

SHADOW PARENTING ISLAMIC BOARDING SCHOOL PPPTQKIDS DARUL QUR'AN SURABAYA

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Abstract. The purpose of this study is to describe how the efforts, motivation, supporting and inhibiting factors for Islamic boarding school caregivers form the independence of students. Education regulated by an institution requires a parenting pattern that supports the achievement of the goals of an educational institution, especially pesantren (Islamic boarding schools). Islamic boarding schools as one of the Islamic educational institutions or we all pesantren have the figure of a leader or caretaker who is responsible for the Islamic boarding school. we usually call him kyai, he leads on an ongoing basis. Islamic boarding schools describe parenting patterns that are adapted to the conditions of the students and growth habit and character also to the educational goals of the pesantren. This research is a type of qualitative research whose results are described descriptively. PPTQ KIDs Darul Quran Islamic Boarding School under the tutelage of Ahmad Sholeh S.Ag. M.Pd.I is a boarding school located in Tenggilis Mejoyo Kc 09 Surabaya city which is a boarding school or pesantren that focuses for memorizing the Al-Quran and same study Islamic and combined with formal education. The parenting pattern that is applied shows a combination of discipline, trust and also aspects of democracy but still upholds the individual aspects of each student so that they do not impose the same thing on each student.

Keywords: Caregiver, Islamic Boarding School, Independence.

INTRODUCTION

Education is feasibility that must be passed by all children., even education seem to be obligation, because education need to develop. Various parenting styles in education continue to be developed according to the needs and developments of the times. In some areas, many parents are busy because they work together, while their children must receive the maximum education. Education is a human endeavor to develop the potentials of both physical and spiritual innate in accordance with the values that exist in society and culture. Education is good for human life, because it is an absolute necessity that must be fulfilled throughout life, without education it is impossible for a group of people to live and develop according to their aspirations (aspirations) to progress, prosper and be happy according to their own concept of life views.

The development of the current pattern of education adjusts to demands in the world of education which shows the importance of comprehensive and sustainable parenting. One of the parenting styles offered in the form of Islamic boarding schools is considered by the community as the best way to create a generation that gets the maximum parenting style compared to its own pattern at home. Parenting at home creates a lot of difficulties for parents especially with the presence of gadgets which makes parenting very difficult. So that leaving their children in Islamic boarding schools is the best choice to protect and maximize children's potential.

In RI Law no. 20 of 2003 concerning the national education system it is stated that one of the educational goals to be achieved is independent learners. According to Yamin and Sanan (2012: 182), independence is primary and false ability of life a need since his early years. Form early childhood as a person that is independent requires a process that done step by step, where in the process towards independence, the individual learns to deal with various situations in his social environment until he is able to think and take the right action. in dealing with every situation." So, being independent is being able to do something yourself without asking for help from others. Strong independence will form children who are tough, not easily carried away by the environment

and they are able to solve problems on their own. This will greatly affect the life of a child in the future.

Martinis Yamin and Jamilah Sabri Sanan (2013: 89) said that independence for early childhood is the ability of children who are adapted with developmental tasks such as learning to feed alone or interact with other people. If early childhood has been able to carry out the tasks development can be said to be independent. Parents can encourage their children to be independent by teaching and guiding them through small daily routines. Thus they feel given the trust so as to grow self-confidence and reduce dependency. However, not a few parents claim that they are unable to form their child's independence. so that parents are looking for alternative ways by looking for educational institutions to assist them in forming the independence of their children. parents believe that Islamic boarding schools are able to form the independence of their children well.

Pondok Pesantren is a non-formal educational institution that is included in other types of education units. Islamic boarding schools are known as an institution capable of producing good future generations guided by the norms and values of life. In Islamic boarding schools students are taught to always instill a disciplined and independent attitude. This is marked by the boarding system in Islamic boarding schools. With the boarding system students (santri) do not live with their parents so students (santri) are encouraged to be able to carry out daily activities independently without depending on others.

