



## THE ENTITY OF INDEPENDENT SANTRI CHARACTER EDUCATION IN AN-NASHRIYAH BOARDING SCHOOL TAMBAKBERAS JOMBANG

Khusnul Khotimah<sup>1</sup>, Mochammad Syafiuddin Shobirin<sup>2</sup>

<sup>12</sup>Universitas KH. A. Wahab Hasbullah

e-mail: <sup>1</sup>khotimkhusnul@gmail.com, <sup>2</sup>syafiuddinshobirin@unwaha.ac.id

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### Abstract

*Character education needs to be discussed again. The terminology is becoming increasingly difficult to articulate, but its realization in the real world is weakening. This research aims to understand some basic concepts of independence practised by several pesantren in Tambak Beras Jombang in facing the onslaught of various modern facilities that challenge the students' independence, including applying several situational adaptation concepts. This research aims to examine the population of female students at Pondok Pesantren An-Nashriyah Tambakberas. The data collection methods include observation, in-depth interviews, documentation, and field notes. The data obtained through observation are the results of direct observation of several aspects, such as location, condition of the pesantren, profile of the pesantren, and activities of the pesantren. This study uses a qualitative approach by conducting research oriented towards natural phenomena or symptoms, prompting the researcher to investigate due to the rapidly emerging changes in educational phenomena that occur naturally without our awareness. The approach used in this research is a phenomenological approach related to the emergence of character education in general, specifically the independent character education model at An-Nashriyah Islamic Boarding School, which attracted the researcher to conduct this study. After conducting observations and research, the results of the observations show that the students at Pondok Pesantren An-Nashriyaah Tambakberas, numbering 342 people, consisting of 153 male students and 189 female students, are not only supervised by their educators formally but also receive training in speech, MC, Bilal, fiqh practice, and even in their daily aspects, they are provided with iron in each room and self-washing facilities. (bukan laundry). This allows the students to manage their time and personal space better, enabling them to focus on learning and character development in Education.*

**Keywords:** *character education, independent santri, boarding school*

### Introduction

The part of character education is something that currently needs to be questioned again, where the more the terminology is loudly echoed, the weaker the

realization in the real world. The country needs the correct formulation of character education when the existing character education construction has not had a significant impact. This impact is none other than virtue, as stated by Lickona (Ananda & Zabar, 2021). Character education is nothing but an effort to foster virtue. These virtues include religion, honesty, tolerance, discipline, hard work, creativity, independence, democracy, curiosity, national spirit, love for the country, respect for achievement, friendship, peace of mind, love to read, care for the environment, social care, and responsibility (Puspitaningrum & Ismaniati, 2020).

All virtues are interconnected, but one character's virtue is highly dependent on the existence of all other virtues, which is self-reliance or 'independence'. This requires traits such as hard work, creativity, discipline and responsibility. When self-reliance is achieved, it leads to other attitudes. Independence can be classified as self-directed behaviour, which does not dominantly expect the help of others and is more likely to try to solve the problems it faces on its own (Sa'diyah, 2017).

In an instant and fast-disrupting era, 'independence' Education becomes challenging. Educational institutions prefer the conveniences provided by the facilities of the times and leave manual tasks that still need to be carried out to educate independence (Hidayatullah, Firdausi, et al., 2021). Similarly, children tend to communicate more with gadgets than with parents and peers in the family environment. Ironically, the environment also presents relatively uniform things to be used as justification for children.

Education comes from the word with the addition of the prefix *pe* and the suffix *a* (Qowim, 2020). The term education is taken from the Greek *Paedagogos*, which refers to the association of children. The term is translated into English as Education, which means development or guidance (Rahmat, 2021). In Arabic, Education is called *tarbiyah*, which comes from the verb *rabba*. The verb *Rabba* (educate) has been used since the time of the Prophet Muhammad SAW and can be found in verses of the Qur'an (Muliawan et al., 2015).

