

Research article

Islamic Boarding School as a Role Model for Character Education

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Abstract.

Islamic boarding schools aim to promote the character, behavior and morals of students. For this reason, this education system deserves to be a role model for character education at other educational institutions. This study examined the implementation of the character education system at the Islamic boarding school Al-Mawaddah Warrahmah, Kolaka. Qualitative methods were used with a phenomenological approach. Data were obtained through observations, documentation analysis and interviews. Based on the results, it was found that several character education methods were integrated with one another. The character education system involved learning activities, routines, spontaneous activity, habituation and conditioning.

Keywords: Islamic boarding school, character education, role model

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1. Introduction

In recent years, the study discourse on character education or education based on character building has become interesting topic of discussion, both in the world of education and among the general public. In general, our society began to realize will our need for human intellectual not only intelligent but emotionally, personality and good character and good for fellow.

The moral degradation that continues to be displayed by generations. Starting from brawls, bullying, drugs, juvenile delinquency, motorcycle gangs and various other problems. Making the need for education that can give birth to civilized humans is felt and increasingly expected. And also the political elites have also demonstrated a culture of corruption. Making us to think this has taken root in the life of this nation from the village level to high state officials.

If you look in more detail, actually character education is not new. Before, character education was implemented under the name character education in schools as well as in Islamic boarding schools. It has also been provided with provisions in the form and morals to improve the attitudes of the students.


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Islamic boarding school can be an educational institution that has long been even continuing to instilling character education in its students. As the oldest Islamic education institution in Indonesia, Islamic boarding schools have developed very well. Even its current position is not inferior to other educational institutions.

Islamic boarding school is role as a social institution has provided a unique in the face of Indonesian society.

The existence of Islamic boarding schools has its own place in the people's hearts. In general, the community already understands that is a boarding school based on the concept of Islamic education where students live together and study religious sciences the guidance of teachers or Kiai who are better known as Kiai.

Islamic boarding school is a place of recognition and understanding of Islam as well as the center of Islamic religion. Most of the Islamic boarding schools were established as a form of reaction to certain patterns of life that were considered vulnerable, thus the establishment of Islamic boarding schools was one part of cultural transformation that took place in a relatively long period of time. Due to the nature of Islamic boarding school as the starting point for transformation, Islamic boarding school are automatically forced by circumstances to obtain the best alternative for life. Islamic boarding school as the ideal choice is in accordance with the culture of Islam in this archipelago. The students are taught to be independent, tasamuh, ta'awun and so on as a manifestation of this character education. The students not only get the material learning but also the application.

Islamic boarding school is a school located in the Indonesian community with several models of guidance that are full of value education, both religious and national values. So that Islamic boarding school becomes an institution that is very effective in the development of character education (morals) of students. [1] In another affirmation, Islamic boarding school is a multi-functional institution that not only deals with the development of Islamic education, but also plays a very important role in the progress of the development of the surrounding environment

The education system in Islamic boarding schools can be a role model for other educational institutions in developing programs or developing character education. Because the coaching system at the cottage has proven effective in improving the behavior of students. Some even give the title with personality "workshop" This is in accordance with research conducted by [2] that moral education has been going very well in Islamic boarding schools. The same thing was also stated by [3] who revealed the strong relationship between Islamic boarding schools and the improvement of attitudes, personality and character through a number of planned activity agendas.

Based on the description, we are interested in conducting a study on the Character Education Model in Islamic Boarding Schools.

2. Literature Review

2.1. The Concept of Character Education

Character education is a discussion that is widely discussed by academics. Character education is believed to be an important factor in building human beings who have good morals. If we look back to history, character education is not a new idea. Since ancient times this idea has actually existed, only different name and form .

The characters as described by Ryan and Bohlin in [4] contain three main elements, namely knowing the good , loving the good and doing the good. In character education , goodness is often summarized in a series of good traits. So thus character education is an effort to guide human behavior towards standards of values that are good considered.

The terminology of character education has been introduced since the 1990s. Thomas Lickona is considered to be the bearer, especially when he wrote the book *The Return of Character Education* then followed by the next book *Education for Character: How to Our School can Teach Respect and Responsibility*. Through this book, he made the world of education in general realize that character education is a necessity.

According Lickona [5] Education code is education oriented to the formation of the personality of a person whose results are seen good behavior. Meanwhile, Elkind and Sweet in [6] stated that character education is a deliberate effort to help understand humans, they care and have the essence of ethical values. Meanwhile, Cerenco in [7] explains that character education can be interpreted as an effort to develop a positive personality that is driven through exemplary, study, and emulation practices.

From several views of experts on the concept of character education above, we can see that the formulation of character education in principle is that all efforts are made in a planned manner to have a positive effect so that students can improve their attitudes for the better.