The perceptions of parents and guardians of Islamic boarding school students explain that the goal of parents to accommodate their children in Islamic boarding schools is to become children who are guided by Islamic teachings and have independent personalities. In the description of the problems above, for this reason, the researcher wants to examine how the efforts of Islamic boarding school caregivers form the independence of students at the PPTQ Kids Darul Quran Islamic Boarding School, Surabaya.

Literature Review

Islamic Boarding School Concept

1. Definition of Islamic Boarding Schools

Nurchalish Madjid once emphasized that Islamic boarding schools are artifacts of Indonesian civilization which were built as religious educational institutions with traditional, unique and indigenous patterns. Mastuhu provides an understanding in terms of terminology as a traditional Islamic educational institution that studies, understands, lives and practices the teachings of Islam by emphasizing the importance of religious morality as a guideline for daily behavior.

According to Zamakhsyari Dofier (1984), defines that Islamic boarding schools are traditional Islamic educational institutions to study, understand, live and practice Islamic teachings by emphasizing the importance of religious morals as guidelines for daily behavior. So from the various definitions of Islamic boarding schools above, it can be concluded that Islamic boarding schools are a place to acquire knowledge, especially religious knowledge which is very guided by Islamic teachings so that students will always practice it in everyday life. Islamic boarding schools in the development of the times are not only a matter of Islamic education. Islamic boarding schools also integrate various sciences, both science, social and religious sciences. So that the students get the perfect provision to develop their potential. Both from the provision of religious knowledge and the provision of general knowledge.

2. Elements of Islamic Boarding Schools

Dhofier (2011: 79), reveals that Islamic boarding school educational institutions have several basic elements which are the hallmarks of the pesantren itself, these elements are: (1) Pondok or dormitory, (2) Mosque, (3) Santri, (4) Recitation religious books, (5) Kyai. From the elements of the Islamic boarding school above, the author will describe it more clearly. (1) Cottage or dormitory. According to Zulhimma (2003), Pondok is a place to live together between the kyai and his students. In Pondok, a santri obeys and obeys the rules that are held, there are activities at certain times that must be carried out by santri. There are times for studying, praying, eating, exercising, sleeping and even night patrols. So, Pondok or hostel is an important part of the

pesantren. Pondok is the residence of the students. In the boarding house, regulations are applied so that the students must comply with these regulations. Pondok is not only a place to live for the students, the cottage can also be used as a place of learning. (2) Mosque. The mosque is an important component for Muslims. Because the mosque is a place of worship for every Muslim. And in Islamic boarding schools the mosque is the main thing, the mosque is used as a place of worship for the students but the mosque is also used as a place to study the Koran by the students. (3) Santri. is a designation for students who study and live in Islamic boarding schools. (4) Teaching of Religious Books. In Islamic boarding schools, students are required to study and study religious books. Usually religious books are referred to as the yellow book and (5) Kyai, is a person who is the center of learning and guidance for students to gain knowledge.

The concept of Independence

1. Definition of Independence

Independence comes from the word independent, in Javanese means standing alone. Independence in the psychological and mental sense implies the condition of a person in his life who is able to decide or do something without the help of others. Such ability is only possible if a person has the ability to think carefully about something he is doing or deciding, both in terms of the benefits or advantages as well as the negative aspects and losses that will be experienced. Child independence is the child's ability to carry out daily activities and tasks alone or with a little guidance, according to the child's stage of development and ability. Independence means that children are able not only to know what is right and what is wrong, but also able to distinguish between what is good and what is bad. In this phase of independence, children are able to apply things that are prohibited or prohibited, and at the same time understand the consequences of risk if they break the rules (Abdul Majid, 2012, p. 26).

