

IMPLEMENTATION OF INDEPENDENCE EDUCATION AND SELF-MANAGEMENT OF STUDENTS AT ISLAMIC BOARDING SCHOOL

(Study on Students at Islamic Boarding School Assalafiyah II, Brebes Regency)

IMPLEMENTASI PENDIDIKAN KEMANDIRIAN DAN MANAJEMEN DIRI SANTRIWATI DI PONDOK PESANTREN

(Studi Pada Santriwati di Pondok Pesantren Assalafiyah II Kabupaten Brebes)

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Abstract

Students' independence education is a form of education that aims to instill an independent spirit, both within the self, school, and community environment through various activities and habits. Self-management means putting things in order, both in life, the use of time, choices, interests, and activities, as well as in physical and mental balance. It pushes oneself forward, regulates all personal elements, controls the potential for progress to achieve good things, and develops various aspects of personal life to make it more perfect. The purpose of this study was to find out the obstacles faced by female students in implementing independence and self-management education and the solutions offered to overcome these problems. This type of research is qualitative and the method used to obtain data is the method of observation, interviews, and documentation. The results showed that the independence education applied in the Assalafiyah II Islamic boarding school in Brebes Regency was to require students to prepare learning books that were neatly arranged according to the day and subject, follow extracurricular organizations, muhadhoroh or routine speeches alternately every week, and individual activities demanded to carry out the needs independently such as eating, bathing, studying, even in managing pocket money. Meanwhile, in self-management, it is seen that students have consistency between thoughts, words, and actions. Then the ability to determine the priority scale between the task of reading the Koran, extracurricular organizations, as well as personal affairs, and being able to hold leadership both for oneself and for others.

Keywords: *students, Islamic boarding school, education, independence, self-management*

Abstrak

Pendidikan kemandirian santriwati merupakan bentuk pendidikan yang bertujuan untuk menanamkan jiwa mandiri, baik dalam diri, sekolah maupun lingkungan masyarakat. Kemandirian tersebut dapat tercapai melalui berbagai kegiatan dan pembiasaan. Manajemen diri diartikan sebagai segala sesuatu secara teratur dalam penggunaan waktu, pilihan, kepentingan, serta keseimbangan fisik dan mental. Hal ini mendorong diri untuk maju, mengatur semua unsur pribadi, mengendalikan potensi kemajuan untuk mencapai hal-hal yang baik, dan mengembangkan berbagai aspek kehidupan pribadi untuk membuatnya lebih sempurna. Tujuan penelitian ini adalah untuk mengetahui kendala-kendala yang dihadapi santriwati dalam mengimplemenasikan pendidikan kemandirian dan manajemen diri dan solusi ditawarkan untuk mengatasi masalah tersebut. Jenis penelitian ini adalah kualitatif dan metode yang digunakan untuk memperoleh data adalah metode observasi, wawancara, dan dokumentasi. Hasil penelitian menunjukkan bahwa pendidikan kemandirian yang diterapkan di pondok pesantren Assalafiyah II Kabupaten Brebes adalah dengan mewajibkan santriwati menyiapkan buku pembelajaran yang ditata rapi sesuai hari dan mata pelajarannya, mengikuti organisasi ekstrakurikuler, *muhadhoroh* atau pidato rutin bergantian setiap minggu, dan kegiatan individu menuntut untuk melaksanakan keperluan pribadinya secara mandiri

seperti makan, mandi, belajar, bahkan dalam mengelola uang saku. Sedangkan dalam manajemen diri yang terlihat adalah santriwati memiliki konsistensi antara pikiran, ucapan, dan tindakan. Kemudian kemampuan menentukan skala prioritas antara tugas mengaji, organisasi ekstrakurikuler, maupun urusan pribadi serta mampu memegang kepemimpinan baik untuk diri sendiri maupun orang lain.

Kata kunci: santriwati, pondok pesantren, pendidikan, kemandirian, manajemen diri

Introduction

One of the efforts to solve the problem of unemployment and poverty is to increase the value of independence. The importance of independence for students can be seen in the complexity of life situations. Today, which directly or indirectly affects the lives of students. Phenomena that need the attention of the world of education, such as fights between students, abuse of drugs, alcohol, and various deviant behaviors that have led to criminal acts. From this, it hurts the growth and development of the nation's next generation. The influence of a person's independence in carrying out activities can improve self-quality. On the other hand, the nature of dependence on other people will give birth to being lazy and weak in spirit, and reluctant to try.

