



The Contribution of Islamic Boarding School Caregivers in the Formation of Students Character at Al-Barokah Umarul Yahya Islamic Boarding School Yogyakarta

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Abstrak

Pondok pesantren menjadi salah satu lembaga pendidikan yang memainkan peran penting dalam pembentukan karakter dan kepribadian individu, khususnya santri. Keberadaan seorang pengasuh atau pemimpin di dalam pesantren memiliki peran yang signifikan dalam mengarahkan, membimbing, dan membentuk karakter santri. Sehingga dengan hal tersebutlah membuat penulis tertarik untuk melakukan mini riset dengan judul kontribusi pengasuh pesantren dalam pembentukan karakter santri di pondok pesantren Al-Barokah Umarul Yahya Yogyakarta. Tujuan dari penelitian ini, hanyalah untuk mengetahui pada apa saja bentuk kontribusi seorang pengasuh pesantren Al-Barokah Umarul Yahya Yogyakarta dalam membentuk pada karakter santri. Metode yang digunakan dalam penelitian ini, menggunakan metode penelitian kualitatif, karena penelitian ini bersifat fleksibel, dinamis, dan eksploratif. Teknik pengumpulan data yang digunakan oleh penulis meliputi pada wawancara mendalam dan observasi yang terdiri dari beberapa personal yang meliputi pada Ngahadi sebagai pengasuh pesantren, serta aufiqurrahman, hanif, dan Muhammad Zainurrisa sebagai guru. Hasil dari penelitian ini menunjukkan, bahwa kontribusi kontribusi pengasuh pesantren dalam pembentukan karakter santri di pondok pesantren Al-Barokah Umarul Yahya Yogyakarta terdapat tujuh hal, yang meliputi pada memberikan teladan yang baik, konseling spiritual, pendampingan dalam ibadah, pendidikan nilai moral, memberikan binaan etika dan tanggung jawab, memberikan peningkatan sosial, serta mengikut sertakan para guru dalam membentuk karakter santri.

Kata kunci: Pengasuh, Pesantren, karakter, santri

Abstract

Islamic boarding schools are one of the educational institutions that play an important role in forming the character and personality of individuals, especially santri. The existence of a caregiver or leader in Islamic boarding schools has a significant role in directing, guiding and forming the character of santri. So this makes the author interested in conducting mini research with the title the contribution of Islamic boarding school caregivers in forming the character of students at the Al-Barokah Umarul Yahya Islamic boarding school in Yogyakarta. The aim of this research is simply to find out what forms of contribution a caregiver at the Al-Barokah Umarul Yahya Yogyakarta Islamic boarding school can make in shaping the character of the students. The method used in this research uses qualitative research methods, because this research is flexible, dynamic and exploratory. The data collection techniques used by the author include in-depth interviews and observations consisting of several individuals including Ngahadi as the Islamic boarding school caretaker, as well as Aufiqurrahman, Hanif, and Muhammad Zainurriza as teachers. The results of this research show that the contribution of Islamic boarding school caregivers in forming the character of students at the Al-Barokah Umarul Yahya Islamic boarding school in Yogyakarta is seven things, which include providing good role models, spiritual counseling, mentoring in worship, moral value education, providing ethical guidance. and responsibility, providing social improvement, and involving teachers in shaping the character of students.

Keywords: *Caregiver, Islamic boarding school, character, santri*

Introduction

Islamic boarding schools are one of the educational institutions that play an important role in the formation of the character and personality of individuals, especially students. (Shafe'i, 2017) The existence of a caregiver or leader in the pesantren has a significant role in directing, guiding, and shaping the character of the students. (Fawaid, 2021) One of the Islamic boarding schools that became the focus of this study was Pondok Pesantren Al-Barokah Umarul Yahya. The leadership of pesantren caregivers is not only limited to the realm of formal education, but also in shaping the spiritual, moral, and cultural aspects of students. (Rohmah & Roihanah, 2022) How caregivers lead, set an example, and manage the pesantren are factors that influence the character development of students. (Muchlasin, 2020)

This study aims to reveal the contribution made by the leadership of the caretakers of Al-Barokah Umarul Yahya Islamic Boarding School in the process of forming the character of students. Through qualitative approaches and case studies, this research will explore various strategies, values, and approaches implemented by caregivers in shaping the character of students.

With a deeper understanding of the role and contribution of leadership of pesantren caregivers, it is hoped that this research can provide valuable insights in the context of Islamic education and make a significant contribution in the development of educational leadership and character building in the pesantren environment.

