Strengthening of Character Through Boarding Based Lessons at SMK NU

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ABSTRACT

This writing focuses on the application of the concept of Islamic boarding school-based learning strategies in formal schools. This study aims to describe the learning strategies based on Islamic boarding schools implemented in formal schools and generally private schools, including analyzing the aspects that contribute to implementing Islamic boarding school-based learning strategies. This research uses a descriptive qualitative approach. Data collection using observation and interviews, with data validity techniques using source triangulation. The study used 1,500 student informants at SMK NU, with interviews with 15 class teachers. The data collected is analyzed and described following the research consensus. The study results show that learning strategies based on Islamic boarding schools are implemented in formal schools without changing the education or office structure. This strategy prepares students to participate in learning activities with pleasure, and the end is happy from start to finish. The smooth running of lessons is backed by the cottage culture program. Supervising all students is very easy, mainly when it is supported by the location of school buildings in one area. In addition to the cottage program, there are also scholarship programs and orphanages. The intended scholarship program follows the capacity to memorize the Koran.

Keywords: Lesson Strategy, Islam Boarding School, Akhlakul Karimah, SMK NU, Semarang

A. INTRODUCTION

Learning activities are internal, but external factors influence the process. For example, students' attention in learning is influenced by the arrangement of stimuli that come from outside. Learning in a complex sense is a conscious effort from a teacher to teach his students (directing student interactions with other learning resources) to achieve the expected goals (Yusuf and Syurgawi, 2020). The learning process consists of several components that interact with each other: teachers, students, objectives, materials, media, methods, and evaluation (Harahap, 2022).

In essence, the learning strategy is the primary key to the success of the delivery of material delivered to students. Material can be understood and understood by students if the delivery uses learning models that students like. Students tend to get bored if the teacher's learning model could be more exciting and fun. It resulted in students needing to understand learning in class. Several studies prove that using a suitable learning model can influence and improve student learning outcomes (Fujiawati *et al.*, 2017; Wuriasih, Haryadi and Jaryono, 2019; Kaban *et al.*, 2020; Khoiri, 2021). Therefore, it is only natural for teachers to use learning models to increase student interest and learning outcomes. To consider a learning model, you must first understand the concepts/theories about the learning model as a whole and completely (Asyafah, 2019). In the history of education development in Indonesia, choosing and sorting schools has become necessary for many groups to oversee the development of student behavior. Various methods and strategies are developed to be integrated with other education as a strategic step to achieve national education goals (Lestariningrum and Wijaya, 2019; Sukirno and Pratama, 2019; Yuliana, 2019; Ramadhani and Yunus, 2021).

The emergence of Islamic boarding schools in Indonesia is estimated to have started 300-400 years ago and reached almost all levels of Muslim society, especially in Java (Syafe'i, 2015). This native Indonesian education, directly and indirectly, educates the Indonesian nation. Islamic boarding schools as educational institutions that have strong (indigenous) roots in Indonesian Muslim society, in their journey can maintain and maintain their survival (survival system) and have a multi-aspect educational model (Usman, 2013).

In addition to the strategies used, science in Islamic boarding schools is integrated between general knowledge (of a scientific nature) and special knowledge (of a non-formal nature, study of classical Islamic books). Until now, Islamic boarding schools are still the choice for most parents to entrust their children to seek knowledge (Arsita, Nurhadi and Budiati, 2020). Islamic boarding school education aims to create and develop a Muslim

personality that believes and fears God, has a noble character, and is beneficial to society (Nurhadi, 2015).

Schools and Islamic boarding schools have the same goals but differ in management, and many people need help understanding (Fachrudin, 2021). Formal education and Islamic boarding school education have some striking differences, but both can complement each other in the development and progress of the nation's education (Raya, 2017). Many think Islamic boarding schools do not guarantee children's future employment, so some underestimate them and prefer formal education to sending their children to school (Redaksi, 2011). It is the biggest obstacle in the development of Islamic boarding schools. In addition, there are also government regulations regarding compulsory education in schools at the elementary and secondary levels (Handayani, 2012), making pesantren the second choice for the community. The existence of formal schools under the auspices of Islamic boarding schools makes a substantial contribution to the nation and state, as evidenced by the fact that many graduates of Islamic boarding schools have a positive effect on society (Haningsih, 2008).

B. LITERATURE REVIEW

1. Character building

Character education can optimize the development of children's dimensions cognitively, physically, social-emotionally, creatively, and spiritually (Safitri, 2020). haracter education is based on essential human character, which originates from universal (absolute) moral values, referred to as the golden rule (Tambunan, 2021). The embodiment of the central values, namely religiosity, nationalism, independence, cooperation, and integrity, are integrated into the curriculum (Ahmadi, Haris and Akbal, 2020). Character education is education to shape one's personality through character development, the results of which are seen in a person's actions, namely good behavior, honesty, responsibility, respect for the rights of others, and hard work (Ngatiman and Ibrahim, 2018).