In general, the definition of independence is an ability to think and act without the influence of others (Rizki & Cahyono, 2021). A person's willingness to live without depending on his fate on others, because humans are essentially "own", will return to their origins, and are responsible for all their deeds, without anyone being able to help and accompany them (Juwariyah, 2008). relation to self-management. In self-management, independence has an important role in building the habit of completing a task on your own without much interference from others.

Self-management means putting things in order in life, in the use of time, choices, interests, activities, and physical and mental balance. Management principles also encourage one to move forward, manage all personal elements, and control the potential for progress to achieve good things (Jazimah, 2015). stages that individuals take to regulate their actions so that life is more structured and productive (Adriansyah et al., 2020). When it can be implemented properly it will be able to lead to success. This self-management is indeed easy to say, but in its implementation, it requires hard work because it requires sincerity and strong determination to be able to control oneself to achieve the desired goals (Apriyanti, 2020). The self-reliance training process is usually characterized by the ability to determine fate, be creative, take initiative, regulate behavior, be responsible, be able to restrain oneself, make their own decisions, and be able to overcome problems without any influence from others (Aulia et al., 2019).

In Islamic boarding schools, true independence is the basic thing that students learn. Because in Islamic boarding schools, female students at least learn about the concept of life skills, one of which is independence and self-management (Rahma & Suryanto, 2022). The problem is the process of female students in learning independence and self-management. Not all Islamic boarding schools specifically instill the values of independence directly through classroom learning or special training. This study focuses on the lives and habits of female students at the Assalafiyah II Islamic boarding school, Brebes Regency. Based on independence, a santri is formed due to environmental factors and the regulations that apply. Therefore, the researchers researched the implementation of self-management and independence education for female students in Islamic boarding schools. This study aims to see how, especially for female students, implementing self-reliance and self-management education in Islamic boarding schools through all the activities in it.

Research on independence education has been carried out including an article entitled *Life Skills Education in Islamic Boarding Schools in Improving Student Independence*. The discussion of the article focuses on the Al Ihsan Modern Islamic Boarding School and Al Ittifaq Islamic Boarding School. The results of the research that criticized the different paradigms in the philosophical and theoretical aspects of life skills education led to differences at the level of implementation in the field, especially in formal education. So the argument put forward by Agus Hasbi Noor that increasing the independence of students is achieved through three stages, namely: basic autonomy, middle autonomy; High independence (high autonomy). The achievement of independence is influenced by several factors including age, family background, environment, as well as interest, and talent factors (Agus Hasbi Noor, 2015).

In addition, the thesis describes 2 factors that influence the education process for independence and self-management. Quoted from the thesis entitled *Management of Islamic Boarding Schools in Fostering Student Independence at Dar Aswaja Islamic Boarding School, Rokan Hilir Regency*, explains the factors that affect the management of santri independence are divided into two parts, namely supporting factors and inhibiting factors. The supporting factors in the management of santri independence are team cohesiveness, teacher involvement in santri activities, student motivation in attending training, and support from the community. While the inhibiting factors in the management of the independence of students are inadequate facilities and infrastructure, financing factors, and support from the local government (Syafuruddin, 2013).

The role played by Islamic boarding schools to increase the independence of students is by holding pickets or activities that can grow or increase independence. However, several factors become obstacles to increasing the independence of students, including the dependence on parents even though it can still be considered at a small level which may be students can handle it by themselves. Apart from obedience, the life of the Islamic boarding school is also famous for the independence of its students. Therefore, independence implies having a spirit to be better and confident and responsible and not depending on others. This is based on research observations on the role of Islamic boarding schools in increasing the independence of students at the Nurrohman Al-Burhany Islamic Boarding School, Purwakarta (Neng Latipah, 2019).

Therefore, the Assalafiyah II Islamic Boarding School in Brebes Regency was used as the object of research because the independence education model that was implanted and applied in the cottage made the female students independent by not forgetting the intention of worshipping Allah. Assalafiyah II Islamic Boarding School implements an independent education curriculum in the form of self-awareness. Awareness that every female student who is willing to become a female student at the boarding school is educated to understand herself, female students are educated to be effective, which is controlled by a tight and strict schedule and rules and regulations. So the research at the lodge tries to open up the relevant theories. The method used is a descriptive qualitative approach. This type of research is sourced from field studies, then an analysis of the data obtained is carried out. The purpose of the study is to prove that every Islamic boarding school that tightens the rules of the boarding school with punishments can achieve self-reliance and self-management education for students. Then the personality of the santri can become superior and stand for his life goals.