To avoid redundancy in the research being carried out, the authors conducted a literature review. Thus, this activity aims to identify the gap between the author's research and previous studies that have been conducted by other researchers. Through this literature analysis, it is hoped that the development of themes and methodologies that strengthen the author's research focus can be found. This study was conducted to show that, both from the aspect of the theme and the method applied by the author, there were significant developments in the issues that were the focus of this study. Therefore, this literature analysis will show the difference between this study and previous studies. In this context, the author needs to review findings related to the issues raised, as other researchers have done before.

First, research carried out by students STKIP PGRI Situbondo on behalf of Ahmad Hafas

Rashidis This research was conducted in 2019, which was published by the journal house Journal of Qur'an and Hadith Sciences. The title raised in this study is the leadership role of kyai in educating and shaping the character of students who are ready to serve the community. The focus in this study is to find out the role of a pesantren leader in forming the character of his students, who are ready to serve the community. The method used in this study used descriptive qualitative research. The results of this study show That the importance of the role of a kyai in the life of the Islamic boarding school community, because they play a role as leaders there. In an effort to achieve a common goal in shaping the character of students according to the needs of the community, of course, there are several challenges. However, this is just a matter of course and can be overcome jointly by the kyai and the caretaker.(Kurniati et al., 2019)

Second, research done by students State Islamic Institute (IAIN) Bengkulu on behalf of Pasmah Chandra. The study was conducted in 2020, published by the journal house Belajea: Journal of Islamic Education. The title raised in this study is the Role of Islamic Boarding Schools in Shaping the Character of the Santri Nation in the Era of Disruption. The focus in this study is to find out the role of Islamic boarding schools in shaping the character of their students in the era of disruption. The method used in this study used descriptive qualitative research. The results showed two things as follows. First, the role of Islamic boarding schools in shaping the character of students can be seen in the application of character education at the al-Quraniyah Manna Islamic Boarding School. Character education here is implemented through material taught to students, which can then be applied properly by them. In addition, character building is also influenced by examples shown by kyai, dormitory caregivers, and teachers who interact with students in the pesantren environment. The main source of character education comes from programs and activities in Islamic boarding schools, such as local content activities and extracurriculars. Second, factors that influence

and hinder the implementation of character education include internal factors such as lack of facilities and lack of teachers, as well as external factors such as the influence of technological development.(Chandra, 2020)

Third, research carried out by students Binamadani Islamic College Tangerang on behalf of Yudhi Fachrudin. The study was conducted in 2020, published by the journal house Dirasah. The title raised in this study is a model of fostering the character of students in pesantren education. The focus in this study is to find out the model of coaching student characters in Islamic boarding school development. The method used in this study uses literature review research that uses an analytical descriptive approach method. The findings of this study show that Islamic boarding schools are educational institutions that have advantages, both in terms of scientific tradition and morality. This advantage is inseparable from the relationship between pesantren and the community since its inception. With the characteristics, characteristics, and patterns of life typical in pesantren, including activity schedules, teaching materials, leadership roles, the pesantren environment, and the traditions that develop there, pesantren education forms a model of character building for students.(Yudhi, 2020)

From the three studies that have been presented by the previous author, it can be concluded that in general, all three have similarities with the research conducted by the author himself. All of these studies investigate shaping the character of students through pesantren education, with research methods focused on qualitative approaches. However, what distinguishes and at the same time becomes the uniqueness of this study lies in the focus of the study taken by the author. In this study, the author focuses on the contribution of Islamic boarding school caregivers in shaping the character of students at Al-Barokah Umarul Yahya Islamic Boarding School Yogyakarta. Therefore, this is a characteristic and novelty in the research conducted by the author.

Research Methods

This research uses a qualitative approach with a case study type to answer the research question. The qualitative approach was chosen because it is flexible, dynamic, and exploratory. (Waruwu, 2023) Research data is sourced from primary data, which is data collected directly by researchers. The data collection method involves in-depth interview and observation techniques, using tools in the form of interview guides and observation guidelines. (Nur & Utami, 2022) The resource persons who were the subjects of the study included one caregiver and several teachers at Al-Barokah Umarul Yahya Islamic Boarding School Yogyakarta, including Ngahadi as a caregiver for the pesantren, and aufiqurrahman, hanif, and Muhammad Zainurriza as teachers.

This research was conducted at Al-Barokah Umarul Yahya Islamic Boarding School Yogyakarta because of the consideration that this pesantren was founded and developed in the millennial era, with the majority of students being relatively young, so it became the right environment for character building studies. The study was conducted for three months, from October to December 2023. The collected data is analyzed interactively, adopting data analysis techniques based on interactive models. This model involves the stages of data collection, data reduction, data presentation, and conclusions.

