

Adult Character Education Model in Islamic Boarding Schools of Salafiyah Biba'a Fadlrah Turen Malang

Kisyanto¹, Punaji Setyosari², Sulton³, Dedy Kuswandi⁴

Universitas Negeri Malang, Jl. Stasiun Boharan, Desa Keboharan 04/01, Krian-Sidoarjo, Jawa Timur-Indonesia

Abstract: *The purpose of this study is to investigate and to explore the substantive items. This study analyzed and described adult character education at Salafiyah Biba'a Fadlrah Turen Malang Islamic boarding school. This study used case study approach. Data collection was described in-depth by using interviews, participant observation, and documentation. The researchers used software NVivo 11 to analyze the data. The findings show that : 1) the comprehensive intelligence development model were applied; 2) core character development were faith and God loving, it was manifested in obeying to the God, love, compassion towards His fellow creatures, and the awareness as the servant hood in nature; 3) internalization of values were forming good character through various the students' activities and the concept of " religious life study " through caregivers' advise; and 4) the application stage was reached via: cleansing the heart from varieties of the pain, habituation to learn sense of heart and positive thought, learning all the time and learning long life which takes wisdom and lessons from each incident.*

Keywords: *Character Education, Intelligence Comprehension, Religious Life Learning*

I. Introduction

Character education is not only limited to the students, but also it is ongoing until the end of life the process of development toward human beings. Character education should be an integral part of education over the generations. Character education will continue to be multi-level and multi-channel, because it may not only be implemented by the school but also it will be implemented in authentic life. It can not be built instantaneously. Therefore, character education must be moral movement that is holistic. It is involving various stakeholders and channels. It takes place in a *setting of natural life*.

In order to have a clear direction to cultivate character, there are various references in developing the values of the characters that have received public recognition from the development by Thomas Lickona, Character Count, Indonesian Hiratage Foundation, Ariginanjar Agustian, and Kemendikbud which is described by Sari and Widyanto in 18 (eighteen) the type of character values was developed in Indonesia. It includes: religious, honesty, tolerance, discipline, hard work, creative, independent, democratic, curiosity, the spirit of nationalism, patriotism, recognize excellence, friendship / communicative, love peace, love reading, environmental care, social care, and responsibility. Nevertheless it is possible to be developed in accordance with the realities of the challenges and needs.

National character building is not only the responsibility of the world of schooling but also it is the responsibility of the citizenship sites outside schools (Kardiman, 2008). One of the elements of society that are believed to cultivate the nation's character is Islamic boarding school. It has proven an effective way in implementing educational value. Both values derived from religion as well as the cultural values of the nation in developing good values or good character. Because Islamic boarding school has the independence of the curriculum, it is more easily to implement various models and strategies of development and learning the values of the right character, that is interesting, creative and innovative. From the study results, Zuhry (2011) factors that support the success of character education in Islamic boarding school has three central things: *first* ideal model from The leader of the Islamic boarding school (Kiai) *second*, the intensity of the constant interaction conducted both among students, students with board members and caregivers with all students; *lastly*, the rules and regulations in the form of regulations to protect the students who used the cottage policies, policies on the basis of elaboration the leader of Islamic boarding school (Kyai) is as well as vision, mission, and goals boarding school. According Bagir (2007) there are four level of implementation of character education in schools, they are the conceptual level, the institutional, operational, and architectural. In addition to the above approach, there are a minimum of four strategies that can be an alternative of character education in schools through: a

normative approach, the model approach, the approach *reward, punishment and learning atmosphere*.

In the implementation, character education curriculum does not have to be made, it should not be implemented in the classroom, but it should still consider various aspects that theoretically can influence its success. According Sumardi (2010), the true character of Education does not have to be made to the formal curriculum. It was *hidden curriculum*. It is not always taught in the classroom, but the simultaneous and continuous inside and outside the classroom. Due to the success of character education lies not in their formal curriculum, but much influenced by the examples and real-life examples in every aspect of life and learning activities.

Nevertheless, for the implementation of character education is effective and has maximum results then they have to pay attention to the concepts, principles, and strategies. From the study results, Zahira (2011) said: there are eight concepts in the development of character, such as: 1) Learning the character through modeling; 2) Learning the characters through the story; 3) Learning the character through community service; 4) Learning the character through the virtues and principles; 5) Learning characters through integration; 6) Learning through moral character; 7) Learning the character through reflection; and 8) Learning the character through civic duty. In line with Zahira, the concept of effective character education according to Berkowitz, MW & Bier, MC (2005), as follows: "*Effective character education is not adding a program or set of programs to a school. Rather it is a transformation of the culture and life of the school. The best way to implement character education is through a holistic approach that integrates character development into every aspect of school life*".