Method

The type of research used in this research is field research, using a qualitative descriptive research approach. While the object of research is taken from primary data

sources, namely data collected by researchers directly from the source. Among them: are Caregiving, ustaz, and all-female students, as regulators, actors, and implementers. While the secondary sources are data obtained from satisfaction researchers and documentation. Methods of data collection using interviews, observation, and documentation.

Result and Discussion

Implementation of Independence Education

1. Cultivating the independence of female students in the Assalafiyah II Islamic Boarding School, Brebes Regency

Islamic boarding school is an educational institution that implements a 24-hour non-stop education system, meaning that every activity from waking up to sleeping again is education. Among the efforts to instill independent character is habituation on time, as well as building an attitude of togetherness and kinship.

According to Steinberg (1995) (Noor, 2015), Independence itself is a concept of a self-governing person, namely the ability to control oneself. Psychosocial independence is composed of three main dimensions, including:

- a) Emotional independence (emotional autonomy), namely aspects related to changes in the closeness/attachment of individual emotional relationships, especially with parents,
- b) Independence in action (behavioral autonomy), namely aspects of the ability to make decisions freely and follow through on them and,
- c) value independence, namely the aspect of freedom to interpret a set of principles about right and wrong, what is mandatory and what is right, what is important and what is not important.

Independence to act (behavioral autonomy) is contained in the habit of being on time to be carried out by scheduling daily routines that must be carried out by female students in a disciplined manner, starting from when they wake up until it is time to go back to sleep, and that is an educational process. Masruroh, the head of the hut said that the daily schedule starts from the time he wakes up, which is before dawn. Santriwati is required to wake up to perform the morning prayer in the congregation. Especially on Mondays, Tuesdays, and Sundays, there are deposits and *nadhom* payments for each class after the dawn prayer. Daily picket activities are also carried out after the *nadhom* deposit activity, and on Monday, Tuesday, and Sunday daily pickets are carried out after the dawn prayer (Masruroh, 2022).

Fadhilah as the lodge security said, after the morning activities, female students were welcome to get ready to go to formal school until 1 pm. After that, it is obligatory to perform the Zuhur prayer in the congregation. A break is provided for female students, which is between the time of noon and asr, after which the female students are required to perform the Asr prayer in congregation, followed by the afternoon reading activities, reading Yasin and Al-Waqi'ah until before sunset. Then the activity continued with the congregational Maghrib prayer, after which the *madrrasah diniyah* activities were immediately continued until 9 pm, Isha prayer in congregation, then returned to their respective rooms and provided time for independent study until 10 pm. After that, female students are obliged to sleep because the next day they will carry out the same routine (Fadhilah, 2022).

The caretaker of the Assalafiyah II Islamic Boarding School, Mrs. Nyai Hj. Lailatul Munawwaroh said that in the process of teaching and learning activities at Islamic boarding schools, students are taught to always be able to recognize the time, respect time, and manage time. Because they (students) go to school not only in formal schools.

But even in the cottage, they went to school. The process of teaching and learning activities in Islamic boarding schools trains the independence of female students. Because before the bell rings, the female students have to prepare a schedule, dress neatly, and have prepared their learning tools, which is a sign that female students must be ready to come to the assembly (Munawaroh, 2022).

The concept of etiquette for students in studying according to Ibn Jama'ah in the book *Tadzkirah Al-Sami' Wa Al-Mutakallim Fi Adab Al-'Alim Wa Almuta'allim*, contains the importance of managing and utilizing time (Bayu Pratama & Al Hamat, 2021). The Arabic proverb also says that "Time is like a sword. If you don't use it, it will cut you down" (Al-Jauziyah, 2016). Some of the explanations above make a strong opinion that it is very important to use the time for a students. According to (Bayu Pratama & Al Hamat, 2021) good use of time can be done by: sleeping no more than 8 hours a day and night, praying on time unless there is an obstacle, and not being late for school or work, not procrastinating a job.

2. Build an attitude of togetherness and kinship

Pondok caregivers instill a paradigm of togetherness and kinship by emphasizing that the activities of the cottage and school are not a burden, but must be considered a shared obligation as a santriwati and students. With the togetherness and kinship between teachers and students every day, indirectly, female students not only learn from textbooks, but also through their daily lives (Dyah, 2012).

To grow independent awareness in building an attitude of togetherness and kinship among female students as well as an action against the possible negative effects caused by technology, because almost all female students are allowed to bring cell phones for formal school purposes. Disciplinary control is also applied to devices such as cellphones, and laptops that are timed for use by caregivers. Especially now that Indonesia is implementing an online teaching and learning system during the Covid-19 pandemic.