The initial stage in data analysis is data collection, which is done through interviews, observation, and documentation in the study. The data that has been collected then undergoes a stage of data reduction. Data reduction is an effort by researchers to filter and select data that has been collected. The data reduction process is very important because the amount of data obtained from the field is quite large. Therefore, researchers need to reduce these data to facilitate the process of data analysis, because the data that has been reduced is relevant data and in accordance with the needs of analysis. The next step is the data presentation stage, which is carried out after the data reduction process. At this stage, the researcher presents the data that

has been reduced, so that what is presented is actually the data that has been selected and filtered by the researcher. Data reduction plays an important role in editing, summarizing, and organizing research data more regularly. The data presented will facilitate the process of drawing conclusions and make it easier for readers to understand the results of the study. After the presentation of the data, the next step in the interactive analysis model is the drawing of conclusions. Conclusions are drawn based on the results of data collection, data reduction, and data presentation. The conclusions in this study are also based on the responses of resource persons, observations, and data collected through documentation. The process of drawing conclusions is carried out objectively based on the facts obtained during the research, not subjective from the researcher.

Results and Discussion

A. Santri Character

The changes that occur around pesantren are the result of the intrinsic character of the pesantren itself. Pesantren, as an educational institution, shows a flexible, flexible, and elastic nature in responding to changes that occur. (Qomar, 2007) Pesantren is not reactive to various changes, but is able to dialectic with the times, not classified as a rigid institution in dealing with change. With its ability to adapt to the dynamics of the times, pesantren are able to respond to changes with a calm attitude, without overreacting. Pesantren are not seen as institutions that stick to rigid principles and are unable to adapt to changes that occur. Pesantren can wisely adjust themselves in order to maintain their existence in the midst of ongoing changes. As the oldest Islamic teaching institution in Indonesia, pesantren continue to survive and maintain its existence in the midst of changing times. This indicates that pesantren are able to face the challenges of the times while still holding traditional Islamic values, while still accepting and adapting to the changes needed to maintain their relevance.

One of the inherent traits of pesantren is openness *Open-mindedness*.(Qomar, 2007) The variety of innovations made by pesantren is concrete evidence that pesantren is not an institution that is closed or resists change. Kiai-kiai turns out to have a broad insight into the various changes that occur around him. Many pesantren innovate, adapt, and adapt to teaching methods and methods, this is because the kiai have an open nature. If in the past there was only one type of pesantren, such as pesantren salaf, but in today's modern era, the situation is much different. There are various variations of pesantren that emphasize various types of curriculum, but still maintain the main portion in religious teaching without leaving it aside. There are pesantren that have a focus on specific fields such as engineering or technology, agriculture, entrepreneurship, and so on.(et al, 2011)

This shows that students who attend education in pesantren have a nature that is open to all forms of change, because pesantren apply a very familiar principle, namely: "maintaining good old values and adopting new better values" (*al-muhafadzah ala al-qadim al-salih wa al-akhdz bi al-jadid al-ashlah*). By referring to this principle, the pesantren world continues to make changes and adaptations by uniting traditional values and new values. So that a student can develop the ability to adapt to changing times effectively.(Halim, 2013)

KH. Abdurrahman Wahid (Gus Dur) stated that any form of change in the pesantren will not change its basic values, which makes the pesantren different from the values that exist outside the pesantren. This is known as the pesantren subculture. This term is used because there are three key elements inherent in the pesantren environment, namely: first, the leadership pattern of the pesantren which is relatively independent and not directly involved with the government. Second, the use of books as a source of reference derived from the classical intellectual heritage of antiquity. Third, the

implementation of these values as an integral part of the general public.

The world of pesantren has basic values that are different from the general values of society. This difference arises because pesantren have an education subsystem that is strictly applied and binding for all residents of the pesantren. For example, adherence to religious teachings is a basic value described in the form of pesantren regulations, which serves to enforce behavioral discipline for all students. If there are students who try to violate these rules, they will almost certainly be disciplined, ranging from light sanctions such as cleaning Islamic boarding school facilities such as bathrooms and restrooms (*ro'an*), to the most severe sanctions such as returning students to parents (bojong).

Through the formation of this character, pesantren managed to maintain its existence in the midst of changing times. While many institutions, such as schools, have declined, pesantren have stood firm. In fact, many schools and colleges feel the need to adopt pesantren-style learning methods by providing dormitories for students or students. Thus, many pesantren emerged that were connected to the world of schools and colleges. As a result, schools and colleges are increasingly switching to a pesantren-based model. Students or students, in addition to acquiring general knowledge at school, also learn about the basic aspects of Islamic boarding school, such as akhlakul karimah, manners, *tawadlu'*, and the like.

