluralistic and heterogeneous Indonesian society. This spirit is hoped to be adopted in the development of character education in Indonesia.

The educational philosophy point of view was chosen as a point of view or study perspective in this study because it is based on the nature of the study of educational philosophy as part of a critical, radical, and comprehensive philosophical study [5]. This study of educational philosophy on the education system at *Pesantren Al Falah Gorontalo* hopes to find essential and fundamental aspects in the field of education, which are relevant to the efforts to build the character of high school students in Indonesia. This research answers three main questions, namely: first, how is the education system at *Pesantren Al Falah Gorontalo*; second, whether *pesantren* education is still relevant to answer the current needs of character education; and third, how is the concept of the flow of educational philosophy used as the basis for education at *Pesantren Al Falah Limboto Gorontalo* and its contribution to the character development of high school students in Indonesia.

This research is expected to bring benefits both directly and indirectly to educational praxis in particular and the Indonesian nation in general, especially in practical life in the field of character education, especially *pesantren* education. This research is a researcher's effort in examining education at the *Al-Falah Tunggulo Limboto Islamic Boarding School Gorontalo* and its contribution to the development of character education for middle-high school students in Indonesia from the perspective of educational philosophy. It is hoped that this research can be useful for the development of education science and for further research.

This research is an attempt to examine the educational aspects of the *Pesantren Al Falah Tunggulo Limboto Gorontalo Islamic Boarding School* and its contribution to the development of character education for middle-high school students in Indonesia, so that it can be seen how important the role of Islamic boarding school education is to develop secondary-high education in Indonesia. This research is also a means to actualize philosophical thinking, especially education in examining the problems that exist in the education system, especially *pesantren* education in Indonesia. Another benefit is for the development of science in the aspect of education in general and philosophical concepts in particular.

For the Indonesian people in general, this research is expected to be used as a reference for Islamic boarding schools, especially the *Al Falah Tunggulo Limboto Islamic*

Boarding School, Gorontalo and its contribution to the development of character education for middle-high school students in Indonesia in general. This research is expected to be able to increase understanding of *pesantren* education and the philosophical foundation contained therein. Research on the educational role of the Al Falah Tunggulo Limboto Islamic Boarding School Gorontalo and its contribution to the development of character education for middle-high school students in Indonesia is expected to be able to raise awareness of current and future generations of Islamic boarding school education so that it has a positive impact by developing a holistic understanding of education as the next generation of young people. The Indonesian nation in general and educational institutions in particular. This research is a philosophical exploratory study, so this research aims to find a description of the practical philosophy of education in Islamic boarding schools outside Java, especially Sulawesi.

## 2. Related Works

The strategic role of *pesantren* as an effective educational institution in shaping the character of Indonesia's young generation has attracted many researchers. Sauri et al. in 2018 conducted research on the challenges that must be faced by *pesantren* in the 21st century in the development of local wisdom values. This study found that *pesantren* at this time are strong enough in developing the values of local wisdom which are influenced by the teachings of Islam as the basis or foundation of the development of education in *pesantren*. This study provides important information in the study of the development of local wisdom values in Islamic boarding schools as a strategy to build the mental and character of the young generation in the era of globalization [6].

Another important research to be used as a reference in this article is the research of Anam, et al. published in the Journal of Education and Gifted Young Scientist in 2019. This study found that *pesantren* are educational institutions that are very effective in shaping the character of students or *santri*, especially values related to humanity. This study shows that *pesantren* in Indonesia are not only institutions for the development of religious values but also the development of other values that are important in human life [7].

The development of these values is carried out by *pesantren* at all levels of education. This can be seen in the research conducted by Putro A., Suyanto, and Suryono, which was carried out in 2019. This research using a qualitative approach aims to determine the implementation of character education in an elementary school that is part of the education network in Islamic boarding schools. The results showed that the intensive

education carried out in these elementary schools, supported by a conditioned environment, was able to shape the character of students or students according to the expected competencies [8].

The last is the research conducted by Zein M. Vebrianto et al. which was carried out in 2020. This study describes the process of internalizing the values of multiculturalism carried out by the Darul Hikmah Islamic Boarding School Pekanbaru, in Riau, Indonesia. Based on the qualitative study conducted, this study found that multicultural values can be taught in this Islamic boarding school because Islamic values have indeed contained the values of multiculturalism [9].

