

Character Building of Students in the Boarding School System

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Abstract:

The rapid development of the times marked by advances in science and technology, whether we realize it or not, it has a sharp impact on society, including adolescents and school-age children. The positive impact arising from the development of science and technology is a great hope for all levels of society. On the other hand, the emergence of negative impacts is undeniable and has recently occurred in society, including in the world of education. Cases of bullying, student fights, skipping school, actions of against the teachers, are increasingly common. This makes parents, practitioners, organizers and observers of education quite concerned and stimulated to create and emphasize education that is able to produce students who have strong character, have akhlaqul karimah.

Realizing this condition is also the responsibility of the government, the government stipulates the importance of character education in educational institutions as stated in Presidential Regulation No. 78 of 2017 concerning Strengthening Character Education. One of the efforts taken by education providers is to organize education with boarding services, namely educational services by requiring students to live in school dormitories, with the aim that the education process can run twenty-four hours, with full attention and monitoring and guidance from the boarding supervisor. With this boarding system, the school will be easier to condition students to participate in activities organized by the school, including religious education as the core of character education in theory and practice directly with the guidance of teachers in the dormitory.

Boarding system education also isolates students from socializing in the wider environment which has recently been exposed to many negative influences from the internet, social media and so on. In boarding schools, students are taught to have a strong character through a maximum educational process.

Keywords: Character Building, Learners, Boarding School

1. Introduction

The main purpose of implementing education is how to make or shape students into a generation with strong character, both in terms of knowledge, attitudes and skills and creativity. Therefore, in the objectives of national education, the government sets character points to be achieved through educational services. This can be seen from the functions and objectives of national education as stated in the National Education System Law Number 20 of 2003 Chapter II Article 3 as follows:

"National Education has functions to develop the ability and shape the character and civilization of a dignified nation in order to educate the nation's life, aims to develop the potential of students to become human beings who are faithful and devoted to God Almighty, noble, healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens".

The law clearly reveals that the government is very concerned about the future of the younger generation, including students, so that they have an ideal character, which reflects a Godly person, a person who lives socially and nationally, who has the strength of noble character.

In line with the Law of National Education System above, the government also strengthens the importance of character education for students through Presidential Regulation no. 87 of 2017, which in the Presidential Regulation explains that Strengthening Character Education, abbreviated as PPK, is an educational movement under the responsibility of the education unit to strengthen the character of students through the

harmonization of heart, taste, mind, and sport involving and cooperation between education units, families, and communities or what is often referred to as the tri centre of education.

The existence of the National Education System Law no 20 of 2003 and Presidential Regulation no 78 of 2017 requires educational institutions to prepare concepts and implementation steps to strengthen character education, which is expected to provide full support for the government's ideals. So it is the responsibility of educational institutions to be able to succeed this character education.

The emergence of student problems lately is quite alarming, even making parents, education practitioners, education observers quite worried that it will become worse if it is not handled seriously. The phenomenon of teenage relationships at this time often makes parents, teachers and education observers feel concerned.

This concern is what encourages parents to look for and choose schools that can anticipate these negative actions and behaviours. One of the choices of parents for this problem is to send their children to schools with a boarding system on the grounds that boarding schools are more supportive for the development of children's behaviour and character, with their commitment to fully educate children.

2. Result And Discussion

Concept of Character Education

According to the Language Center of the Ministry of Education, character is defined as "innate, heart, soul, personality, character, behaviour, personality, nature, character, temperament, disposition." Character means "personality, behaviour, nature, character, and disposition". An individual with good or superior character is someone who strives to do the best things for God, himself, others and the environment by optimizing his potential and accompanied by his awareness, emotions and motivation.

D. Yahya Khan in Helmawati (2017: 20) explains that character is a stable personal attitude resulting from a progressive and dynamic consolidation process, an integration between statements and actions.

The Director General of Islamic Education of the Ministry of Religion of the Republic of Indonesia in Mulyasa (2017: 4) states that character is the totality of personal characteristics that are inherent and can be identified in individual behaviour that is unique, which distinguishes one individual from another.