In this way, pesantren managed to maintain sustainability in the midst of changing times through an open attitude towards all forms of changes around them. However, it is important to note that this openness does not mean pesantren have lost their identity. Before adopting any form of change, pesantren involves a dynamic negotiation and dialectic process between kiai and santri related to new things to be adopted. The process of dialogue with modernity is

always carried out by considering the identity of pesantren, which includes core values such as adherence to Islamic teachings, tawadlu' attitude towards kiai, independence of students, and other values. These values are a strong foundation in the determination of pesantren to survive in the midst of changing times.

B. Caregiver Leadership

The principle of the role of caregivers (teachers) as role models puts forward that one example is more effective than thousands of pieces of advice. Basically, teachers can show positive behavior to students. For example, if a teacher says, "Children should be honest and disciplined," then teachers should first demonstrate honesty and discipline in their actions. By giving examples, teachers can instill awareness in students to imitate these behaviors. Therefore, the role of teachers is very important in shaping the behavior or character of students in the institution.

Teachers show example not just talking, but rather concrete actions. They focus on teaching character values (learning to do), actively involved in the process. As a figure to follow, teachers must show good behavior, speak politely, and have tolerance. Teachers are not only in charge of transferring knowledge, but also responsible for shaping the character of students to have good morals and strong personalities. In addition, building good communication with students is important for a teacher, creating affection from students to teachers and creating warmth and harmony in the relationship between teachers and students.

In the world of leadership, there are various traits inherent in a leader, such as the ability to provide direction, motivate, create comfort, serve, show loyalty, respect, give advice, have the ability to communicate and

interact, build close relationships, be a role model, and have broad insight. (Maulana, 2021) In the context of Islam, there are qualities such as honesty, trustworthiness, disseminating the truth, intelligence, which also have a great influence and are able to influence a group of people to achieve a goal. (Salim, 2018) Leadership carries diverse implications, including.

In the context of leadership, engaging with others such as employees or subordinates is a crucial aspect. It is important that employees or subordinates have a willingness to accept direction and guidance from the leader. Second, a successful leader is an individual who is able to use his power effectively to motivate his followers to achieve satisfactory performance. This power can come from a variety of sources, such as rewards, sanctions, authority, and personal appeal (charisma). All three leaders must demonstrate honesty in themselves, have sincere responsibility, adequate knowledge, courage to act in accordance with conviction, and trust both in themselves and in others in the process of building the institution.

C. The contribution of Islamic boarding school caregivers in the formation of student character at Al-Barokah Umarul Yahya Islamic boarding school Yogyakarta

Islamic boarding school caregivers have a significant role in shaping the character of students at Al-Barokah Umarul Yahya Islamic Boarding School Yogyakarta. With her wisdom and dedication, the caregiver, who in this case is represented by Ngahadi, brings important contributions in the moral and spiritual formation of the students. Caregivers not only act as educators, but also as role models for students. Through Islamic examples and attitudes to life, caregivers guide students to internalize Islamic values and practice them in daily life. The existence of

caregivers as authoritative figures has a positive impact on the formation of student character, because they have models that can be used as role models. As revealed by one of the teachers at the Islamic boarding school al-barokah umarul yahya Yogyakarta as follows.

The role of caregivers is very crucial in shaping the character of the students. This is because, caregivers or kiai not only deliver religious lessons, but also try to guide students in developing their character, as well as providing examples, advice, and understanding of Islamic values that can be applied in everyday life. **(Taufiqurrahman Mandalam interview related to the contribution of Islamic boarding school caregivers in the formation of student character at Al-Barokah Umarul Yahya Islamic Boarding School Yogyakarta. 13,11,2023. 11.00. Wib, 2023)**

In addition, the role of caregivers in providing personal guidance and spiritual counseling also enriches the experience of students. By providing individualized attention, caregivers can help students overcome personal challenges and conflicts they may face. This forms an emotional bond and trust between caregivers and students, which in turn strengthens the character-building process. In the context of formal education, teachers who are members of the Al-Barokah Umarul Yahya Islamic Boarding School Yogyakarta also contribute to the formation of student character. They deliver teaching materials with an approach that is not only academic, but also prioritizes Islamic moral and ethical values. Thus, teachers also help create a conducive learning environment for the development of student character, as expressed by one of the teachers of Al-Barokah Islamic Boarding School Umarul Yahya Yogyakarta, as follows.