2. Indicators and Aspects of independence

Independence is divided into several aspects and types as follows: (Desmita, 2011) distinguishes the type of independence from three forms, namely:

- a) Emotional independence, namely independence which expresses changes in the closeness of emotional relationships between individuals. Children's independence in the emotional aspect is indicated by three things, namely not being emotionally dependent on parents but still being influenced by parents, having the desire to stand up alone, and able to keep their emotions in front of their parents.
- b) Behavioral independence, namely an ability to make decisions without depending on others and do it responsibly. Adolescent independence in behavior has three aspects, namely changes in ability to make decisions and choices, changes in accepting the influence of others, and changes in feeling self-reliance (self-resilience).
- c) Value independence, namely the ability to interpret a set of principles about right and wrong, and about what is important and what is not important.

Based on some of these expert opinions, it can be concluded that independence is the child's ability to do everything without depending on others. Good at managing emotions, physical independence, responsibility, discipline, socializing with others and the courage to take risks and solve simple problems. Indicators of independence according to Covey (in Rika, 2017: 37) include: (1) physically able to work alone, (2) mentally able to think for themselves, (3) creatively able to express ideas in ways that are easy to understand, and (4) emotionally the activities carried out are responsible for themselves. Aspects of child independence according to Brewer (in Yamin and Sanan (2013: 61) early childhood independence can be seen from seven aspects, namely: a) Physical independence, b) Confident, c) Responsible, d) Discipline, e) Good at getting along, f) Mutual sharing, g) Controlling emotion.

RESEARCH METHOD

Researchers use a qualitative approach because it presents data in the form of words. This type of research used by researchers is using the case study method. The reason for using this type

of research is because it is an effort to obtain clear and clear descriptions and information. Determining research subjects is the main thing in research. The subjects taken by the researcher were five research subjects. One manager who can provide information about the general description of Islamic boarding schools. Two students who can provide information about themselves and how the efforts made by Islamic boarding school caretakers in forming independence. In addition, the subjects in the study were two pesantren caregivers, and the subjects were taken to ensure the accuracy of the data. Data collection technique is a way to obtain the required data. In accordance with the above research methods, researchers used data collection techniques consisting of. (1) Observation, (2) Interview, (3) Documentation. According to Miles & Huberman, the data analysis technique used is data collection, data reduction, data display, and conclusion drawing/verifying. (Sugiyono, 2013).

RESULT AND ANALYSIS

1.1 Efforts of caregivers in forming independence

The description of the results of this study is to reveal the efforts of Islamic boarding school caretakers in forming the independence of students at the PPTQ Kids Darul Quran Surabaya Islamic boarding school. Describe how the efforts given by Islamic boarding school caretakers in forming the independence of students. The data obtained relates to the efforts of Islamic boarding school caretakers in the formation of student independence based on the results of interviews with caregivers. The background of caregivers in efforts to form the independence of students is because many parents want to shape their children to be independent. In Islamic boarding schools besides religious knowledge which is the goal, independence is also the goal of parents. And also because of the desire of the students who want to realize themselves who are able to be responsible for themselves, able to solve problems on their own, and not always depend on others. the vision of Islamic boarding schools is "the realization of a community of people who are pious, intelligent, skilled and independent".

The vision of Islamic boarding schools is also in accordance with that contained in RI Law no. 20 of 2003 concerning the National Education System which states "National education functions to develop capabilities and form dignified national character and civilization in the framework of educating the nation's life, aiming at developing the potential of students to become human beings who believe and fear God Almighty, have noble character, healthy, knowledgeable, capable, creative, independent and become citizens of a democratic and responsible country". Therefore, the aim of the caregiver's efforts to form independence is to realize the vision of the Al-Muhajirin Islamic boarding school, the central campus of Kab. Purwakarta

The learning method used in forming the independence of students is that there are 3 learning methods. The first uses the habituation method. The students are accustomed to doing things according to the schedule that has been given and doing it themselves. Such as taking their own food, picking locations every day, and getting used to being responsible for the tasks given by caregivers. The second is the sorogan method. This method is a teaching and learning system where students read the book being studied in the presence of the cleric/ustadz. This sorogan method is a traditional method that has existed since the first Islamic boarding school was founded. Through this sorogan method, students will feel trained to learn independently and confidently. The third is the Murojaah Method. The murojaah method is a repetition method carried out by each student in learning. Before depositing the memorization, the students will do the murojaah themselves so that the memorization that has been memorized is not forgotten and is still remembered. This method is given to students so that students are able to be responsible for themselves and practice independent learning.