Lickona, et al. (2008) says eight strength of character were needed for Indonesia to develop learning outcome from school: 1) Learning throughout life and critical thinking; 2) Diligent and has to afford something; 3) Has social and emotional intelligence; 4) moral thinker / ethic; 5) As a moral agent, it has a sense of respect and responsible; 6) Personal disciplined and healthy lifestyle; 7) Being a member of the community and the citizens of a democratic state; and 8) involving in compiling institutions spiritual life of noble goal.

The implementation of character education in Salafiyah Biba'a Fadlrah Turen Malang islamic boarding schools conducted with the aim to cultivate the values of noble character models and strategies students with a unique, interesting, creative, innovative, and in accordance to the rules and principles of adult education and learning ,

Character education through the development of comprehensive intelligence (intelligence spiritual, emotional, intellectual, and kinesthetic), as an adult character education models were implemented in salafiyah Biba'a Fadlrah Turen Malang islamic boarding schools.

II. Method

The focus of this study is adult education model character in Salafiyah Biba'a Fadlrah Turen Malang. It was considering: *first, the nature of the problem to be investigated*. It can develop naturally in accordance to the conditions and the situation on the ground; *second, the desire of researchers to understand in depth the problems that occurred in the study site in the conditions and situations naturally*; *third, it can the discovery of truth in pure form without the distortion which is caused by the instrument and research design*. So it maintains the integrity of the research subject. The authors chose to use research methods with qualitative approach.

Denzin & Lincoln in Setyosari (2013) states a qualitative approach is the application of the various methods of assessing a focus, with the involvement of interpretive and naturalistic approach in the field of study. Qualitative researchers study was conducted in natural setting, to try to interpret the problem or phenomenon regarding to its meaning. A qualitative approach is a research approach that has natural *characteristics*. The source of data directly is in descriptive form, where the process is more important than the outcome (Creswell, 2012). The Analysis of the qualitative researchers is more likely to be done inductively and meaning is an essential thing.

In each study, the data are a key part of determining what is being studied. Yin (2011) explains *the data are the smallest or cancel entities or recorded elements the resulting from some experience, observation, experiment, or other similar situation*. The main data in this study are the events, objects and actions of everyday subject of study in Biba ' a Fadlrah Malang Islamic boarding school. The type or form of data that is explored in this study is data in the form of: 1) Primary data is data in the form of verbal or words spoken verbally, gestures or behavior by subjects who can be trusted, which is the subject of research or informants regarding the studied variables or data obtained from respondents directly, and 2) secondary data is data which is obtained from data collection techniques that support the primary data. In this study was obtained

from the results of observations conducted by the authors as well as of literature. It can be said this secondary data that can be derived from the documents graphics such as tables, notes, text messages, photos, videos, and others (Arikunto, 2010).

While the primary source of data in this study were: 1) People / students as major source of data collection in this study. In accordance to the nature of qualitative research, the sample data source in this study determined *snowball sampling*, meaning that respondents are relatively few and selected according to the purpose of the study; but the number of respondents may continue to increase according to the research objectives. In this study the *snow ball sampling* technique is done when the data collection is not enough just from one respondent, it also collected data from other sources competent. Respondents cited in this study are: Board Boarding School, Boarding School Committee, the Board Pupils, Regional Coordinator, and Pupils. 2) The place is Salafi pesantren Biba'a Fdlrah Malang. 3) The process of education and the occurrence of the events that support the research data. 4) documents, the documents required in this study, both personal documents, official documents, images, photographs, and others. According to Bogdan & Biklen (2007) to obtain a holistic integrative data, the data collection techniques that can be used are: 1) in-depth interviews, 2) participant observation, and 3) study the documentation.

The basis of data reduction and display are done both manually and results of data processing by using software (*software*) as the research outcome. Software which used to facilitate in analyzing data from interviews, direct observations were conducted continuously at certain parts, literature and document research on the sections or sub-sections related to the implementation of character education in this study. The alternative software (*software*) data processing and information employed qualitative methodology. The researchers chose to use QSR NVivo 11.

Data analysis is the systematic process and setting the transcription of interviews, field notes, documents, and other materials that have been collected from field studies to improve understanding of the material findings, and to present the findings to others. The data analysis involves work with the data, arranging, and the breakdown into units that can be handled, search patterns, and the discovery of what is important and what needs to be learned, and decision-making what can be presented to others (Emzir , 2012).