One contribution rather than the caregiver of Al-Barokah Umarul Yahya Islamic boarding school Yogyakarta, he also provides guidance in the form of Personal guidance and spiritual counseling also enrich the experience

of students who collaborate with teachers, by conveying the subject matter they deliver, they are not only fixated on academics but also prioritize Islamic moral and ethical values. **(Muhammad Zainurriza Mandalam interview related to the contribution of Islamic boarding school caregivers in the formation of student character at Al-Barokah Umarul Yahya Islamic Boarding School Yogyakarta. 14,10,2023. 11.00. Wib, 2023, n.d.)**

In the context of Al-Barokah Umarul Yahya Islamic Boarding School in Yogyakarta, the contribution of caregivers is not only limited to the delivery of academic material, but also involves aspects of personal guidance and in-depth spiritual counseling. They not only act as educators, but also as personal guides and counselors who enrich the student experience. These pesantren caregivers collaborate with teachers in delivering subject matter, however, what makes their contribution special is an approach that is not only focused on academic aspects. They realize that character and morality are also important parts of the educational process.

By providing personal guidance, caregivers help strengthen individual relationships with each student. They listen, give advice, and guide students in various aspects of life, not just limited to the lessons taught in class. This enriches the student experience by providing a deeper understanding of life values, morality, and responsibility. Meanwhile, spiritual counseling provided by caregivers is also a means to enrich the experience of students. By involving aspects of Islamic spirituality and ethics, they help students understand religious teachings in the context of everyday life. This kind of counseling helps build a strong spiritual awareness and morality in students. The collaboration between caregivers and teachers, who not only pay attention to academic aspects, but also Islamic moral and ethical values, becomes a solid foundation in

the formation of student character. This not only enhances intellectual intelligence, but also forms a personality based on Islamic values, producing a qualified and morally responsible generation in society.

Islamic boarding schools, under the leadership of caregivers and teachers, also organize local content and extracurricular activities that support character building. These activities are not only academic, but also involve spiritual, social, and leadership aspects. All of this synergizes to form students as individuals who have noble character, broad insight, and are ready to face the challenges of life with a positive attitude. Thus, the contribution of pesantren caregivers, teachers, and activity programs at Al-Barokah Umarul Yahya Islamic Boarding School Yogyakarta plays a crucial role in shaping the character of students, creating a holistic educational environment, and making pesantren an institution that plays a role in fostering young generations with quality and integrity in accordance with what KH said. Ngahadi as the caretaker of Al-Barokah Umarul Yahya Islamic boarding school Yogyakarta as follows

In providing guidance to the Al-Barokah Umarul Yahya Islamic boarding school Yogyakarta in forming the character of the students, there are seven things, which include providing good examples, spiritual counseling, assistance in worship, moral value education, providing ethical guidance and responsibility, providing social improvement, and involving teachers in shaping the character of students.

Based on the explanation given, there are seven main aspects that become your focus in providing guidance to the Al-Barokah Umarul Yahya Islamic Boarding School in Yogyakarta to shape the character of the students. Here is a detailed explanation for each aspect. First, set a Good Example as a guide, set an example of good behavior and in accordance with religious and moral values. As well as being a role model for students in various aspects of daily life, including

discipline, hard work, and politeness. Secondly, spiritual counseling provides spiritual guidance to students to strengthen their spiritual aspects. As well as providing time and space for discussion, questions, and discussion of spiritual problems faced by students.

Third, assistance in worship, which consists of providing support and assistance in the implementation of daily worship and religious rituals. As well as encouraging students to understand and explore the meaning and values in their worship. Fourth, moral value education, by organizing moral education programs that aim to form good character and positive values in students. And integrate moral values in the educational curriculum in pesantren. Fifth, provide ethical and responsible guidance, by involving students in activities that instill ethical values, responsibility, and social awareness. And guide students to understand the importance of integrity, responsibility towards themselves, and society.

Sixth, provide social improvement, by organizing activities that strengthen social relations between students and with the surrounding community. And encourage participation in social activities that are positive in nature and support personality development. Seventh, involve teachers in shaping the character of students, by involving the role of teachers as facilitators in guiding students academically and morally. And organize meetings between teachers and students to discuss character development and academic achievement. By paying attention to the above aspects, Al-Barokah Umarul Yahya Islamic Boarding School in Yogyakarta can create an environment that supports the holistic development of student character, involving spiritual, moral, and social aspects. This approach can help students to grow into individuals who are good morals, responsible, and contribute positively to society.

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