2. Learning strategies

Learning strategies can also be interpreted as learning activities that educators choose and use contextually, according to the characteristics of students, school conditions, the surrounding environment, and learning objectives that have been formulated (Buchori, Sirrulhaq and Solihutaufa, 2021). Characteristics of effective learning models and strategies: a) Logical theoretical rationale that the designer, b must prepare) Learning objectives to be achieved, c) the Teaching behavior required for the model to be implemented successfully,

d) the Learning environment required for learning objectives can be achieved (Madya and Rosyidi, 2017).

3. Formal education

In this formal environment, each individual will receive broader education regarding guidelines and moral ethics of humanity to prepare them for dealing with the association in society (Sulfasyah and Arifin, 2017). Formal education is also called school education, a series of standardized levels of education, starting from elementary school to tertiary education. It includes academic and general-oriented study activities, specialization programs, and continuous professional training. In formal education, there is uniformity or similarity for each unit and level of education, both in terms of objectives, materials, and curricula for the unit and level of education (Arifin and Fudholi, 2022).

4. Islamic Boarding School Education

This form of education is then called non-formal education because it is formed from the culture of the community and is developed according to the culture of the community; it teaches religious sciences and has been highly developed on the island of Java since the colonial era (Aini, 2021). One of Islamic boarding schools' efforts in the era of globalization and technological advances is to use an integrated system by integrating religious education. General education provides skills and training so that graduates are ready to use and independent and have the provisions to face the life of the world and the hereafter (Ja'far, 2018).

C. METHOD

Research using descriptive qualitative research techniques. This research is a scientific activity that intends to understand phenomena about what is experienced by research subjects, for example, behavior, perceptions, motivations, and actions, holistically, and using descriptions in the form of words and language in a unique natural context and with natural methods (Moleong, 2016). Qualitative research is always descriptive (Romlah, 2021). A qualitative approach is an approach that produces descriptive data in the form of written or spoken words from people and behaviors that are observed and carried out in natural settings (Putri and Sukma, 2020). The data collected in qualitative research is presented in the form of descriptive words.

This study also uses selected informants because these informants have rich knowledge or sources to be explored and researched. Data collection using observation and interviews, with data validity techniques using source triangulation. The triangulation technique is likened to a technique for checking data validity by comparing the results of interviews with

research objects This study used 1500 students as source informants and interviewed 15 class teachers. The research location was determined to be the Nahdlatul Ulama Vocational High School (SMK NU), located on Jl. Kaligarang No. 9 West Ungaran, Semarang Regency, Central Java. The data that has been collected is analyzed and described according to the concentration and research objectives.

D. RESULT AND DISCUSSION

The learning process from start to finish at SMK NU includes preparation or planning, learning actions in class, evaluation, and reflection after learning at the end of the lesson. In addition, follow-up is needed so that students have the correct technique for completing lessons or future lessons. Preparation at NU Vocational Schools includes instruments or tools better known as the following:

1. Curriculum is a set of subjects and educational programs provided by an educational institution that contains lesson plans to be given to lesson participants in one period of education level.

2. Annual Program is a plan to determine the time allocation for one year to achieve the learning objectives (Core Competencies and Basic Competencies) that have been determined. Annual Program Components, including identification (education units, subjects, academic year), Core Competencies, Basic Competencies, time allocation, and descriptions.

3. Semester Program is a contains outlines of things to be achieved in one semester. A semester is a unit of time used to implement educational programs.

4. Syllabus can be defined as an "outline, summary, or main points of content or subject matter." A syllabus is one of the components of learning tools from a lesson plan for a group of subjects with a specific theme, which includes competency standards, essential competencies, learning materials, indicators, assessments, time allocation, and learning resources developed by each academic unit..

5. According to Permendikbud Number 65 of 2013 concerning Process Standards, Learning Implementation Plans (LIP) is face-to-face learning activity plans for one or more meetings. LIP was developed from the syllabus to direct students' learning activities to achieve Basic Competence.

6. Media Learning means anything that can be used to stimulate the thoughts, feelings, attention, and abilities or skills of students so that they can encourage the learning process. Media must be in accordance with what is taught.

Another finding found in the pesantren education system at SMK NU is the activities carried out from the start of entry to the end of the learning hours as follows:

1. *Asmaul Husna*

Habituation is routinely introduced to introduce students to the attributes of Allah SWT from the start of entering school so that students will grow into individuals whose faith in the greatness of Allah SWT increases. The recitation of Asmaul Husna has become a culture of Islamic boarding schools handed down to pesantren-based SMK NU to instill religious character values in students.