Some of the references mentioned above are important inspirations for the implementation of this research. There are three things that will be adopted from this research. First, the research provides important information that Islamic boarding schools with various kinds of activities in them, both activities related to the world of education, social society, and political activities, are miniatures or simulations of a larger social life. Second, a qualitative approach is chosen in this study because a qualitative approach will make it easier for researchers to obtain information related to sociological and psychological matters in greater depth. By using this approach, this study aims to reveal important things that were not found in the studies above, namely the contribution of *pesantren* in developing the character of Indonesia's young generation.

### 3. Material & Methodology

This is a research on philosophical views in the field with a qualitative approach. The object of this research is the education system of *Pesantren* Al Falah Tunggulo Gorontalo, which will be analyzed from the point of view of educational philosophy, to find pedagogical aspects that are relevant to the development of character education for middle-high school students in Indonesia. The subjects of this study were the leaders and caregivers of the *pesantren*, the head of the MA and MTs, the teachers of the MA and MTs and the *santri* (student) of the Al Falah Tunggulo Limboto Islamic Boarding School, Gorontalo. The research object in this study consisted of 2 objects, namely material objects and formal objects. The object of material studied in this study is the education of the Al Falah Tunggulo Limboto Islamic Boarding School, Gorontalo. The analysis knife used as a formal object is educational philosophy. JL. Ki Hadjar Dewantoro, Tunggulo, Limboto Barat, Gorontalo 96271.

The course of the research consisted of three stages, namely the data collection stage, the data analysis stage, and the presentation stage of the research results.

Data collection in the study was carried out in three ways. The first is document study or literature study. This stage is carried out by collecting references or documents that are closely related to the research topic. These documents relate to the *pesantren* education system and documents on educational philosophy. Second, is the interview method. Interviews were conducted to get a deeper meaning from the data collected. This interview was conducted on several elements in the Al Falah Islamic Boarding School, including leaders and careers; headmaster; teacher; as well as students. Third, is the questionnaire method. The questionnaire is used to collect general data,

This research is a research on a philosophical view of *Pesantren* Al Falah Tunggulo Limboto Gorontalo and its contribution to the development of character education for middle-high school students in Indonesia. It is necessary to investigate the basic views or general views that underlie the *pesantren* education system, especially at the Al-Falah Islamic Boarding School so that we can see the contribution of the *pesantren* to the development of character education for students, especially at the senior secondary level. Investigations on the basis behind the education of the Al-Falah Islamic Boarding School including educational benefits, pedagogical aspects, learning methods and educational flow, and educational philosophy as a basic reference for analyzing.

Research data analysts use the methodical elements of philosophical research as suggested by Bakker and Zubair in their book entitled *Metodologi Penelitian Filsafat* (Philosophy Research Methodology) (1994). In the research model on a philosophical view in the field, the data that has been collected will be processed and reflected with several methodical elements. The methods used are interpretation, description, reflection, synthetic analysis, internal coherence, holistic, and heuristics [10]. The method of interpretation as proposed by Bakker and Zubair is needed in philosophical research in the field with the aim of capturing the meaning, value and purpose contained in the issues being studied [10]. This description method is used to describe perceptions about the education system at *Pesantren* Al Falah Tunggulo Limboto Gorontalo including the objectives of the *pesantren* along with aspects and learning methods and their contribution to the development of character education for middle-high school students in Indonesia. The group's view of life is not only presented abstractly but can explain the content of the concrete feelings of the whole life in the group. The warmth of life, the warmth of the ceremony, the beauty of the arts, the fragility of the economy, the solemnity of religion, the kindness of the heart, and so on [10].

Critical analysis is needed to find pedagogical aspects of the *pesantren* education system in order to get a comprehensive understanding so that it can refer to *pesantren* education that contributes to the development of character education in Indonesia. Researchers conducted a critical analysis of problem solving in research. The results of this reflection will be used as a theoretical framework in explaining the philosophical views of the Al Falah Tunggulo Limboto Islamic Boarding School Gorontalo and its contribution to the development of character education for middle-high school students in Indonesia.

Synthetic analytics is a combined method of analysis and synthesis. Analysis means unraveling, synthetic means combining. The analysis method in this research is used to describe the phenomenon of Islamic boarding school education and its contribution to the development of character education for students in Indonesia, then the synthetic method is a step to abstract descriptions of phenomena related to the research theme. So that finally we can find a concept about *pesantren* education as an alternative to the education system in Indonesia [10].

