



## Student Independence in Studying at Islamic Boarding Schools

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**Abstract.** In education the need for independent learning in students, independence has its own goals to assess how active students are in learning both in formal education and non-formal education. Islamic boarding schools have classical and non-classical classes, with these classes the learning becomes varied. Learning independence will be formed from the attention given by parents, Islamic boarding school caretakers, asatidz. This attention will later make student learning independence better and will get good results too. Islamic boarding schools are currently developing to keep up with the times such as giving birth to madrasas that have general knowledge, with this in mind it will continue with Law number 20 of 2003 in chapter II article 3. Islamic boarding schools are also protected by Law number 18 of 2019 which provides recognition in the form of recognition of equality to pesantren graduates. The need for attention given to students in order to produce quality students.

**Keywords:** learning independence, parental attention, boarding school

### Introduction

The world of education is very important for the progress of a nation, the progress of a nation or country can be measured in terms of the education of the nation or country itself. In Indonesia, education is one of the important factors for the establishment of this country with its various histories. With the importance of education which is also listed in the national law in Law number 20 of 2003 in chapter II article 3 which says "National education functions to develop capabilities and form dignified character and national civilization in order to educate the nation's life, aiming to develop the potential of students in order to become a human being who has faith and is devoted to God Almighty, has a noble character, is healthy, knowledgeable, capable, creative, independent, and becomes a democratic and responsible citizen."(Nasution, Rahayu, and Yazid 2018:10).

Islamic boarding schools are a form of educational institution that has been born in Indonesia for a long time, even before Indonesian independence, Islamic boarding schools were born. There are 26,975 Islamic boarding schools in Indonesia recorded in 2022(Annur 2022). Whereas in 2023 the number of Islamic boarding schools in Indonesia will increase, according to statistics explained by the Indonesian Ministry of Religion, currently the number of Islamic boarding schools reaches 36,600 Islamic boarding schools. Islamic boarding schools are one of the oldest educational facilities in Indonesia which have distinctive characteristics, such as the presence of a kyai in educating, the existence of a mosque, the scientific references discussed are also determined by the kyai by having a clear scientific path (sanad), and the existence of a hostel. These characteristics are framed in politeness, sincerity in carrying out and creating extraordinary moral spaces(Ramadan 2022).

With this long existence, this educational institution has contributed a lot to this country, for example, from various aspects of problems in everyday life and when fighting the invaders. Until now, the image of Islamic boarding schools has a very good image in society with a long history owned by Islamic boarding schools. Islamic boarding schools are one of the oldest educational institutions in Indonesia. Until now, Islamic boarding schools are still developing to keep up with the current world developments, which are increasingly modern, for example, in the current era, many Islamic boarding schools have opened formal educational institutions to support the advancement of education in Indonesia, which is predominantly Muslim. There are also not a few national figures born from Islamic boarding schools, including KH. Wahid Hasyim, Buya Hamka, KH. Saifuddin Zuhri and others(Komariah 2016:184).

Education in a country has a goal of being able to support development in the future, namely education that is able to develop the potentials of students, so that students can face and solve their problems

independently. Education itself must be able to touch the conscience of its students and even be able to develop students' potential. Education itself is an important aspect of life, because by having a good educational background, students can support and solve problems that arise in everyday life.

Achievement in learning is a result achieved from a good learning effort. The better the effort in student learning, the better the learning achievement that will be achieved by students (Nasution et al. 2018:10). In the learning process, a teacher should also provide sufficient opportunities for students so that students' initiative, creativity, and independence are in accordance with the interests, talents, and physical and psychological development of students. (Nasution et al. 2018:11).

## Method

The method used is the literature review method. This study shows how students in Islamic boarding schools can learn independently. The journal used is a journal published from the last 6 years. Journal searches were carried out using the keyword "Learning Independence"; "Islamic boarding school". Journal criteria used for research are: (1) Discusses student independence in learning; (2) Islamic boarding school education system; (3) There are results that are included in the journal.

Journals that have been downloaded, are filtered first by looking at the abstract first. Abstracts that do not meet the criteria are not used. Furthermore, the remaining journals are read thoroughly to determine whether or not the journal is appropriate for use.

## Results and Discussion

The search was carried out using the keywords above to produce 13 journals. The majority of studies conducted focus on independence and the education system in Islamic boarding schools. After filtering, the journals used are 7 journals.

Research conducted by Muhammad Ismal with the title Modern Islamic Boarding School Education System Case Study of Darussalam Gontor Ponorogo Modern Islamic Boarding School Education (Ishmael 2011). This study uses several theories including: (1) Omar Hamalik believes that ideas must be innovative in the field of curriculum; (2) Soetopo and Soemanto argue that the curriculum is divided into several components, namely: objectives, program content and structure, organization and strategy, facilities, and evaluation; (3) The national curriculum is arranged according to each level of education; (4) Djojonegoro explained three aspects of development proclaimed by national education, namely: spiritual and Imtaq aspects, cultural aspects, and intelligence aspects; (5) Nasution explained that the curriculum actually includes planned but also unplanned experiences called the Hidden Curriculum.