2. *Dhuha* Prayer

The habit of *Dhuha* prayer is also carried out regularly before learning. This activity was carried out after reading the *Asmaul Husna*, which all school members carried out. This activity is so that students are familiar and trained with worship practice.

3. Sing the national anthem and *Ya Lal Wathan*

This *madrasah* culture is a means of broadcasting to the community. Learning actions include content or learning processes in class, using strategies so that they are conveyed in accordance with the material being taught. Mastery of the situation is also very supportive in learning strategies because it allows students and educators to go hand in hand without any barriers or awkwardness, or even fear of educators/teachers, including: Smile – the easiest way to interact, attract attention, and attention; Greetings – deepen the religious impression; *Salim* – master and transfer confidence; Greet – embrace inwardly; *Sumeh* – gives serenity and happiness; *Semanak* – filling the hearts and minds of students

Another activity based on Islamic boarding school education at SMK NU is about teaching methods as follows:

1. *Sorogan*

The word *sorogan* comes from the Javanese *sodoran* or proffered means an individual learning system in which a student faces a teacher, and there is an interaction of knowing each other between the two. A teacher faces one by one, taking turns. In practice, students queue up, waiting for their turn, while other students memorize the sequence behind them. With a teaching system with this *sorogan*, a teacher can evaluate students' abilities directly, and the relationship between students and teachers is close.

2. *Wetonan*

The term *wetonan* comes from the Javanese language, which means periodic and timed. This *wetonan* is a form of daily routine but is carried out at certain times. For example, held

every Friday during dawn prayer and so on. The teacher reads the book at a specific time, and students carrying the same book hear and listen to the teacher's reading.

3. *Bandongan*

In this *bandongan* system, it is also called *halaqoh*, in which in teaching, the books read by the students and those carried by the students are the same, then the students listen and pay attention to the teacher's reading.

4. *Qur'anan*

Reading the holy verses of the Qur'an is carried out once a week after the midday prayer in the congregation. It is guided by the teacher and students who actively read according to the distribution of Juz.

5. *Mujahadah*

Mujahadah is carried out every Friday morning before starting learning, in this process trains students to be disciplined on time and responsible in implementation because it is led by a class representative who rotates the schedule every week.

1. **Learning Strategies at SMK NU**

In its application, to achieve learning objectives, learning models must be supported by the learning environment and the behavior of each student participating in the learning process. The characteristics of the learning model include: 1) Based on educational theory and learning theory from certain experts; 2) Having a specific educational mission or goal; 3) Can be used as a guideline for improving teaching and learning activities in class; 4) Has model parts named: (a) sequence of learning steps (syntax), (b) reaction principles, (c) social systems, and (d) support systems (Sundari, 2015; Wijanarko, 2017). A learning strategy is a form of learning that is illustrated from start to finish and is typically presented by the teacher (Djalal, 2017). The learning strategy is a wrapper or frame for applying an approach, method, and learning technique. Concerning learning strategies, there are (four) groups of learning models, namely: (1) social interaction models; (2) information processing models; (3) personal-humanistic models; and (4) behavior modification models (Supriawan and Surasega, 1990).

A learning strategy is a strategy or technique that educators and prospective educators must own. It is very much needed and determines the qualifications or appropriateness of being an educator because the learning process requires art, expertise, and knowledge to convey material to students in a purposeful, efficient, and effective manner. One of them is the direct learning strategy. In this strategy, learning is directed by NU SMK teachers. This strategy is effective for specifying information or building skills step by step. Usually, the

teacher provides information about the background, demonstrates the skills being given, then gives time for students to use these skills as training material and receives feedback on what students are doing. Direct learning strategies are also seen as effective and positively used to improve student learning outcomes (Hamka and Arsyad, 2015; Efniwaty, Kurniaman and Marhadi, 2016; Agustina, 2019).

The awarding method was also given to SMK NU students, who were seen as diligent in leaving early and occupied the front row by performing *Dhuha* prayers together while chanting *Asmaul Husna*. The award given is not only that, students who register and have memorized the Al-Quran are given scholarship relief according to the number of Juz memorized. Appreciation includes a strategy that generates positive energy, increases student interest in learning, and supports children's enthusiasm for achieving goals (Jafar, 2021).

Another strategy used in SMK NU is expository learning. This learning strategy emphasizes the process of delivering material verbally from a teacher to a group of students, with the intention that students can master the subject matter optimally. An expository learning strategy is a form of teacher-oriented learning approach, and it is said that in this strategy, the teacher plays a very important or dominant role. In this system, the teacher presents it in a form that has been prepared neatly, systematically, and entirely so that students just have to listen and digest it in an orderly and orderly manner. Learning with expository strategies in several lessons has a positive and effective correlation (Hadiati *et al.*, 2021; Wulan, 2021). Expository learning has five stages used by the teacher in the learning process in the form of preparation, presentation, correlation, inference, and application (Sahusilawane, 2021).