Nayla, a student at the Assalafiyah II Islamic Boarding School said that the use of cellphones and laptops was only allowed from 7 am to 3 pm. So before 7 o'clock, female students must ask permission from the management to operate cellphones and laptops as online learning facilities, and when it's over at 3 pm, female students are required to return these devices to the administrator (Nayla, 2022). This is done as a preventive measure against negative use, as well as a way for female students to focus more on learning and reciting activities. In addition, with the limited use of technological devices such as cellphones and laptops, female students will be more focused on interacting and communicating directly with other female students. This will foster a sense of togetherness and kinship among female students, administrators, and caregivers.

3. Provision of skills (life skills) to Female Students

The formation of an independent character, apart from being formed by habituation so that it is embedded in female students, must also be accompanied by support for readiness so that it can be realized. One thing that is needed as a provision for a female student to go to independent is how she has skills. In (Marwiyah, 2012) Life skills are the basic provisions that exist in students given by Islamic boarding schools for the present and the future and students can solve the problems of students lives themselves.

One of the abilities that are instilled in female students as a provision for independence is the *sorogan* recitation activity. In (Kamal, 2020) the meaning of *sorogan* itself is to submit, deposit, or offer his book to the teacher. Where each student faces in turn to the *ustadz* or cleric to read, explain or memorize the lessons given previously. In

this Assalafiyah II Islamic boarding school, the leadership gives the authority to the female students to take part in these activities (Masruroh, 2022).

With routine *sorogan*, students will be able to understand and remember the lessons received. So that when later they graduate and enter the community, they can understand the knowledge received at the Islamic boarding school and teach it to the people around them.

In addition to skills in reciting *sorogan*, female students are also given skills from extracurricular activities at their school. There are *hadroh* or tambourine activities and also scouting. The most important thing is that these activities are also filled with values of independence so that these activities are not only used to channel the interests and talents of female students but are also expected to be *wasilah* to foster independence in the souls of female students.

4. Debriefing Leadership for Female Students

Instilling the character of independence, of course, will be lacking if without the provision of leadership attitudes. In (Burhanuddin, 2019) Leadership is the ability and readiness that a person has to be able to influence, encourage, invite, guide, and move others so that he receives that influence. A person will look independent when he can lead, at least it is a portrait that he can lead himself.

At Pondok Pesantren Assalafiyah II, the process of self-reliance education includes instilling a leadership spirit by using a similar pattern, namely through habituation. One of the habits that are built is the *Jam'iyah* activity on a Friday night routine.

Masruroh the head of the lodge said that every Friday night there are *jam'iyah* activities. The activity was filled with reading about the birthday of Ad-Jiraiya, *muhadhoroh*, accompanied by a tambourine. What is interesting and becomes the core of the *jam'iyah* activity is the *muhadhoroh* activity in addition to the Ad-dibaiyah birthday reading activity. In this *muhadhoroh*, students are asked to take turns taking turns according to what has been previously scheduled. This kind of activity will make female students learn to convey something in public, and will hone their mentality, personality, and of course their leadership (Masruroh, 2022).

In addition, in training the leadership spirit of female students, there are routine *ro'an* activities or activities to clean Islamic boarding schools. *Ro'an* is a community service activity that is typical of Islamic boarding schools. In *ro'an* activities, they can improve the social character of female leadership such as attitudes of help, cooperation, tolerance, respect and respect for others, and having a sense of concern or solidarity with others (Saini, 2020).

This *ro'an* activity is routinely carried out on Sunday mornings. Fadhilah as the security of the boarding school said that female students are required to carry out *ro'an* responsibilities or clean the environment in all Islamic boarding schools which include cleaning rooms, cottage yards, halls, and others (Fadhilah, 2022).

From the explanation explained by Masruroh that all female students will be equally trained to hold their responsibilities, and get used to leading. In certain activities according to their authority on a scheduled basis. The administrator who is the security officer is fully responsible for the implementation of the regulations enforced in the Islamic boarding school. Included in the imposition of sanctions when there are violations.

Self Management of Assalafiyah II Islamic Boarding School Students

It can be seen that management has several functions like planning, organizing, actuating, and controlling (Anisa, 2021). These four functions are interrelated with each other and

management will not be carried out properly if one of these functions is not realized. The steps in self-management of female students in Islamic boarding schools include:

1. Planning in purpose

Having a life goal is very important because self-management is how individuals organize and manage themselves in terms of fulfilling their needs, and time, and achieving self-life (Juanna, 2016). Having a good life goal will make female-students able to manage themselves well.