Character according to Muchlas Samani and Hariyanto (2017) is interpreted as a way of thinking and behaving that is unique to each individual to live and work together, both within the scope of family, community, nation and state.

Maksudin (2013: 3) concludes the definition of character as a characteristic of each individual with regard to his or her identity (heart power) which is the essence of inner quality, the way of thinking, behaving, living and working together well in family, community, nation and state.

From some of the above definitions, it can be concluded that character is a person's distinctive condition that appears in behaviour, attitudes and actions in everyday life that distinguish one person from another.

Character Building

In the Indonesian Law No. 20 of 2003 concerning the National Education System Chapter I Article I, it is stated that education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and skills needed by themselves, society, nation and state.

Three domains of human development that must be given a balanced portion of attention and not only focus on one domain and ignore other domains. The cognitive domain which contains the capacity of knowledge, thinking power, mastery of science and technology, the affective domain which contains religious attitudes, daily morals, superior personality, and the psychomotor domain which contains the ability to perform technical skills, proficiency in performing and applying knowledge, all three are aspects of human development shots that require attention and are worked on and get attention with the same portion. So that education becomes the right place to build humans so that they can develop into humans who have broad and deep knowledge, have strong religious and national characters and are skilled in applying knowledge and mastering sufficient skills to face an increasingly challenging life.

According to Mukhlas Samani and Heriyanto (2011: 45), character building is a conscious and earnest effort from a teacher to teach values to his students.

According to Scerenco in Mukhlas Samani and Heriyanto (2011: 45) character building can be interpreted as a serious effort by which positive personality traits are developed, encouraged and empowered through

exemplary, study (history and biography of pre-sages and great thinkers), and emulation practice (maximum effort to realize the wisdom of what is learned).

From the description above, it can be drawn clearly that character building is a structured, planned effort to make students understand, understand and have and be able to internalize religious and national values and become the next generation of reliable, capable, skilled and strong character.

The Purpose of Character Building

The purpose of formation is essentially to form human beings who develop all their potential, both in terms of mastery of knowledge, as well as the application of attitudes and skills, so that they can contribute to the development of the nation and state with positive values. This is very necessary so that the Indonesian nation, which is a great nation, can become a nation that grows and develops physically with rapid development while still prioritizing mental development so that it becomes a nation with strong character. This is in line with what was conveyed by the founding father of the nation, Bung Karno, that this nation must be built by prioritizing character building, so that the Indonesian nation can become a great, advanced, victorious and dignified nation.

Character building aims to improve the quality and results of education in schools that lead to the achievement of the formation of character or noble character of students as a whole, integrated, and balanced, according to the standards of graduate competence.

In the guidelines for organizing character education, the Ministry of National Education states that character education is carried out in order to achieve the objectives of national education, namely to develop the potential of students to become human beings who are faithful and devoted to God Almighty, have noble character, are healthy, knowledgeable, creative, independent and become democratic and responsible citizens.

Noting several views on the purpose of character building, the author concludes that the purpose of character building is to create humans who serve Allah SWT and have perfect morals and are able to develop the potential that exists in themselves in order to achieve happiness in this world and in the hereafter.

Character building essentially aims to create a nation that is strong, competitive, noble, moral, tolerant, cooperative, patriotic, dynamically developing, science and technology oriented, all of which are imbued with faith and piety in God Almighty.

The Function of Character Building

In the National Policy on National Character Development, functionally the National Policy on National Character Development has three main functions as follows:

1) Function of formation and potential development.

National character development functions to form and develop the potential of humans and Indonesian citizens to think well, and have good behaviour in accordance with the philosophy of Pancasila.

2) Repair and strengthening function

National character development functions to improve and strengthen the role of families, education units, communities and governments to participate and be responsible for developing the potential of citizens and nation building towards an advanced, independent and prosperous nation.

3) Filter function

The development of national character functions to sort out its own culture and filter out other national cultures that are not in accordance with the cultural values and character of a dignified nation.