Appropriate learning methods describe expository strategies, including:

a. The Oral Method

   The oral method is a verbal explanation of learning material to a group of listeners to achieve specific learning objectives in relatively large numbers. So this follows the understanding and intent of the expository strategy, where this strategy is a lecture or one-way strategy. In some subjects, the lecture method is still effective in improving student learning outcomes (Fadhil, 2014; Helmi, 2016; Rikawati and Sitinjak, 2020).

b. Demonstration method

   The demonstration method presents lesson material by demonstrating or demonstrating to students a particular process, situation, or object being studied,

either actual or imitation orally. So the teacher demonstrates what is being learned to his students. Demonstration methods in several other studies can also improve student learning outcomes (Purba, 2018; Sulfemi, 2018; Mulyati, 2021).

Mastery of conditions at SMK NU can dilute the learning atmosphere, supporting learning activities to run smoothly. The main approaches to learning are through learning strategies at SMK NU and implementing a scientific approach. This approach has also been proven to improve student learning outcomes (Putri, 2020; Syafi'ah and Laili, 2020), even for learning Arabic (Rathomi, 2019).

2. Islamic Boarding School-Based Education at SMK NU

The education system is an integrated whole of all academic units and activities related to others to strive for the achievement of educational goals. In Islamic boarding schools with a pattern of living together between students and kiai and mosques, as a center of activity is a unique educational system that is not found in other educational institutions (Hayati, 2011). In subsequent developments, to facilitate the learning process, a madrasah and classical system was implemented at SMK NU as a form of development and renewal of the three methods mentioned above. This development can be found in almost all Islamic boarding schools, apart from the *madrasah*, classical, and *diniyah* systems, with clear and structured stages and evaluations (Maksum, 2016). However, that does not mean it is abandoned because it is ineffective. However, the learning methods must always consider the level of achievement of student learning outcomes with evidence of high effectiveness. It shows that there has been a change in Islamic boarding school education from traditional to modern patterns (Shiddiq, 2017; Mas'ulah, 2019).

The characteristics of *sorogan* and *bandongan* are learning models that prioritize individual and collective service approaches, which have proven effective in Islamic boarding schools (Kamal, 2020). The *sorogan* and *bandongan* models are also effective for lessons outside the pesantren (Rinaningsih, 2014; Laela, 2021). The Islamic boarding school-based education system prioritizes *akhlakul karimah* (Sabil & Diantoro, 2021).

Evaluation, reflection, and follow-up plans are carried out for each subject at SMK NU from start to finish. Evaluation of learning is critical for teachers to assess student learning outcomes and to measure the success of the material delivered in class (Zamzania and Aristia, 2018). Reflection on learning to find obstacles and alternative solutions for subsequent learning (Amalia and Putra, 2019). The follow-up plan is intended to guide subsequent activities. In general and as a whole, the class includes several important parts as follows:

a. Provide motivation and study guides.

b. Assessing the results of the teaching and learning process.

c. Based on the results of student learning assessments, it is possible that students should be given learning programs individually or in groups to carry out enrichment and improvement programs that are carried out outside of class hours or in addition.

d. Provide material information at the upcoming meeting so students can prepare material for the next meeting.

e. Pray.

This kind of decomposition strategy provides information and motivation for any group involved in the learning process. The elaboration of ready-to-learn strategies at Islamic boarding school-based SMK NU, in addition to seeking general knowledge, also teaches about religion and religiosity.

Islamic schools with the concept of boarding schools are increasing yearly in Indonesia. These schools offer students' academic education integrated with Islamic learning and character (Hastasari, Setiawan and Aw, 2022). Boarding-based schools will add to the educational experience for children (Hartman, 2022). Boarding-based schools can improve cognitive outcomes and children's physical and mental well-being (Liu and Villa, 2020).

E. CONCLUSION

The learning model for decomposing learning strategies at Islamic boarding school-based SMK NU that was implemented went well but still needs to change the structure of education and the process of strengthening student character. All activities are carried out by all students and guided by educators or teachers at school. Learning strategies are used as learning references in order to shape the character of students' akhlakul karimah, wisdom, good example, discipline, and obedience to God. Several supporting methods are also used, such as the prize method as student motivation, the guidance method, direct and scientific learning, the mujahadah method/training in earnest, the uswatun hasanah method/setting a good example, the habituation method, the ibroh method/imitating the behavior of others, the mauidzhoh hasanah method / giving good advice, and the targhib wa tahdzib method of persuasion and motivation to invite to goodness. The achievement of the results/evaluation results of each method and strategy used is close to perfect results. Perfection has yet to be fully achieved because there are still weaknesses or deficiencies in each method and strategy applied in each series of programs at SMK NU which are based on Islamic boarding schools.

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