The internal coherence method can find the relationship between the education of *Pesantren* Al Falah Tunggulo Limboto Gorontalo and its contribution to the development of character education for middle-high school students in Indonesia. At the internal coherence stage, the researcher tries to find harmony between each of the basic views that are related to one another [10].

The holistic method is used to explain all aspects that make up the education system of the Al Falah Tunggulo Limboto Islamic Boarding School Gorontalo and its contribution to the development of character education for middle-high school students in Indonesia. The entire horizon is complete and total capable of providing definitive meaning to each phenomenon [10].

The heuristic method is used to find novelty in research that contains the relationship between *pesantren* education and its contribution to the development of character education for middle-high school students in Indonesia. All the new data and methodical reflections that have been obtained are seen from a new perspective so that a new synthesis or dynamic is formed from a different point of view [10].

The validity of the data in this study used triangulation of sources and techniques. Triangulation of sources by cross-checking data from three sources of research data, namely *Pesantren* Leaders, Head of MA and MTs, MA and MTs Teachers and Caregivers as well as *Pembina*, and *Santri Pesantren* Al Falah Tunggulo Limboto Gorontalo. Technical triangulation is doing cross check on literature review, observation, and interview.



## 4. Results and Discussion

### 4.1. Profile of Pesantren Al Falah Gorontalo

*Pesantren* Al Falah Gorontalo is one of the *pesantren* located in Gorontalo District, Gorontalo Province, precisely located on Jl. Ki Hadjar Dewantara, Tunggulo Village, Limboto Barat District, Gorontalo District. This *pesantren* is one of five Islamic boarding schools in Gorontalo District. Based on data contained in the Islamic Boarding School Database for the Ministry of Religion of the Republic of Indonesia, there are five Islamic boarding schools in Gorontalo District. The five Islamic boarding schools are *Pesantren* Al Falah, *Pesantren* An-Nur, *Pesantren* As Sunnah Gorontalo, *Pesantren* Sirojuth Tholibiin, and *Pesantren* Al-Islam. *Pesantren* Al Falah is registered with the Ministry of Religion of the Republic of Indonesia with NSPP 510375010001[11]. Al Falah Islamic boarding school was founded in 1989 to be precise on 3 Muharram 1410 H or August 1, 1989 and was directly managed by Hi. Yusuf Polapa, North Sulawesi Muhammadiyah Regional Leader at that time. This Islamic boarding school also has formal schools, namely Madrasah Tsanawiyah (MTs) and Madrasah Aliyah (MA) Al Falah Gorontalo have started the teaching and learning process in conjunction with the establishment of the Al Falah Islamic Boarding School [12]. When it was founded, MA Al Falah was headed by KH. Haimrain KaU, who served from 1989 to 2000. Currently MA Al Falah is led by Dra. Sumarni Ohi, while MTs Al Falah is led by Maziatussaraf H. KaU [13].

Like other Islamic boarding schools in general, *Pesantren* Al Falah Gorontalo was founded with the aim and aim of building the morality of the *santri* as the next generation of Islam. The background of the establishment of the Al Falah Islamic Boarding School was because at that time the Muhammadiyah association in North Sulawesi did not yet have a *pesantren*. Specifically, the objectives of the establishment of the Al Falah Islamic Boarding School, in accordance with the proposal for the establishment of this *pesantren*, are as follows:

To fulfill the needs / needs of Muhammadiyah as an organization which is an Islamic movement and *da'wah amr ma'ruf nahyu munkar*, print / educate intellectual kyai and intellectual *kiai* who become strong Islamic cadres, continuation and spreader of ideas. and Muhammadiyah efforts.

It is hoped that the output of the Al-Falah Islamic Boarding School can become preachers and preachers who are able to become entrepreneurs so that their dedication to religion and association can be carried out without any obstacles.



It is hoped that the Al-Falah Islamic Boarding School will become an institution for deepening and refining Islamic teachings so that Muhammadiyah in particular and Muslims in general can practice Islamic teachings in accordance with the guidance of the Prophet which comes from the Koran and as-Sunnah.