The three functions are carried out through strengthening Pancasila as the state philosophy and ideology, strengthening the constitutional values and norms of the 1945 Constitution, strengthening the national commitment of the Unitary State of the Republic of Indonesia (NKRI), strengthening the values of diversity in accordance with the slogan Bhineka Tunggal Ika, and strengthening the excellence and competitiveness of the nation for the sustainability of community life, nation and state.

4) Character Building Strategy

According to Mukhlas Samani and Heriyanto (2011: 144) in relation to strengthening character education, commonly used strategies include cheerleading, praise and reward, define and drill, enforcing discipline (forced-formality), and traits of the month.

The cheerleading strategy is a strategy of putting up posters, banners, billboards that contain messages of good character. These posters, banners and billboards are replaced at certain times, so that the messages

conveyed are not monotonous and fixed, but more and more messages are conveyed. The installation of these messages can also be done at certain events such as on art nights held at school.

Another strategy is praise and reward. This strategy is based on positive thinking and positive reinforcement, to reward children who have done good so that they remain motivated to do good deeds that are expected to become habits and embedded into the character of children.

The next strategy is define-and-drill, which is a strategy by asking children to remember kindness and define it. Each child is given the task of remembering the definition of each good value according to the child's language.

The forced formality strategy aims to enforce discipline and habituation to routinely perform moral actions. The habit of doing good can be started from light things, such as saying greetings to the teacher or to fellow children. By doing habits that are light in nature and children are accustomed to them, they will be able to do other kindnesses.

And the traits of the month strategy is a strategy that is almost the same as cheerleading, but it is not limited to installing posters, banners or billboards, but can be in the form of advice delivered by teachers at routine events or certain events.

In addition to the above strategies, strengthening character education is also through habituation that becomes school culture and extracurricular activities. Various extracurricular branches can be chosen that are suitable for character education, from sports, arts, scouting, scientific work and so on, both indoor and outdoor branches.

Boarding School Education System

Grammatically, boarding school consists of two words, boarding and school. Boarding means dormitory and school means school. According to Maksudin (2013:15) quoting Encyclopaedia from Wikipedia, boarding school provides for pupils who live on the premises, as opposed to a day school. This means that a boarding school is an institution where students not only study but they live and integrate in the place. The boarding school combines the residence of students away from home and family with the teaching of religion and the learning of certain subjects.

According to Kusmintardjo, who quoted Alfin Toffler's opinion, gave the following limitation of school dormitory (school-house): The school house that is the only place where children are taught during the day fulfils its primary function only this much ". A dormitory is a place for children to live where they are taught or attend school.

In the "Dictionary of Education" Good (1959) gives the limitations of boarding schools as follows:

"Boarding school is in educational institution at the primary or secondary level in which pupils are residence while enrolled in as instruction program, as opposed to a school to which pupils commute from their homes, inchedes school which offers regular and or special educational curricula".

This means that a school dormitory is an educational institution, either at the elementary or secondary level, which is a place for students to be able to live while following the teaching program.

As for Maksudin as cited by Hendriyenti, (2014): 208) defines Boarding school as a school that provides dormitories for living as well as a place to educate its students for a certain period of time. A school that has boarding school management usually requires its students to live and be educated in the dormitory according to the specified time.

Meanwhile, Wildan Zulkarnain explained that boarding school is a place where students live for a relatively fixed period of time, together with teachers as caregivers who provide assistance to these students in the process of developing their personalities through the process of appreciation and development of cultural values.

The term boarding school in Indonesia is not a foreign term, because before the term appeared, the community was already familiar with a boarding school model called pesantren. This education system uses a system of overnight stays for students as students in pesantren. Pesantren as an educational institution has several typologies. Among the typologies of pesantren, the boarding school system is a form of modern pesantren that combines religious education with general or school education, and also develops skills such as foreign language skills.

Boarding School Objectives

The purpose of education in general has been stated and its visionary nature is explained in Law No. 2 of 1989 concerning the National Education System in article 4, which states that:

"National Education aims to educate the nation's life and develop the whole Indonesian human being, namely a human being who believes and is devoted to God Almighty and has noble character, has knowledge and skills, physical and spiritual health, a steady and independent personality and a sense of community and national responsibility".