The implementation of independence at the PPTQ Kids Darul Quran Surabaya Islamic boarding school is by getting students used to time discipline and being responsible for themselves to carry out activities according to the schedule set by the caretaker. This parenting pattern can be seen from the daily schedule of student activities.

Schedule of student activities

03.30 - 04.00 students get up (Qiyamul Lail prayer)
04.00 - 05.00 Morning prayer murojaah letter Al Mulk, Ar rohman and Al aqiah
05.00 - 06.00 sorogan memorization
06.00 - 06.30 take a shower in the morning
06.30 - 07.00 breakfast
07.00 - 12.00 formal education
12.00 - 15.00 tahsin and tahfidz (sorogan)
15.00 - 16.30 Asr prayer and murojaah deposit
16.30 - 17.30 break (playing and so on washing clothes)
17.30 - 19.00 evening prayer, dinner and Isha prayer
19.00 - 21.00 night muroojaah and make sorogan
21.00 - 03.00 night rest

Therefore, the implementation of independence that caregivers give to students is according to a predetermined schedule of activities with the aim that students can be disciplined in time, responsible for themselves, and not depend on others because each student already has their own schedule of activities. And apart from according to the set activity schedule, caregivers always provide direction to students before starting activities and evaluating when activities are finished so that the future will be better. In Islamic boarding schools, the students are also given training related to household chores so that apart from personal assignments they are also given tasks that lead to the common good, for example sweeping the yard, shopping, or cleaning the bathroom with the hope that later with these assignments the students will be able to empathize with others who care about the environment and get used to help each other.

The supervision that caregivers provide to students at the PPTQ Kids Darul Quran Islamic boarding school is by assigning 1 caregiver to take care of the students. 1 caretaker to hold the memorization of students. For caregivers who are single, they will usually live with students in the same room. However, even though a nanny is assigned to supervise the students, they will definitely not be able to be with the students 24 hours a day. Therefore caregivers are assisted by administrators to supervise students. caregivers will control the students, give directions, listen to the complaints of the students with the aim that the caregivers are closer to the students.

The results obtained by caregivers at the PPTQ Kids Darul Quran Islamic boarding school are seen as independent students, marked by a sense of responsibility for the tasks given by caregivers, able to solve problems on their own when there are differences in understanding with friends or other problems, and able to carry out each activity independently without relying on caregivers, administrators, or friends.

1.2 Supporting Factors and Inhibiting Factors for Caregivers in Establishing Independence

Supporting and inhibiting factors for caregivers in establishing independence are divided into two factors, namely internal factors and external factors. The first internal factor is the interest of the students. The students' interest in the caregiver's efforts to form independence is quite high. Because according to the students with efforts to form independence can minimize the possibility of life problems. Because by living independently, everything will feel easier, you don't depend too much on other people, especially to the point of bothering your parents. The second is awareness, students have a fairly high awareness in supporting the efforts made by caregivers to form independence. because, first entering the Islamic boarding school, students already have readiness and mature awareness to endure all their own lives at the Islamic boarding school. Because of the demands and rules that students become aware and independent. The third is attention. The attention that students give to caregivers in an effort to form independence is to follow the efforts that have been given by caregivers as well as possible. and finally there is encouragement. Encouragement given by caregivers in forming independence in the form of inner and outer motivations. Like giving encouragement through motivational and uplifting sentences that are always conveyed during lectures. As a characteristic of the santri being independent, they must be able to do everything without depending on others.