Some argue that *pesantren* is defined as Islamic educational institutions prioritizing traditional principles. In this case, the independence of *santri* is reflected in various aspects of daily life in *Pondok Pesantren*. This includes the ability of *santri* to be independent in meeting the needs of food, drink, and clothing as well as in the learning process (Wiranata, 2019). Over time, the facts that have been mentioned are increasingly eroded, and many boarding schools prefer to serve their students laundry services, catering, and snacks available for sale in a row in the boarding school environment. In this case, many boarding schools position *santri* as buyers of educational services rather than students who have to '*nyantrik*' (*ngawulo*) to their *pesantren*.

The underlying reasons are also relatively logical and reasonable, where santri will be focused on learning without being burdened by routine family tasks or survival learning tasks. In addition, the services and sales of snacks, drinks, and food around the pesantren aim to empower the community's economy. However, these facilities will slowly erode the attitude toward santri independence, in the sense that santri will lose one learning, namely learning independence, especially survival independence (Hidayatullah et al., 2021). Santri will depend on existing facilities, so to fulfil these facilities, students need money, so parents will be required to continue to send and provide for their children endlessly. As a result, parents who can send their children to boarding school must be wealthy.

However, behind the onslaught of this situation, many pesantren continue to fight against it with more adaptive concepts of independence, so it is necessary to examine it together as old independence learning in a form complete of novelty. This research aims to dissect the concepts of independence in pesantren today. Of course, the boarding school used as a prototype is still trying to fight the hegemony of laundry, catering, and snacks.

One of the goals of Education is to develop independence (Hidayatullah et al., 2021; Jacobs, 2014). A similar goal also exists in character education in Islamic boarding schools, where the goal is to build the potential of students to become people of faith and piety to God, have good morals, and be healthy, knowledgeable, capable, creative, democratic, responsible citizens, and independent individuals. In some boarding schools with a traditional approach, their characteristics in forming independent students are visible. This is also supported by empirical experience.

As an example of the results of Uci Sanusi's previous research entitled independence education in islamic boarding schools (Study of the Reality of Santri Independence in Al Istiqlal Cianjur Islamic Boarding School and Bahrul Ulum Tasikmalaya Islamic Boarding School in this study Uci Sanusi discusses the independence of students starting from simple life management behaviour, for example eating, washing, and so on. Although simple and what it is, it will result in good independent behaviour. The minimum characteristic that will be formed is that students do not rely on others. It become an important indicator of independence (Sanusi, 2012).

In boarding schools, we see students' ability to live independently in various aspects, such as arranging food and drinks, washing clothes, and the learning process. This is different from students in formal schools, who often lack the same level of independence. In formal Education, problems often arise related to learner independence.

Ali Mustafa compiled a previous study titled tasawuf education as the effort of spiritual and character building capability (Mustofa, 2018). This research discusses character and spiritual building through Sufism education. The researcher revealed that Sufism education can teach humans to have a spirituality that can shape their strong character. Some types that exist in Sufism education are shari'ah, thariqah, haqiqah, and ma'rifat.

The research equation by Ali Mustofa and the researcher's research lie in the theme of character building with a qualitative approach. The difference is that Ali Mustafa's research focuses more on character-building through Sufism education with its methods of muhasabah, talking, mujahadeen, and khalwat. At the same time, the researcher's research is forming the first independent santri character through adabiyah in daily life and routine programs with the implementation process, namely modelling, changing adaptation to the environment, and implementing.

In this case, there are two main problems. First, student independence is declining, especially in formal education institutions. Second, the education system is not always able to achieve national education goals by maximizing student independence. Compared to formal educational institutions, boarding schools are more effective in shaping student independence. The dormitory system in boarding schools, along with the characteristics of life in it, encourages students to be independent in fulfilling their daily needs and tasks.

Islamic boarding schools are one of the institutions that can have a considerable influence in the world of Education, both physically, spiritually, and intellectually, because the source of religious values and norms is the frame of reference and thinking and ideal attitudes of the students (Minarti, 2022). So boarding schools are often referred to as cultural transformation tools. Islamic boarding schools were established to produce religious scholars and experts. Learning activities at boarding schools are more than just providing students with knowledge and skills; more importantly, instilling specific values in students (Mujahidin, 2021).