Until the research was carried out in 2020, *Pesantren* Al Falah Gorontalo was still carrying out learning activities very well. This *pesantren* has approximately 500 students consisting of *santriwan* and *santriwati* (interview with Mr. Djuwaini on August 24, 2020). The curriculum applied to this *pesantren* uses a combination format, namely the religious education curriculum and the formal education curriculum. The religious education curriculum is applied in learning at Islamic boarding schools in the form of the Yellow Book study, while the formal education curriculum is applied in the teaching and learning process at MTs and MA. Based on information submitted by the Head of MTs Al Falah, Mrs. Maziatussaraf H. KaU, the religious education curriculum in madrasahs is 30%, while the remaining 70% is the formal education curriculum (interview with Ms. Maziatussaraf H. KaU on 24 August 2020). The same curriculum application format is also applied to the MA education level. The implementation of the learning process in these two madrasahs is supported by teachers and caregivers of approximately 80 people (interview with Ms. Maziatussaraf H. KaU on 24 August 2020). *Pesantren* Al Falah Gorontalo is an educational institution that wants to build an attitude of independence among students or students. Therefore, apart from imposing a formal education curriculum and religious education, the Al Falah Islamic Boarding School also equips students with entrepreneurial skills. Some examples of the skills provided are the skills of raising chickens and sewing. Various kinds of skills and knowledge are provided with the aim that students who study at the Al Falah Islamic Boarding School have several characters, including having morals, students who unite the people, and students who are beneficial to the country and the nation. This goal is motivated by the motto of the *pesantren*, which is "above and for all groups".

## 4.2. Al Falah Gorontalo Islamic Boarding School Education in the Perspective of Educational Philosophy

### 4.2.1. Educational Philosophy

Philosophy of education is a field of philosophical study that specifically discusses or studies the nature of education. Akinpelu, in a book entitled *An Introduction to Philosophy of Education* (1981) explains that educational philosophy is an investigation of

the fundamental nature of education [14]. Philosophy of education in other words is an in-depth reflection on various matters relating to the field of education. According to Amka, the purpose of educational philosophy is to inspire how to organize an ideal learning process. Educational theory aims to produce thoughts about educational policies and principles that are based on educational philosophy [15]. In the view of Imam Barnadib, the philosophy of education is a science which is essentially the answer to questions in the field of education. Philosophy of education, in other words, is the application of a philosophical analysis to the field of education [16]

As a study that aims to achieve the essence of education, educational philosophy examines several important issues in the field of education. Macmillan and Kneller argue that educational philosophy is the study of several concepts in the field of education, for example the study of the concept of learning, curriculum concepts, educational goals, educational orientation, and values in education [17]. Based on these studies, educational philosophy offers a variety of theories and understandings that will answer these educational problems from various perspectives of the respective schools. In the study of educational philosophy, there are several philosophical ideologies or schools, for example essentialism, progressivism, perennialism, and so on. Each of these schools has different philosophical assumptions, which in turn present different views on educational issues. These streams appear to provide an offer for various kinds of problems faced in the field of education.

At first glance, the study of educational philosophy is a study that is abstract, speculative, and not related to real problems in the field of education. However, the point of view of educational philosophy is actually directly related to various technical matters in the implementation of education. One of the most concrete examples is in terms of the preparation of the educational curriculum; in determining the vision and mission of the school; and in the formulation of graduate profiles. Everything related to the implementation of education can be analyzed from the point of view of this educational philosophy.

### 4.3. Analysis from the point of view of educational philosophy

Various kinds of theories, the perspectives that exist in the study of educational philosophy can be used as a knife of analysis to study the implementation of education at *Pesantren Al Falah Gorontalo*. *Pesantren Al Falah* is an institution that carries out educational tasks, especially education based on Islam. Analysis of the educational philosophy of the learning process at the Al Falah Islamic Boarding School can be seen

from various kinds of educational philosophical problems. In this article, an examination of the education system at *Pesantren Al Falah Gorontalo* will look at several problems, including issues of educational objectives, graduate profiles, curriculum, and the nature of education which will ultimately lead to patterns of thought or flow in the field of educational philosophy.

First, the issue of educational goals. The issue of educational objectives is one of the most fundamental problems in the study of educational philosophy because this issue is in direct contact with the philosophical dimension of education, namely the axiological aspect. Educational axiology is an aspect in the study of educational philosophy that discusses value in education [14]. Education as an important aspect of human life has an attachment to values as an orientation in the implementation of learning. These values in other words are values that are upheld or considered important by educational institutions. For example, for schools based on multiculturalism, the values of diversity, plurality, multiculturalism and tolerance are important values and must be upheld by every school member. It is different from religious-based schools. In certain religious-based schools, the values that are upheld are religious values, or values taught by religion which are the basis for the implementation of education.