Students at Pondok Pesantren Assalafiyah II are always directed to have a purpose in life. This was firmly stated by Nyai Lailatul Munawwaroh as the caretaker of the Assalafiyah II Islamic Boarding School, who in this case is a teacher and parent for female-students, said that directing the life goals of students is not only the duty of caregivers but all teachers, all *ustadz* and also the administrators. at the Assalafiyah II Islamic Boarding School. In directing the purpose of life through the rules that exist in the cottage so that it can be carried out and always *istiqomah* (Munawaroh, 2022).

Planning a good life goal must be directed and instilled in female students from the start. Because with the existence of a good purpose in life, the female students will be able to manage themselves well as well.

2. Organizing

Wisdom states that management is the science and art of managing the process of using human resources effectively, which is supported by other sources within an organization to achieve certain goals (Jawad, 2003). Organizing is a process of classifying and dividing activities/work within the expected goals of an organization so that by organizing it can divide tasks and responsibilities among the administrators so that everything can run effectively (Aliefiani Mulya Putri et al., 2022).

Self-organization is a step for female students in managing thoughts, energy, time, place, objects, and resources in life properly so that they become orderly and smooth. With a series of dense activities in Islamic boarding schools, it is very necessary to have good self-organization so that all existing activities can be carried out properly.

Guidance, motivation, and advice from each student, administrator, and caregiver become a form of spiritual education that can make female students able to organize herself. In addition, Nayla, a student at the Assalafiyah II Islamic Boarding School, said that a clear mind, a healthy body, and the energy to be able to divide time between boarding and formal school activities are separate aspects of the success of female students in organizing themselves (Nayla, 2022).

3. Actuating

Implementation in self-management of female students to be able to carry out all activities in Islamic boarding schools through two indicators, namely self-motivation and implementation of the boarding school activity schedule. Self-motivation is a logical way to encourage yourself by linking learning experiences with the goals you want to achieve (Purwanti et al., 2021).

There are various ways that students do to motivate themselves, including:

- a. *Istiqomah* in goodness.
- b. Write down the goals I want to achieve.
- c. Praise yourself, and keep praying.
- d. Take note of the teacher's advice as a guide.
- e. Make friends with people who have a lot of experience.
- f. Read or listen to stories of ulama figures that can be taken as examples.

g. Having a life motto, for example, "*Ngaji ben Pinter Jama'ah ben Bener*" as a guide or self-motivation to be even more active in studying and worshipping (Santriwati, 2022).

In addition to self-motivation, the implementation of the cottage activity schedule is also an indicator of the implementation of student self-management. The implementation of the activity schedule aims to be able to self-regulate all cottage activities so that they are carried out in an *istiqomah* and orderly manner.

4. Controlling

Self-control is an individual skill in sensitivity to reading one's situation and environment as well as the ability to control and manage factors according to situations and conditions to present oneself in socializing (Ghufron & Risnawati, 2010).

Control in student self-management is carried out internally and externally. Internally, this control is done in a *mujahadah* way. While externally, this can be done with supervision from the board of directors and evaluation/consultation of the cottage which is carried out once a month.

Mujahadah activity is an activity of reciting the Koran together every day before sunset. This activity was carried out in the hall, all-female students brought their *majmu'* books and were then guided by the administrators after they finished reading the prayers. With this activity, the students' souls will feel calm, controlled, and in control.

External control is carried out with supervision from the management which is confirmed by the existence of *takzir* (sanctions) for students who violate the rules of the cottage as well as an evaluation at the end of each month.

Conclusion

Assalafiyah II Islamic Boarding School is an educational institution that has a mission, one of which is to form the character of female students periodically or independently. To implement independence education, the Assalafiyah II Islamic boarding school uses methods that are seeking to bring up factors, both internal and external factors that can be expected to influence the realization of independence in female students. The character development methods include: inculcating the principle of independence, providing skills (life skills), and providing leadership.

It can be seen that management has several functions as follows: Planning, Organizing, Actuating, and Controlling. The four functions are interrelated with each other and management will not be carried out properly if one of the functions is not realized. Self-management in female students is closely related to habituation, motivation, and advice from ustadz, clerics, and caregivers of Islamic boarding schools. Because it is directly related to the mental and personality of the santriwati. Thus, this study supports the theory that states that self-reliance and self-management education applied by Islamic boarding schools can make students more effective in respecting time. In addition, it can also increase the level of self-discipline in managing life.

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