Learners receive a stimulating and balanced education from three important components: psychomotor, affective, and cognitive. One of the goals of Education in Islamic boarding schools is to produce independent students who can foster themselves without depending on others. Islamic boarding schools have proven themselves to be successful educational institutions in producing independent students, at least those who do not always depend on others. This is because santri are away from their parents while living in boarding schools. They must be able to solve problems independently. Teachers are expected to be more active, creative, and innovative in the learning process and independent careers.

## Methods

This study applied a qualitative approach to investigate natural phenomena or symptoms. Researchers are motivated to carry out this research because there is a rapid change in the phenomenon of Education that appears naturally and sometimes is not realized by us (Moleong, 2010). The approach used in this research is a phenomenological approach that deals with the phenomenon of the emergence of the concept of character education in general and the independent character education model, specifically in the Tambakberas Jombang pesantren.

A case study is an empirical inquiry that investigates phenomena in the context of real life when the boundaries between phenomena and real-life contexts when the boundaries between phenomena and contexts do not appear firmly and where multiple sources of evidence are utilized (Creswell, 2012).

This study examines the female santri population at An-Nashriyah Tambakberas Islamic Boarding School in Jombang. The data collection methods include observation, in-depth interviews, documentation, and field notes. Data obtained through observation results from direct observation of several aspects, such as location, pesantren conditions, pesantren profiles, and activities. The instruments used in this research are direct observation and in-depth interviews.

To obtain data about Pondok Pesantren Tambakberas Jombang and the students of the pesantren, researchers conducted in-depth interviews directly with the students and administrators. The interviewer also designed simple but effective questions so that the answers obtained were not too long and wordy. Researchers recorded every activity that occurred at An-Nashriyah Tambakberas Jombang Islamic Boarding School directly in the field and took documentation through pictures to make it easy to understand.

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## Result and Discussion

Nyai Hj founded the boarding school. Munhidlotul Ummah, in 1999, An-Nashriyah Bahrul Ulum Pesantren made every effort to provide study for the students. Nyai Munhidloh is the first daughter of Kiai Nashrullah Abdurrohim Hasbullah, the founder of As-Sai'diyah Bahrul Ulum pesantren. The identity of this

pesantren has been outlined since the beginning of its establishment. All efforts are made solely to realize a generation of students by divine rules. *Rojulun nasya'a bi ibadati robbih*. With that, we can support this An-Nashriyah pesantren, both from within and outside. Based on An-Nashriyah's motto, 'your sacrifice in the way of Allah will not be in vain'.

Based on the observations, the latest data shows that the number of students at An-Nashriyah Tambakberas Islamic Boarding School is 342, consisting of 153 male students and 189 female students. Pesantren An-Nashriyah Tambakberas has six teaching staff members. Of these teachers, 3 have a bachelor's degree, and 3 have a master's degree. This shows that the boarding school has teaching staff with diverse educational backgrounds.

Pesantren An-Nashriyah Tambakberas Jombang has a significant role in supporting the implementation of character education in students. This role includes habituation and making rules that must be implemented in accordance with the environment. Even the caregiver of the boarding school often directly supervises daily activities.