To illustrate overall activity of the data analysis conducted by researchers , it is explained the steps which is taken by referring to Creswell (2007), Rossman & Rellis (1998), (Creswell, 2012) are as follows: (1) conducted in a sustainable manner that requires reflection consequential constantly on the data, asking the questions analytically, and write short notes throughout the study, (2) involves the collection of open data, which is based on common questions and analyzes information from the partisans, (3) to determine the model of analysis used in accordance with the type of strategy chosen in qualitative research, and (4) using common procedures and special measures in the analysis of data, but the ideal way is to mix the general procedure with specific measures.

III. Findings and Discussion

Based on the study data analysis using NVivo *software* 11, it was obtained the following results:

First, the development of a comprehensive intelligence which includes intelligence spiritual, emotional, intellectual, and kinesthetic, is adult character education model. It was implemented in salafiyah Biba'a Fadlrah Islamic character education Turen Malang. The measures is taken by: (a) cleanse the heart from a variety of pain, (b) internalization, train, adapt, strengthen, and develop the values forming the character of either (c) utilizing the blessing caregivers, place, and all activities ,

Second, core characters which is developed is faith and love of Almighty God, who is in manifesting in everyday life It devoted to Allah Almighty God, love of neighbor His creatures, and conscious of slavery itself, with different attribute values of kindness attached to it.

Attributes which is attached to the behavior of piety to God Almighty is a religious, responsible, obedient / submissive to the rules, generous, patient, forgiving, self-conscious. They always remember God, and repentance. While the attributes which is attached to love and compassion for others is the responsibility, understanding, sensitive and caring, helpful / helpfulness and cooperation, respect and respect for others, think and assume good faith, understanding / tolerance, humility, forgiveness, love peace , likes to do good and make others happy, democratic, patriotism, nation and state, and love the environment; The attributes which is attached to the behavior of self-awareness of the nature of servanthood, is responsible, honest, innocent / what it is, fair, disciplined, orderly, creative, Achievement, optimistic, fond of reading,

critical thinking, sincerely, appreciate the time-saving, resilient a resilient, unyielding, self-correction, humility / not feel myself, appreciate health, doing good, sincerity, learn and work hard, trust, and clever grateful.

Third, Internalization strategies and develop character values through: (a) a wide range of daily activities and incidental activities of students; (b) a sense of heart and the habituation process to think; (c) habituation learn from what they see, hear, say, think, feel, and experience, (d) any material habituation study, from anywhere, to anyone, anytime, anywhere, any time and lifelong; (e) the sensitivity and awareness training to join to seek solutions to any problems that occur outside of himself; and (f) through caregivers' advise;

Fourth, learning strategy to develop a comprehensive intelligence is a multi-strategy learning, workplace learning / apprenticeship, learning of the problem, learning from experiences, learn from mistakes, learning together, learning how to learn, independent learning, and others.

Fifth, the factors that support the implementation and results of education were implemented are: (a) the role and influence of caregivers, exemplary and attentive caretakers, (b) the vision, mission and goals of the islamic, (c) Philosophy, basic, and the principle of education and learning, (d) boarding school environment, (e) the willingness of students to follow all instructions caregivers with the principle of "to follow" or "nderek", and (e) models and strategies used. Meanwhile, the limiting factor is still not all the students in particular, and society in general understanding of the purpose of boarding school, models and strategies applied in the process of character education in Islamic boarding school.

Sixth, the benefits which are perceived by students are: (a) changes in outstanding character towards a better, gain knowledge and skills life skills, and the completion of all the problems encountered; (b) give the opportunity to do well in the form of boarding school building that has been used by hundreds of thousands of people. While the benefits to society and the government (a) the results of the process of character education intangibles monumental buildings that can be used as a means of character education for the people, (b) growth and development of the local economy in the cottage, (c) Malang became better known by the world community has the potential to bring in foreign tourists.

Although the education and learning process has implemented in non-formal curriculum document yet, but the intended direction and focus is very clearly indicated on the vision, mission, and goals salafiyah Biba'a Fadlrah Turen Malang Islamic boarding school, which is to cultivate good values or character both the focus and delivery of education, while the mastery of knowledge and skills as well as knowledge of other life skills that become complementary.

The success salafiyah Biba'a Fadlrah Turen Malang Islamic boarding school in implementing adult character education is determined by many factors, including vision, mission, and goals of Islamic boarding school, role, influence, and the attention of caregivers, models and strategies was chosen. The learning environment, materials and time learning, and so forth is the interrelated one another factors and provide the success, although it is not known as the greatest factors contribution and they need special assessment.