Referring to the objectives of national education stated in the GBHN and UUSPN above, the objectives of boarding school education are also the same, namely to produce humans who are faithful and devoted to God Almighty, have noble character, personality, independent, resilient, intelligent, creative, skilled, disciplined, work ethic, professional, responsible, productive, physically and mentally healthy, have a national spirit, love for the country, social solidarity, awareness of the nation's history and respect for heroes and future-oriented.

Boarding school as a model of education that exists today certainly cannot be separated from the concept of Islamic boarding school. Thus, the learning objectives of boarding schools are also the same as boarding schools. As the main reference for the implementation of pesantren education, it refers to the objectives of the formation of pesantren, both general and specific objectives. The general purpose of pesantren is to guide students to become human beings with Islamic personalities with their religious knowledge who are able to become conveyors of Islamic teachings in the surrounding community through their knowledge and deeds. While the specific purpose of pesantren according to Fa'uti Subhan (2006: 7) is to prepare students to become pious people in the religion taught by the kyai concerned and practice it in the community.

Based on this, the purpose of boarding schools is to produce Muslim scholars who are not only proficient in religious knowledge which will later become a reference for the people but also master general sciences so that in the future they will be able to meet the needs of mankind not only in the meaning of diversity, but on the other side of life and human civilization.

Advantages of Boarding School

According to Hendriyenti (2014: 208-214) quoting Sutrisno, there are several advantages of boarding schools compared to regular schools, namely:

1) Plenary education program

Generally, regular schools are concentrated on academic activities so that many aspects of children's lives are not touched. This happens because of the limited time available in managing educational programs in regular schools. On the contrary, boarding schools can design a comprehensive education program that is holistic from security education programs, academic development, life skills to bringing global insights. Even learning does not only reach the theoretical level, but also implementation both in the context of learning knowledge and learning to live.

2) Complete facilities

Boarding schools have complete facilities, ranging from study rooms, dormitory rooms to kitchen facilities.

3) Qualified teachers

Boarding schools generally require more quality teachers than conventional schools. Intellectual, social, spiritual, and pedagogical-methodological abilities as well as the educational spirit of each teacher. Plus foreign language skills: English, Arabic, Mandarin and others.

4) A conducive environment

In a boarding school, all elements within the school compound are involved in the educational process. Likewise, in building social religion, all elements involved implement religion well.

5) Heterogeneous students

Boarding schools are able to accommodate students from various backgrounds with a high level of heterogeneity. Coming from various regions with very diverse social backgrounds, cultures, intelligence levels, academic abilities. This condition is very conducive to building national insight and students are accustomed to interacting with their different friends so it is very good for children to train children's wisdom and appreciate plurality.

6) Security guarantee

Security guarantees are provided by boarding schools, ranging from health insurance, no drugs, avoiding promiscuity, and physical security guarantees (brawls and hazing), as well as the influence of cybercrime.

7) Quality assurance

In a boarding school, whether a child is smart or not, good or bad, depends on the school because 24 hours of boarding school. Schools can provide individualized treatment, so that each student can unleash their individual talents and potentials. Whereas in conventional schools, if children are smart, they must be assisted by tutoring institutions and others.

Character Building in Boarding School

Character education is education that develops the values of akhlaqul karimah in students, so that they have values and are able to apply these values in everyday life. Character education requires continuous time, it cannot just be given in a moment or in passing without a program.

The basic values in character education of the Ministry of National Education through the Guidelines for the Implementation of Character Education launched four main character values that spearhead the application of character among students in schools, namely honesty (from the heart), intelligence (from the mind), toughness (from the body), and caring (from the taste and spirit).

Some of the advantages of boarding schools in character education include:

- a. Have more opportunities to instil character to students, because students who live in dormitories are very likely to be monitored more optimally. Setting learning time is also easier, because students are still within reach to be conditioned.
- b. Foster guardians or assistants can provide a direct example for twenty-four hours and students can see the practice of the characters taught. Thus, there are many character values that can be developed and integrated between the cultivation of concepts at school and their follow-up in the dormitory.
- c. With the Boarding school system, teachers can monitor student activities both at school and in the dormitory through the supervising ustadz, making it easier to carry out cultural control through environmental conditioning so that character cultivation is expected to be maximized.
- d. Time outside formal learning is very free to organize and schedule activities that have content and aim to strengthen character education, both through physical and non-physical activities.