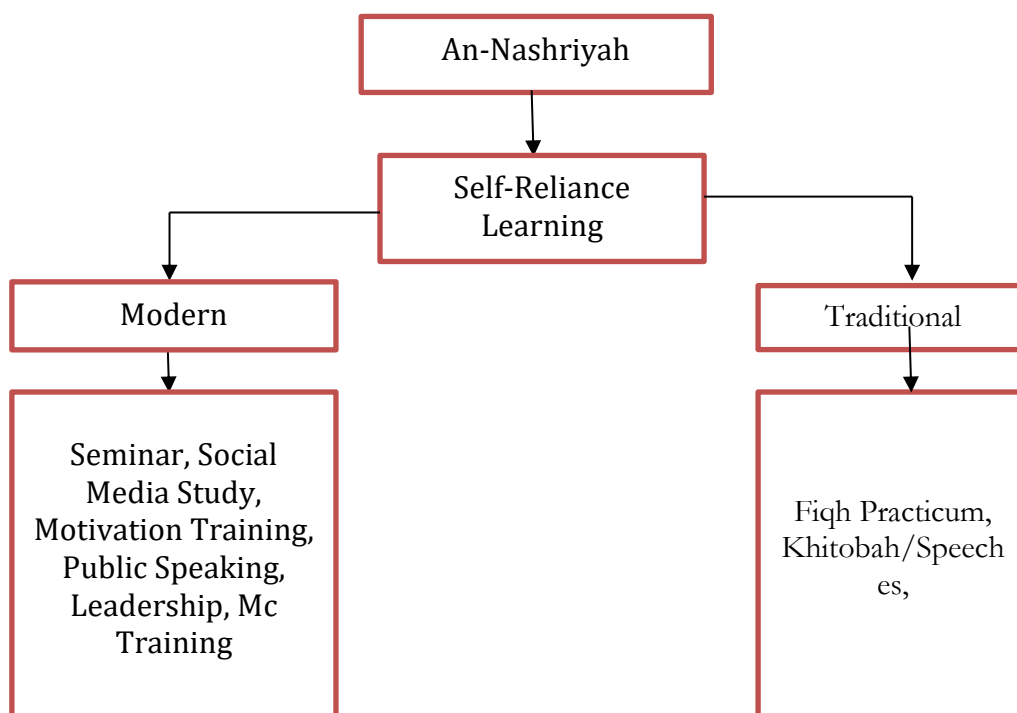


Figure 1. independent santri character education model in islamic boarding school

The independent santri character education model in boarding schools is an educational approach that integrates religious learning, science, and character

building in one unit. This approach is designed to form santri into independent, responsible, and noble individuals through Islamic teachings.

The Independent Santri Character Education Development Activity Program at An-Nashriyah Tambakberas Jombang Islamic Boarding School is an initiative that aims to develop the character of independent students and their personality independence. Here are some of the activities carried out in this program:

a. Khitobah/Speech

Khitobah, or speech, is a way for one or more people to speak in public. Speech is speaking in front of a public audience to convey a statement, idea, idea, instruction, or suggestion. At the same time, according to the source (Dewi, 2009).

b. MC Public Speaking Training

MC Public Speaking Training, or Master of Ceremony (MC) Training in Public Speaking, is a training program designed to equip individuals with the skills and knowledge necessary to become confident MCs and public speakers (Kulsum, 2017).

c. Bilal and Khatib

Bilal and Khatib training held by An-Nashriyah Tambakberas Islamic boarding school aims to equip students with skills to become independent students and provide knowledge to students so that they can become competent khatib, bilal, or muezzin in the pesantren environment and community life.

d. TPQ Teacher Training

TPQ Teacher Training (Taman Pendidikan Al-Qur'an) is a training program that aims to improve the abilities and skills of Al-Qur'an teachers and students at the beginner level of madrasah diniyah and public schools.

e. Fiqh Practicum

Fiqh Practicum is a field practice activity in fiqh lessons applied by An-Nashriyah Tambakberas Islamic Boarding School. It aims to provide students with knowledge, understanding, and skills in applying Fiqh teachings (Islamic law) in everyday life.

Through this education model, it is hoped that santri can become individuals who are not only knowledgeable but also have noble characters and can contribute positively to society through Islamic values. However, every activity program an institution or company creates must experience specific problems, such as developing santri character education at An-Nashriyah Tambakberas Islamic Boarding School. Since the beginning of entering the boarding school, students must be equipped with *dahabiya* according to the educational pattern of the boarding school, namely *Al-Adabu Fauqol Ilmi* (Decorate knowledge with the glory of *akhlaq*). As expressed by Ustadz Akhmad Aly Al-Kaffy.



“The obstacles in this activity are usually the lack of morals of the students when they first enter the pesantren so that the POSABA is held first to equip the students to know adabiyah.” (Interview 1)

Based on the information above, pesantren face a problem in carrying out independent santri character education activities, namely that many are still santri who need direct guidance. To increase santri character education, the boarding school holds development activities for santri.