However, according to researchers who give a major influence on the success of character education in salafiyah Biba'a Fadlrah Islamic boarding school Turen Malang is the totality of caregivers in the form of sacrifice possessions, body and soul, as well as extraordinary attention without knowing the time, tireless, with patience and compassion to assist, guide, direct, motivate, and find solutions to all problems faced by students. Caregivers and family in the eyes of the students is a perfect role model and exemplary in all aspects of life. It can be the main factors to achieve the success of the blessing of caregivers and their families who become the hope of all students.

IV. Conclusion

The purpose and focus of research is to obtain several conclusions, they are: 1) although the curriculum document for the education curriculum in Islamic boarding school has not been made, but their vision, mission, objectives and work program has given clear direction as guidance in implementing character education; 2) Development of a comprehensive intelligence is a model which is applied in the implementation of adult character education in salafiyah Biba'a Fadlrah Islamic boarding school Turen Malang; 3) The success of the character education program is determined from several factors, including: 1) Interest focused on efforts to cultivate character, while the mastery of knowledge and skills is as a complement; 2) The role, influence, attention, care, exemplary caregivers; 3) strategies are used both in the internalization of values of forming character and in learning to develop a comprehensive intelligence of students; 4) freedom is given

to students' caregivers to choose and get a teacher, how, material, time, and learning resources; 5) the spirit and philosophy of the schools, and the basic principles of education and learning; 6) Islamic boarding school environment (physical and functions); 7) the willingness of students to follow (*Java following*) all activities stipulated by boarding; 8) blessing caregivers, the Islamic boarding school's benefit, spiritual function of activities was undertaken.

References

- [1] Arikunto, Suharsimi. (2010). *Research Procedure A Practical Approach*. Yogyakarta: Rineka Reserved.
- [2] Bagir, ZA, 2007. Based Community Empowerment School, Yogyakarta: Student Library .,
- [3] Berkowitz, MW & Bier, MC 2005. What Work in Character Education: A Research Driven Guide For Educators. Nucci, LP, Narvaez, D. (Eds), *Handbook of Moral and Character Education*. New York and London: Routledge, Taylor & Francis Group.
- [4] Bogdan, RC & Blinks, SK 2007. *Qualitative Research for Education: An Introduction to Theories and Methods*. Fifth Edition. Boston USA: Pearson Education, Inc.
- [5] Creswell, JW 2012. *RESEARCH DESIGN, Approach Qualitative, Quantitative, and Mixed*. The third edition. (translation Ahmad Fawaid). Yogyakarta: Student Library.
- [6] Elkin, DH, & Sweet, F. 2004. *How to Do Character Education*. Original the title: "You Are A Character Educator. [Http://www.goodcharacter.com/Article_4.html](http://www.goodcharacter.com/Article_4.html) , Downloaded 10 April 2014.
- [7] Emzir, 2012. *Methodology peneletian Qualitative Data Analysis*, Jakarta: RajaGrafindo Persada.
- [8] Kardiman, Y. 2008. *Rebuild the National Character through the websites of Citizenship*. Bandung: Journal of Citizenship Education. Acta CIVICUS. Vol. 2. No. 2. <http://www.pdii.lipi.go.id/read/2011/11/18/pendidikan-karakter-di-pesantren.html> accessed on 17 September 2014
- [9] Lickona, T. & Matthew, D. (2008). *Eleven Principles of Effective Character Education*. Character Education Partnership. [Http://www.goboos.org/character-education-thomas-lickona/](http://www.goboos.org/character-education-thomas-lickona/) Downloaded 19 April 2013.
- [10] Ryan, K. & Bohlin, KE 1999. *Building Character in Schools: Practical Ways to Bring the Moral Instruction to Life*. San Francisco: Jossey Bass.
- [11] Setyosari, P. 2013. *Research Methods Education & Development*, Third Edition. Jakarta: Kencana Prenamedia Group.
- [12] Sumardi, K. 2012. Images Character Education Salafiah At boarding school. *Character Education Journal, Year II, No. 3, October 2012*. <http://www.pdii.lipi.go.id/read/2011/11/18/pendidikan-karakter-di-pesantren.html> accessed on 17 September 2014.
- [13] Yin, KR 2011. *Qualitative Research from Start to Finish*. The Guilford Press A division of Guilford Publications, Inc. New York, NY 10012.
- [14] Zahirah, PS 2012. *Character Education in Muslim Scholl: A Case Study of A Muslim Scholl's Comprehensive Curricula*. Dissertation Doctor Of Education, Florida International University. @ Copyright 2011by Patricia Zahira Salahuddin All rights reserved.