The characters that can be routinely and continuously instilled in education with a boarding system according to Maksudin are:

- a. Boarding school teaches independence to its students. Learners live in dormitories without their parents will train them to live independently, not always dependent on parents, but trained to solve their own problems, do their own business and so on. This cultivation of independence has relevance to efforts to cultivate moral values which are actually quite complex and diverse.
- b. Continuous cultivation of positive values, which is the core of the educational process and results.

Values that are continuously instilled in a disciplined manner will be internalized in the souls of students who will eventually get used to these positive values in their lives, and this is the result of education. Because the result of education is the formation of a good society.

The eighteen characters stated in the Presidential Regulation on character education are expected to be owned by students through a serious educational process, education that is handled seriously.

Religious character is instilled through dormitory activities that are thick with diversity activities under the supervision of the dormitory supervisor, for example requiring students or learners to pray in congregation in the mosque, familiarize with rawatib prayers, tahajud prayers, duha prayers, sunnah fasting, tadarus together and so on.

Honest character is instilled through the willingness to admit to having committed an offense even though it risks receiving sanctions from the foster guardian according to the existing rules, instilled through eating activities for students to get used to taking food according to predetermined rations.

Tolerance is instilled through studies to understand differences in worship that are zhanny, without reproaching people who are different in performing the worship.

The character of discipline is instilled through rules to follow the activities that have been determined in the agenda of dormitory activities according to a predetermined time, emphasized to always follow the existing rules.

Hard work, curiosity, love of reading, responsibility and creativity are instilled through the habit of doing co-curricular tasks that are tasks from school, which can be done in the dormitory.

Independent character is a character that is embedded in the boarding system, with the separation of children from parents, children will get used to carrying out their duties and responsibilities without dependence on parents. The absence of children with parents will provide lessons to children to practice solving the problems they face.

Democratic character is instilled with dormitory management activities that involve students to become dormitory administrators. Meeting activities carried out by the board will educate students or learners to be democratic.

Respect for achievement, friendship, peace love and social care are instilled through activities that are joint in nature to foster harmony and intimacy, competitions between students at certain moments.

The spirit of nationality, love for the country is instilled through tasyakur activities carried out to commemorate national holidays in the dormitory and at school.

Boarding school activities as the school's flagship program must be managed professionally so that the school's vision and mission can be achieved well, including in instilling the character of students. The content of learning materials, activities, image displays, writings and so on are conceptualized for the cultivation or character education for students.

Time management in boarding schools is usually stricter, more disciplined and denser with activities that are in contact with moral values or akhlakul karimah. Even boarding schools usually impose sanctions on students who commit acts of indiscipline in following the activities that have been programmed by the dormitory management.

Strengthening character education must be managed neatly so that it can provide the expected results, the realization of students who have strong character. Including in boarding schools that see from their management, provide wider and maximum opportunities to shape and instil strong character in students.

3. Conclusion

The phenomenon of teenage relationships at this time often makes parents, teachers and education observers feel concerned. That concern is what encourages parents to look for and choose schools that can anticipate these negative actions and behaviours. One of the choices of parents for this problem is to send their children to schools with a boarding system. Because boarding schools are more supportive for the development of children's behaviour and character, with their commitment to fully educate children.

Boarding School is the education system of choice to overcome this problem. The pattern of education in boarding schools provides its own advantages in achieving educational results, because twenty-four hours students live in one place with the manager. This is where education providers can carry out character building to their students to the fullest, with full monitoring with time settings, activities and an environment that fully supports character building.

Character building in boarding schools must achieve better results compared to non-boarding schools, because all students' activities from early morning until night are almost absolutely carried out in locations that are monitored by educators in the school.

Boarding school activity programs must be managed properly in accordance with the planned character-building targets, so that parents' expectations to have children who have strong Islamic character can be achieved well.

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