This pedagogical aspect of the aims of education can also be seen in the education system run at *Pesantren Al Falah Gorontalo*. As obtained from the results of interviews conducted with the manager of the Al Falah Islamic Boarding School, namely Mr. Djuwaeni, education in this *pesantren* has several objectives. First, is to form students in the *pesantren* into human beings who have good behavior or have good morals. The first objective is based on Islamic religious values and is directly related to the function of *pesantren* as institutions for the development of human morals. Second, the Al Falah Islamic boarding school also aims to shape the students into individuals who are able to unite the people, and not divide the unity of the people. This goal implies the attention of the Al Falah Islamic boarding school to the atmosphere of unity and togetherness, which is based on the value of unity. This value is one of the important values in the life of the Indonesian nation in particular, because the value of unity is based on the philosophy of the Indonesian state, namely Pancasila. This also shows that the Al Falah Islamic Boarding School carries out the mandate of the life of the nation and state of Indonesia, which is to create unity and integrity in the midst of differences.

The third objective of *Pesantren Al Falah Gorontalo* is to educate students to become independent human beings, humans who are able to rely on themselves through the provision of entrepreneurial skills. The orientation of the *pesantren* towards the independence of students shows that the value of independence is one of the important

values to be continuously developed in human life. The *pesantren* not only prepares students as intelligent, intelligent, and noble human beings, but also as independent, hardworking, and warrior humans who are able to rely on themselves. Fourth, the Al Falah Islamic Boarding School was also established with the aim of educating students so that they can become useful human beings for the country and the nation. The fourth objective implies two important values in the orientation of the Al Falah Islamic Boarding School, namely the value of humanity and the value of nationalism. Human values are related to the spirit of kinship among human beings; Meanwhile, the value of nationalism is related to the love of the country and the spirit of nationalism that the students want to build.

Based on the analysis of the objectives of the Al Falah Gorontalo Islamic Boarding School, it can be concluded that there are several values that are important, upheld, and become an orientation in learning at the Al Falah *Pesantren* Gorontalo, namely religious values, togetherness values, independence values, human values, and unity values. These five values are the values that are the orientation in the teaching and learning process that takes place at the Al Falah Islamic Boarding School.

The second pedagogical aspect can be seen from the implementation of the education curriculum at the Al Falah Islamic Boarding School. As stated by Maziatussaraf H. KaU, head of MTs Al Falah Gorontalo, the curriculum at Al Falah Islamic Boarding School uses a combination curriculum, namely the *pesantren* curriculum and the curriculum of the Ministry of Religion of the Republic of Indonesia. The implementation of the two curricula in this *pesantren* shows that education at *Pesantren* Al Falah Gorontalo is oriented towards religious education and education with pragmatic nuances at the same time. This religious education orientation can be seen from the implementation of a religious-based curriculum which aims to provide a basis for religious knowledge to students or students. On the other hand, a pragmatic orientation or benefit can be seen from the implementation of the curriculum of the Ministry of Religion of the Republic of Indonesia. The implementation of this curriculum shows that the management of the Al Falah Islamic Boarding School adheres to formal rules in the field of education in Indonesia. This orientation brings two benefits at once. From the *santri* or student side, this orientation is useful in ensuring the future education of the students. From the perspective of *pesantren* managers, this orientation is useful in developing *pesantren* in the future. With the enactment of the curriculum of the Ministry of Religion of the Republic of Indonesia, the practice of education in *pesantren* will run according to the corridors or regulations in force so that the quality or status of this *pesantren* education is recognized by the state. Recognition of this status will have a positive impact, namely

on the recognition of diplomas of students or students which will be very much needed later. both in an effort to continue their studies and in order to find a job for a better life. The implementation of the two curricula in this *pesantren* shows that *pesantren* managers use an eclectic way, which is to combine different elements by taking the positive side of each of these elements.