In order that it run effectively, character education must be done comprehensively. The trick to make every activity of the school as an opportunity to develop the pensive character. A comprehensive approach is carried out through teacher examples, curriculum subject matter, academic rig or standards, implementation of sports and other extracurricular activities, handling rules and discipline, and intellectual and moral school climate [8]

Character education is not truth to the curriculum formal, it can even be done with the concept of hidden curriculum. Character education does not have to be taught in class, but it can also be done simultaneously and continuously outside the classroom. The success of character education is greatly influenced by examples and real examples in life and or the teaching and learning process .

Character education cannot be forced, but is carried out as an everyday life so that by itself is firmly attached to every student. [9]) This is in line with research conducted by Koiruddin stated that the character education model can be designed by developing a culture and school environment [10]. Thus it can be concluded that the essence of basic education is basically to shape the child's personality to become a good person, community member and a good citizen.

2.2. Character Education in Islamic Boarding Schools

Character education has function and purpose. According to [11] the purpose of character education is to (1) develop the potential of students, they can become human beings with good hearts, good behavior and good thinking; (2) building a nation characterized by five principles of the Indonesia; and (3) developing the potential to have self-confidence, be proud of their country and be kind to others. Meanwhile, character education functions to: (1) build a multicultural life; (2) building an intelligent, noble culture and contribution to the development of human life; and (3) building a peace-loving, creative, and independent attitude. [12]

Character education in schools is very important. This is intended so that the next generation is equipped with basic abilities that are not only able to make long-life learners as one of the important characters for living in this global era, but also able to function to create good social behavior, so that they can live as part of society. .

There is an agreement that is not written that school should take part in the activities develop moral and making characters of students [13] Therefore, there should be efforts systematic and planned to increase the effectiveness of the learning process in accompanied by the development of a good culture. Islamic Boarding schools a form of institutionalized Islamic education in Indonesia. [14] argues that Islamic boarding schools are Islamic educational institutions to understand, appreciate and practice Islamic teachings (*tafaqquh fi al-dīn*) by continuously emphasizing the importance of Islamic morals as a guide for daily life in society).

Based Islamic boarding this school, bridge the gap between education in formal schools and the boarding school system, each of which has advantages. Formal education are more inclined on astuteness academic, although the reality is not who ignore related matters pertaining to the spiritual. Likewise, education in Islamic boarding school is considered to tend to focus on spiritual excellence, even though it does not ignore intellectual excellence. Integrating the two systems are in one unit will produce learners with character and it have intelligence, intellectual, emotional, and spiritual.

The character expected from a school that implements character-based education is the development of noble morals from individuals as part of Islamic character. Through coaching that has become a daily routine, students with inherent character are nurtured without coercion. So that character reflects the values of everyday life.

3. Research Method

In accordance with the direction of research, this study is not intended to test a theory, but rather an effort to explain in a narrative and in-depth manner the phenomena that occur and are found based on the participant's perspective. As stated by Moleong (2011) that qualitative methodology is a research procedure that produces descriptive data in the form of written or spoken words from people and observable behavior.

Based on this explanation, this research focuses more on the study of interconnected processes and phenomena. Therefore, the main approach used is a qualitative approach. [15] and [16] that qualitative research is based on the assumption that reality is something that is multiple. It is interrelated and in it there is an exchange of social experiences that are interpreted by individuals or groups. The qualitative approach sees things as they are in an interrelated whole. The phenomena or events that occur and are found in the research will be described in detail and in depth, moving from complete information obtained from the perspective of participants, namely the perspective of individuals in a family.

4. Result and Discussion

Islamic boarding schools are not only as tafaqquh fi al-dien educational institutions but also have complex responsibilities. Education in Islamic boarding schools does not stop as a knowledge transfer activity. The same thing was also stated by Tholkah Hasan, the former minister of religion of the Republic of Indonesia, that boarding school should be able to activate the following functions, 1) Islamic boarding schools as

educational institutions that transfer religious knowledge (tafaqquh fi al-din) and Islamic values (Islamic). values); 2) boarding school as religious institutions that exercise social control; and 3) boarding school religious institutions that carry out social engineering or community development. All of that, according to him, can only be done if the boarding school is able to carry out a process of maintaining good traditions and at the same time adapting to better new scientific developments, so that they can play a role as an agent of change [17]

Boarding school as a social institution and religious broadcasting. We almost find that the communities around the boarding school are relatively better off than those who are far from the boarding school. This is inseparable from the role of boarding school in building society through religious messages.

The development of school culture and learning activity centers is carried out through various self-development activities as follows:

1. Routine Activities

Routine activities, namely activities carried out by students continuously and consistently at all times. For example, Monday ceremonies, major state ceremonies, body hygiene checks, class pickets, congregational prayers, lining up when entering class, praying before lessons begin and end, and saying greetings when meeting teachers, educators, and friends.

2. Spontaneous Activity

Activities carried out by students spontaneously at that time, for example, collecting donations when a friend is affected by a disaster or donations to the community when a disaster occurs.

3. Exemplary

It is the behavior and attitudes of teachers and education personnel and students in providing examples through good actions so that they are expected to become role models for other students. For example the values of discipline, cleanliness and tidiness, affection, politeness, attention, honesty, and hard work. [18] revealed that educating with exemplary principles is a must for a teacher because students will imitate what the teacher does.