The research used the case study method. The results of this study found three things that make Islamic boarding schools still consistent and consistent: the first aspect is the values, systems and educational materials of Islamic boarding schools, the second aspect is the boarding system which is filled with discipline, the third aspect is the curriculum by combining religious knowledge and *kawaniyah*. Furthermore, there is a process of integration of knowledge in Islamic boarding schools. Gontor Islamic Boarding School uses a Hidden Curriculum which is applied to each of them to support the quality of education. The limitations of this study are the conclusions that are not differentiated at the point of discussion but are made one in the closing.

Furthermore, research conducted by Irfan Sugianto, Savitri Suryandari, Larasati Dyas Age with the title The Effectiveness of the Inquiry Learning Model on Student Learning Independence at Home (Sugianto, Suryandari, and Age 2020). The research conducted by Sugianto et al used the theory of learning models explained by Hamiyah, ideas of thought explained by Hamdayana, receptive thinking explained by Ambarjaya, and learning independence taken from Haris Mujiman's explanation. This research is a literature study. The result of this study is that inquiry learning trains students to be independent in learning, adds to the thinking process of students getting bigger in responding to lessons and determining attitudes in learning. While the weakness of this research is the lack of this journal, namely there are still many authorship errors.

Kholid Junaidi conducted research with the title Islamic Boarding School Education System in Indonesia (A Study of Curriculum at Lirboyo Islamic Boarding Schools) (Junaidi 2017). In this study, Mastuhu explained that Islamic boarding schools as a traditional Islamic educational institution had four special characteristics, namely: religious lessons in Arabic classical texts, using the sorogan and bandongan or wetonan learning methods, emphasizing memorization and using the halaqah system. This type of research is curriculum review (Literature Study). The results of the research conducted by Junaidi are that the education system in Islamic boarding schools is divided into two, namely the classical learning system and the non-classical learning system. Classical learning such as for example students or students in learning

is graded based on their level of ability, while the non-classical education system is like being directly guided by a kyai with a *bandongan* and *sorogan* system. The educational curriculum at Islamic boarding schools is broadly divided into seven groups, namely: subjects of *fiqh*, *hadith*, *qur'an*, monotheism, Arabic literature, *tasawuf*, interpretation. This lesson determines the book used based on the class level or ability of the students.

Furthermore, research conducted by Nur Khomariah with the title *Islamic boarding school as a role model for education based on full day school* (Khomariah 2016). This study uses the idea of Abdul Halim Soebahar who explains that a *pesantren* is a traditional Islamic educational hostel, where students live and study together under the guidance of a *kiai*. Muhammad Hambal Shafwan also explained that Islamic boarding schools are traditional Islamic educational institutions to understand and practice Islamic religious teachings such as (*Tafaqquh fiddin*) by focusing on Islamic religious morality as a guideline for people's daily lives. The method used in this study is a literacy study. The results of the discussion of research conducted by Khomariah are Islamic boarding schools that use the Full Day School system or role model implementing a full day education with an incentive teaching system by providing additional hours of lessons with material taught for self-development and creativity. While the shortcomings of this study are that it does not provide an overview of Islamic boarding schools that use the Full Day School system and in authorship there are still errors.

Research conducted by Rita Ningsih and Arfatin Nurrahmah with the research title *The Effect of Learning Independence and Parental Attention on Mathematics Learning Achievement* (Ningsih and Nurrahmah 2016). In this study Ningsih uses the idea presented by Syah that learning achievement is the level of success of a teaching and learning process. While Hamalik explained that learning achievement is an indicator with changes such as student behavior, and achievement is the maximum result of something, it can be in the form of studying or working. Learning achievement is obtained by students at the end of learning and has a relationship with students' ability to understand a material that is taught or given to students. Basir also explained that learning independence can be interpreted as a learning effort or process in learning that occurs in a human being, and in his efforts to achieve this goal, the person is required to be active individually, and do not have dependence on others even on the teacher. Ningsih also cites the idea of Suryabrata which explains that parental attention is a process of concentrating human psychic energy which is focused or directed to a certain object. Slameto also explained that parental attention is an activity carried out by someone in relation to selecting stimuli that come from the surrounding environment.

The method used in this study is to use a survey method using correlational analysis. The results of this study study independence and parental attention to children's learning achievement have a good correlation, resulting in good student learning achievement. Children's learning independence has an important role in obtaining learning achievement. The attention given by parents to children has a significant impact on children's learning achievement. While the shortcomings of this research are errors in authorship and repetition of words.