External factors, namely the existence of infrastructure, parental support and the Islamic boarding school environment can support the formation of independence. Due to the existence of various programs, regulations and provisions carried out by Islamic boarding schools can support the formation of independence. Because that is the hallmark of the pesantren. Where students are required to be more independent.

1.3. Efforts of Caregivers in Forming the Independence of Santri at the PPTQ Kids Darul Quran Islamic Boarding School

Independence is defined as the thing or condition of a person being able to stand alone or not depending on others, trying to solve problems without the help of others, trying and being able to direct behavior towards the good of his life in the present and in the future.

Independence is an attitude that is acquired cumulatively through a process of interaction between the individual and the environment with the following components of independence formation:

- a) Raw input, namely students in PPTQ Kids Darul Quran.
- b) Instrumental input includes all sources and facilities that make it possible for a person or group to carry out activities that support or encourage independence.
- c) Environmental input, namely environmental factors in PPTQ Kids Darul Quran.
- d) Process (process) is the interaction between input facilities, especially caregivers with raw input, namely students.
- e) Output (output), namely the quality of changes in behavior obtained through independence.
- f) Other input is another supporting capacity that allows the students to do something good for their life.
- g) Outcome (influence), which concerns the results that have been achieved by the students.

The aim of the caregivers' efforts in forming the independence of the students at the PPTQ Kids Darul Quran Islamic boarding school is to realize the vision of the Islamic boarding school which is also in line with the educational objectives in the National Education System Law No. 20 of 2003. The method used by caregivers in forming independence is by using the habituation method, the sorogan method and the murojaah/repetition method. Implementation of independence, namely according to the schedule of activities that have been set by caregivers.

1.4. Supporting and Inhibiting Factors for Islamic Boarding School Caregivers in Forming the Independence of Santri in PPTQ Kids Darul Quran.

Supporting factors are all factors that support, encourage, assist and launch activities to achieve an expected goal. Supporting factors for caregivers in forming the independence of students in Islamic boarding schools are the high interest of students in efforts to establish independence given by caregivers. The awareness of the santri also becomes a supporting factor for caregivers. In addition, encouragement from the kyai who always provides motivation to the students in every recitation and study is also very supportive in forming independence. The environment of the Islamic boarding school accompanied by the existing infrastructure is also the most important factor in the effort to establish the independence of the students. Inhibiting factors are factors that hinder the course of an activity to achieve a goal. The inhibiting factor for caregivers in forming independence is that there are still a small number of students who do not comply with the rules that have been set. Apart from that, the support of a small number of parents who did not agree with the Islamic boarding school regulations was also an obstacle so that the Islamic boarding school rules changed.

CONCLUSION

Efforts given by Islamic boarding school caretakers in forming the independence of the students are by providing activities according to the schedule determined by the caregivers using the habituation, sorogan and murojaah methods. The caregiver's goal is to shape the students to become independent. Such as being able to be responsible for himself, able to solve his own

problems, confident and others. Supervision is carried out 24 hours in every activity and is assisted by oppal administrators (more mature students). As a result of the caregiver's efforts to form independence, students become more confident, responsible for themselves and able to solve a problem.

Supporting factors, namely: high interest or willingness from each of the students. The high awareness and attention of the students is marked by following the efforts that the caregiver gives as well as possible. The encouragement from Pak Kiayi is in the form of motivations in every study and study. And representative environment and infrastructure.

The inhibiting factor is that a small number of students do not comply with the rules set at the Islamic boarding school. A small number of parents apply spoiled parenting at home so that students still apply it at Islamic boarding schools.

SUGGESTION

Based on the results and discussion above, this study still has many limitations, especially in terms of research methods and the problems studied. The qualitative approach and case study method used are still limited to a number of research subjects so that this research has not been discussed properly and completely. There is still much to be researched from the formation of independence both in terms of attitudes and social aspects. Therefore, it is necessary to conduct further research in the formation of independence.

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