4. Conditioning

Conditioning, namely the creation of conditions that support the implementation of character education, such as clean toilets, trash cans, green area with trees, posters of wisdom that are displayed in school hallway and in the classroom.

Character Education is an educational system that aims to develop character values in students. So that, they have the values and character to be able to apply these values in the life. Islamic boarding schools have long been known to have their main advantages in personality development and character building.

The process of character building in the students is very closely related to the internal (individual) factors of the students themselves and also external (environmental) factors in society, houses, Islamic boarding schools, and so on. The internal factor (individual human) that has been created by God as a creature that has been equipped with creative thinking and creative desire or is briefly interpreted as human nature which has different characteristics from others is one of the factors that determine the formation of this character. External (environmental) factors are factors that can influence the formation and development of individual behavior, both physical and sociological, in students, so that they can create characteristic changes. [19]

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For this reason, character education programs in Islamic boarding schools can be an example of an effective educational model used in other educational institutions. The education system in Islamic boarding schools focuses on education for independence and learning is easier to implement. Besides, according to [20]

Character education methods in the form of exemplary and teaching it will be more focused and effective . Developing a program of character education at the Islamic boarding school of Al-Mawaddah Warrahmah Kolaka, not only in the classroom but in the overall activity of students including the dormitory, in the society area.

The character development system carried out is by integrating all activities ranging from learning activities, routine activities, spontaneous activities, habituation, and conditioning. All of these programs are designed comprehensively to create a positive character for the students.

Character education learning activities are provided through the study of the ta'limmutaallim book for all students. This book contains the manners that must be possessed by the Santri so that the knowledge gained can be blessed and useful for others. In addition character education is also done in a way to integrate it with other

subjects. Every teacher is expected in learning activities to make character part of the values that must be achieved in every learning activity.

Moreover, in the boarding school also there are some activities that lead educational character of the expostulation the Great Day of Islam (PHBI) such as the Islamic New Year, Birthday of Prophet Muhammad, Isra and Mi'raj and other activities. Students through this activity are expected to be able to take important lessons from the meaning contained in the big day. In addition, the activities related to Islamic holidays were also intended for Islamic syi'ar and Islamic da'wah.

Islamic boarding school Al-Mawaddah Warrahmah Kolaka also carries out daily ceremonies every Monday and national day ceremonies, as well as routine neatness checks on a predetermined time scale. This is done as part of a way to opted discipline and responsibility to the students.

The implementation of character education in the spiritual aspect, at Islamic boarding school of Al-Mawaddah Warrahmah Kolaka is by implementing prayer activities and reading Al-Qur'an before starting learning activities, routinely reading Asmaul Husna, regularly and in every condition always praying, practicing Wirid and Dzikir each finished the prayer, praying Duha and Tahajjud regularly and pray in congregation in the mosque campus Islamic boarding school Al-Mawaddah Warrahmah Kolaka and the students are taught to give regards when they meet with the teacher and the students were others. In addition, the Islamic boarding school cultivates mutual forgiveness in order to avoid revenge.

To keep the cleanliness of the boarding school environment, a daily group picket schedule is made. The group is tasked to ensure the cleanliness of the classroom and dormitory environment. This aspect is an integration between an attitude of loving the environment and responsibility in carrying out tasks.

The development of character education at the Al-Mawaddah Warrahmah Islamic Boarding School, Kolaka is also carried out in the form of spontaneous activities such as reprimands from teachers and friends if any of them bad actions such as cheating, eating and drinking while walking, throwing garbage out of place and so forth. The reprimand here is not with scolding or with harsh words. However through gestures fingers or sharp gaze and strikes the wisdom and contains advice it will be more memorable for the students.

The development of character education is also carried out through the habituation method. The embodiment of this method the students are accustomed to calling the teacher by calling ustadz or ustadzah. This habit is intended to create Islamic atmosphere in the dormitory and school environment. Students are also accustomed to

kissing the teacher's hand when they meet. This is intended to create a sense of brotherhood and mutual respect for elders.

In boarding life with the same system as Islamic boarding school, students are instilled in character education and family social situations for twenty-four hours. So that it creates a sense of close kinship and is implemented with *tasamuh* as well as visiting or waiting for a sick friend, *takziah* to a friend's house whose family member has died, self-funding to help friends who are in trouble, and monthly *infaq* for each class.

In addition, character education is also applied through conditioning by separating the male and female classes. Students and students are also required to dress according to Islamic law both during learning activities and outside learning activities. Students are prohibited from wearing jeans and long hair for men. The students are also not allowed to use transparency hijab but they wear polite hijab. To support the development effectiveness of character education at the boarding school and established *mushollah* and mosque, and also the environment school and the dormitory are clean and beautiful.

5. Conclusion

Character education in Islamic boarding schools can be a role model for character education for other educational institutions. Before, Islamic boarding school had shown their existence with the good character of students. As for character education models integrate all the activities on character building program outlined by the learning activities, routines, spontaneous activity, habituation and conditioning.

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