Furthermore, research conducted by Muhammad Qurtubi and Saman Hudi with the title *Islamic Boarding School Education System in Santri Quality Development* (Qurtubi and Hudi 2022). Qurtubi uses the idea of Fajar who explained that Islamic boarding schools are a place for cadre of 'ulama, giving birth to great human resources such as having the title of being sincere, independent, having a fighting spirit as well as being heroic and steadfast which then has tests that are increasing with the advancement of the times and its challenges. different from the previous era. Apart from Fajar, Qurtubi also used the idea of Hasbullah which explained that in Islamic boarding schools instilled a spirit of nationalism and religious education. Hadiz Zaini also explained that Islamic boarding schools must be able to position themselves as motivating institutions, always innovative, and transformative so that Islamic boarding schools can transform Islamic values into the midst of society wisely and wisely. In the research conducted by Qurtubi and Hudi, the curriculum study method (literature study) was used in the development of Islamic boarding schools in the current era. This study has deficiencies in authorship which are still encountered with word errors, repetition of words or sentences in one sentence, there is no explanation in authorship related to the use of the method used, the discussion is less extensive because it only focuses on 1 intended Islamic boarding school. The results of this study are that in this rapidly developing era, Islamic boarding schools must take on the role of institutions that have high innovation, can maintain existence, have transformative behavior, use existing infrastructure and can keep up with the times.

The research entitled *The Islamic Boarding School Education System and the Challenges of Modernity*, conducted by Gatot Krisdyanto, et al (Krisdiyanto et al. 2019). This study used the curriculum review method (literature study). In his research, Gatot uses the theory or ideas presented by Zamakhsyari who explains that Islamic boarding schools are places for students to gain knowledge. Meanwhile, Poerwarda Minta explained that Islamic boarding schools are a dormitory building and at the same time a place for student learning such as learning the Koran and religious knowledge. Soegarda Purbakawarja explained that the word *pesantren* comes from the word *santri* which means someone who is seeking

knowledge of the Islamic religion, so it can be interpreted as a boarding school which is a place used by someone to gain knowledge of the Islamic religion. Mas'udi also explained that the salaf book is a codification of the values held by the santri at Islamic boarding schools, while the kyai are figures to emulate. In the research conducted by Gatot, et al, there were still writing errors and repetition of sentences or discussions that reached 1 paragraph. Sentences translated into foreign languages are better typed using Italic. In discussing this pesantren there are results that explain the challenges that are increasing with the rapid development of the era as it is now. Islamic boarding schools changed their curriculum, which previously only taught religious knowledge, but now many pesantren are adding a general scientific curriculum. There is no explanation regarding the mechanism, curriculum and more specific challenges of modernity. In discussing this pesantren there are results that explain the challenges that are increasing with the rapid development of the era as it is now. Islamic boarding schools changed their curriculum, which previously only taught religious knowledge, but now many pesantren are adding a general scientific curriculum. There is no explanation regarding the mechanism, curriculum and more specific challenges of modernity. In discussing this pesantren there are results that explain the challenges that are increasing with the rapid development of the era as it is now. Islamic boarding schools changed their curriculum, which previously only taught religious knowledge, but now many pesantren are adding a general scientific curriculum. There is no explanation regarding the mechanism, curriculum and more specific challenges of modernity.

#### Discussion

Learning independence is a maturity in the process of a student or santri in gaining knowledge. Students or students can become independent in learning if they have goals to achieve. The learning process has many series which later at the end of the learning process will get the title. With the predicate aimed at the end of learning, learning independence becomes important because with this learning independence students or santri can manage time in studying both in religious knowledge and general science. Independent learning also needs a process for the formation or habituation of students or santri. This process can be accompanied by parents at home, but at Islamic boarding schools can be accompanied by more mature students or asatidz.

Parents have a very important role in educating children to be able to learn independently. The attention given to parents in learning will have an impact on children's learning independence. Parents who tend to have a lot of time to interact with children and pay attention to education, children's learning independence can be formed. Meanwhile, if parents don't have a lot of free time to interact and pay less attention to their children's education, then children have difficulty having independent learning. Parental attention is very significant in encouraging children so that later the child's learning process will get good achievements.

Islamic boarding school is a place for someone to gain knowledge of Islam. With the increasingly advanced development of this era, Islamic boarding schools have challenges in dealing with the times. So there are not a few Islamic boarding schools now that are innovating by opening madrasas that have general knowledge in them. The madrasah that was built was within the scope of the pesantren. Islamic boarding schools which have madrasas are currently role models for pesantren-based education because they receive two different disciplines, namely religious knowledge and general science. Islamic boarding schools also have two methods, namely the classical method and the sorogan or bandongan method. Classical classes are found in madrasas such as in schools under Islamic boarding schools, or also early classes in Islamic boarding schools.

#### Conclusion

Islamic boarding schools have a very varied curriculum between boarding schools. Each has its own characteristics between Islamic boarding schools. With the existence of 2 class models, namely classical and non-classical which are found in Islamic boarding schools, the learning process becomes more varied. There is attention given to students or santri which makes these students or santri the learning process becomes more independent. The independence of student or santri learning is a very long process, of course with the attention given by parents and asatidz and even kyai to students or santri so that they learn better which will later get good learning results. The attention given is what has a significant impact on students or santri in the learning process. So learning independence has several things that are interrelated, with learning independence in each learning location, the potential of students or santri can develop both in religious science and general science. The attention given to students or santri is what will change students or santri in implementing independent learning.

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