The third pedagogical aspect can be seen from the style of education carried out in *pesantren*. The study of educational philosophy recognizes several streams, views, or patterns of thought. Some of these streams or views include essentialism, progressivism, perennialism, and so on. Each of these schools has a distinctive feature of thought, which is influenced by the philosophical assumptions that underlie these schools. Essentialism is a stream or view of educational philosophy that prioritizes things that are essential in life. Progressivism is a stream or view of educational philosophy that prioritizes progress in education. Perennialism is a stream in educational philosophy that is oriented towards old values. To find out what streams of educational practice in a school belongs to,

Based on the information about several pedagogical aspects that have been stated above, it can be concluded that education at *Pesantren Al Falah Gorontalo* combines an education model based on progressivism, essentialism, and perennialism at the same time. The nuances of progressivism thinking can be seen from the orientation of *pesantren* education that is centered on student independence, for example in the form of equipping students with various entrepreneurial skills. The concern and attention of the *pesantren* to the non-academic abilities of these students shows a progressive aspect in the implementation of education at the *pesantren*. The essentialism aspect in the education process at the Al Falah Islamic Boarding School can be seen from the inculcation of essential values in life, such as the value of togetherness, the value of unity, and the value of humanity. These three values are important values in human life, especially in the midst of the diversity that exists in the world. Finally, the aspect of perennialism can be seen from the inculcation of religious values as a legacy of the past, which is continuously contextualized and becomes a guide in the lives of the students. These religious values are believed or considered as noble values that have proven effective and strong in overcoming various kinds of life challenges, so that they are continuously conveyed to future generations through education. Based on the analysis of the three streams or views in the educational philosophy, it can be concluded that education at *Pesantren Al Falah Gorontalo* combines several thoughts in the field of educational philosophy. Finally, the aspect of perennialism can be seen from the inculcation of religious values as a legacy of the past, which is continuously contextualized and becomes a guide in the lives of the students. These religious values

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#### **4.4. The Relevance of Educational Philosophy Studies at Pesantren Al Falah Gorontalo for Student Character Development**

Adolescence is a vulnerable age in human life. So called because in adolescence, humans try to find their identity as a decisive step in life. Therefore, it is not surprising that during adolescence, deviant behaviors occur, or what is known as juvenile delinquency problems. Deviant behavior such as brawls, drug use, motorcycle gangs, and so on are a serious challenge and threat to the continuity of the young generation of the

Indonesian nation. Various attempts have been made, but juvenile delinquency is still a problem that grabs the attention of many parties.

One way to reduce the negative impact of juvenile delinquency is to provide guidance through education. Education can be an effective medium to improve or direct adolescent behavior because education can be a means to build the character of the younger generation. It is for this reason that since the early decades of the 2000s, this discourse on the development of character education has become a study that has been carried out by many thinkers and researchers in the field of education. Education is then carried out not only to equip students with only basic abilities, such as reading, writing, and arithmetic, but also to equip students with good characters that are expected to be useful in overcoming various problems.

The same effort can also be seen in the implementation of education at *Pesantren* Al Falah Gorontalo. The *pesantren's* concern for the character of students or *santri* can be seen from the efforts of the *pesantren* manager to include several values that are important to life together, especially in the life of society, nation and state. Values such as humanity, unity, togetherness, are values that can be adopted in efforts to build the character of the younger generation, especially in high school age. These values can be internalized or included in the lives of adolescents through education and are very contributive in realizing the ideals of peaceful coexistence in diversity. The motto or motto of the Al Falah Islamic Boarding School,

## 5. Conclusion

*Pesantren* Al Falah Gorontalo is one of the oldest Islamic boarding schools in Gorontalo. This *pesantren* was founded with the spirit to create the nation's next generation who has good character, is able to unite diversity, has a spirit of independence, and is able to become a useful human being. Based on an analysis from the point of view of educational philosophy, there are several pedagogical aspects in the learning process that prevail in the Al Falah Islamic Boarding School. This pedagogical aspect is contained in the aspects of educational goals and the educational curriculum which implies several important streams in educational philosophy, namely essentialism, progressivism, and perennialism. *Pesantren* Al Falah Gorontalo also upholds several important values in the education process, including religious values, unity values, human values, togetherness values,

Values such as humanity, unity, togetherness, are values that can be adopted in efforts to build the character of the younger generation, especially in high school age. These



values can be internalized or included in the lives of adolescents through education and are very contributive in realizing the ideals of peaceful coexistence in diversity. The motto or motto of the Al Falah Islamic Boarding School, namely “for and above all people” shows the spirit of unity and tolerance which is very important in building an open character among the younger generation of Indonesia.

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