“If the obstacles from students are usually students who come from outside Java because they use a different language so they need guidance first for each student”. (Interview 2)

From the statement of Ustadz Akhmad Aly Al-Kaffy above, it can be seen that there are other problems faced in the activities of each character education activity at An-Nashriyah Tambakberas Islamic Boarding School, namely the lack of akhira in students who have just entered the boarding school so that they need a process of adapting to their friends (Veldman et al., 2014). From some information from the caregiver of the boarding school, the head of the boarding school above, and the results of observations made by researchers, researchers saw that character education activities were well implemented for students of An-Nashriyah Tambakberas Islamic Boarding School. The role of the boarding school is very significant in these activities.

The learning method An-Nashriyah Tambakberas Islamic Boarding School teaches character and moral Education, which involves the curriculum of religious subjects and character education, with a combination of learning through the yellow book and integrating character education activities into the existing education curriculum (Fahriyan et al., 2023; Muamanah et al., 2020), which aims to assist the development of students according to their needs, potential, talents, and interests through activities organized explicitly by educators and/or education personnel who are capable of boarding school.

Based on the observations, the researcher concluded that the leader/caretaker of An-Nashriyah Islamic Boarding School fulfils his responsibilities as a caregiver by developing policies to assist and fully support the policy of independent santri character education activities. Santri and Pesantren carry out their functions as educational institutions that not only focus on religious sciences education but also have another focus, namely developing or growing the students' personality, such as activity programs carried out regularly every day or every month.

Increasing the supervision and quality of independent santri character education can overcome the challenge of the lack of morals in santri (Badrudin, 2022). This will make the boarding school an educational institution that produces



graduates who have extensive knowledge and noble morals and can be independent according to their environment. From this problem, the boarding school has tried to find the best solution so that this activity can continue to run by the expectations stated in the character of An-Nashriyah students, namely having an independent spirit and a character that is sensitive to himself and others because An-Nashriyah boarding school applies a new paradigm of humanizing humans.

Character education management plays an important role in maintaining the independence of the pesantren by using its freedom (Rahdiyanta et al., 2017). The independence of pesantren is one of the most important things because pesantren is an educational institution with its characteristics. Good character education management will also help the pesantren achieve their goals of instilling character values in students. The application of management by conducting educational methods, namely teaching, changing, training, habituation, and implementing (Fathurrochman et al., 2019; Hidayatullah, Sodikin, et al., 2021).

Based on the research results of researchers on several informants who were directly involved in independent santri character education activities, it can be concluded that the santri development program implemented in these activities experienced positive developments and good changes. The santri development program in Islamic boarding schools is effective in forming the independent character of the santri, and the implementation of development activities is carried out efficiently by the santri with good management. The full involvement of santri in the character education development program for independent santri increases their independence and trains the Santri's mentality.

The An-Nashriyah Islamic boarding school applies a holistic development approach to prepare students with strong knowledge, experience and religious practices. They rely on an education system based on studying classical Islamic books, including the Koran and Hadith. This Islamic boarding school's curriculum includes religious subjects such as fiqh, tafsir, and halaqah, as well as character education, which aims to form students who are independent, sensitive, and oriented towards creativity and independence in finding solutions. The learning method integrates character and moral Education into the religious curriculum, emphasizing the yellow book as the primary source. This approach allows the development of students according to their potential, talents and interests through activities organized by capable teaching staff and teaching staff in the Islamic boarding school environment.

## Conclusion

The independent student character education model at the An-Nashriyah Tambakberas Islamic boarding school is an educational approach that integrates religious learning, science and character formation in one unit. Combining modern and traditional speech activities, MC, Bilal, fiqh practice, and everyday aspects, they are provided with iron in each room and independent washing facilities. Islamic boarding schools also implement management through educational methods, namely teaching, changing, training, habituating, and implementing. The training in question is to train students with various practical skills and activities and to develop mental attitudes. Islamic boarding schools use effective communication and supervision strategies to monitor the development of students at the Islamic boarding school and home. This research is a model for Islamic boarding school independence education in Indonesia.

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