LEARNING MANAGEMENT IN REALIZING WORSHIP INDEPENDENCE IN NEW STUDENTS

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Keywords:	ABSTRACT
Religious independence in students, Fiqh lessons, Congregational prayers, Challenges in Islamic boarding schools	**Background:** Islamic boarding schools play a crucial role in shaping students' religious practices and independence, especially among new students from diverse backgrounds. **Purpose:** This study examines the role of learning management in fostering religious independence among new students at the Bolon Islamic Boarding School. It addresses the challenges faced by the institution in encouraging students from various religious backgrounds to perform obligatory worship independently. **Method:** Using a qualitative descriptive approach, data were collected through participant observation, interviews, and document analysis. **Result:** The study found that structured learning management, particularly consistent congregational prayers led by a respected Kiai and focused fiqh lessons, significantly improved students' discipline and independence in worship. The findings highlight that effective learning management not only enhances students' understanding of religious practices but also fosters sustainable religious discipline. **Conclusion:** The study suggests that other Islamic educational institutions could benefit from adopting a similar structured approach.

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A. INTRODUCTION

Islamic boarding schools have a central role in fostering religious understanding and forming the character of students, especially in terms of independence in worship.(Fitriyah 2019). This educational institution focuses on facilitating education, especially in Islamic religious material, such as reading the Qur'an, fiqh, and hadith. (Sary et al. 2024). As a religious-based educational institution, Islamic boarding schools in Indonesia function not only as institutions that transfer religious knowledge, but also as a place for character development to build the independence of students in carrying out daily worship. However, one of the problems that often occurs is the low level of independence in worship among new students, especially in carrying out obligatory worship such as fardhu prayers. This problem is crucial because independence in worship is an important foundation expected of every student as the successor to tradition and bearer of Islamic values in society.

This phenomenon is caused by the differences in backgrounds of new students who come to the Islamic boarding school. Many of them come from environments and families that do not always prioritize religious education, or even have a diverse basic understanding of worship. Various habits, family education, and cultures that underlie the students also influence their worship patterns when they first enter the Islamic boarding school. This creates a disparity in ability among students in carrying out worship correctly and consistently.

Previous research shows that Islamic boarding schools play a significant role in the formation of the character of independent worship in students. Tamam and Sa'ud (2016) stated that Islamic boarding schools have a great responsibility to ensure that their graduates have the skills to carry out worship as a reflection of the Islamic teachings that are applied (B. Tamam and Sa'ud 2016). One of the ways to do this is through the learning process. Learning is a system that includes materials, methods, objectives, and evaluations that are interconnected with each other.(Rusman 2018). This is in line with the meaning of learning according to Hamalik, namely a system that includes material elements, human elements, equipment, facilities and procedures that mutually influence the achievement of learning objectives (Hamalik 2008). These learning components have their respective functions in each role in the learning process and determine the success of the learning process. This learning process requires management to be carried out effectively and efficiently (Juliana 2022).

Rue & Byars (2008) stated that management is a process that involves guiding or directing a group of people towards organizational goals or objectives.(Badrud Tamam and Farihin 2020). Management in learning is related to the management of teaching programs, as Reigeluth said (1983) which states that learning management is related to understanding, implementing, and improving the implementation of teaching program arrangements (Juliana 2022). The main focus of learning management is the utilization of resources and the achievement of goals (Adhim 2020). Hasmiati's research classifies Islamic boarding school learning management into four main functions, namely planning, organizing, implementing, and evaluating learning.(Hasmiati 2020). The results of this study are in accordance with Suharsaputra's opinion which states that management functions include planning, organizing, implementing, and controlling (Suharsaputra 2013).

Oktari and Kosasih found that the habit of consistently performing the five daily prayers in congregation and accompanied by religious figures such as Kiai, is an effective

approach to instilling the values of discipline and independence in worship.(Oktari and Kosasih 2019). Ya'cub et al. stated that the implementation of in-depth discussion-based learning management (Bahtsul Masail) in the subject of Fiqh Ibadah which is effective can increase the understanding and independence of students in practicing worship (Ya'cub, Lailiyah, and Ani'ah 2020). Arifin et al. explained that by implementing effective Islamic Boarding School learning management, it can improve the discipline and independence of students in worship.(Arifin, Maharani, and Maharani 2018). Asy'arie and Aziz discussed that the strategy of combining learning and habituating worship is quite effective in instilling independence among students (Asy'arie and Aziz 2023)·Based on this research, the learning management applied by Islamic boarding schools in guiding students is identified as the key to success in achieving independence in worship.

This study starts from the assumption that the implementation of systematic and consistent learning management in Islamic boarding schools can increase the independence of students' worship. This implementation includes the habituation and deepening of religious material, which is expected to be able to build awareness of worship and reduce students' dependence on direction from other parties. This assumption is based on the concept that by providing a structured learning experience through the habituation of joint worship, students will be accustomed to carrying out worship as part of their daily routine. In addition, with in-depth learning about the fiqh of worship, students are expected to not only know the procedures for carrying out worship, but also understand the essence and purpose behind each practice of worship.

This study aims to explore how the implementation of learning management at the Bolon Islamic Boarding School can shape and improve the independence of worship in new students, especially in carrying out obligatory worship such as fardhu prayers. The focus of this study includes various aspects of learning management, from planning to evaluation, which are applied to build independent worship habits among new students. By highlighting aspects of the habit of congregational prayer and teaching of religious jurisprudence, this study is expected to provide a deeper picture of the role of Islamic boarding school learning management in creating students who are able to carry out worship independently and correctly.

Thus, this study is expected to show that graduates of Islamic boarding schools who have gone through a planned and directed learning management process will have the ability to worship independently and a comprehensive understanding of their religious obligations. This is important to support them as individuals who are able to play the role of leaders in their communities, as well as being examples in terms of practicing worship and adherence to religious teachings.

B. RESEARCH METHODS

In this study, the researcher uses a qualitative approach because the researcher wants to understand the phenomena experienced by the research subjects, for example, the evaluation of student management and the effectiveness of their learning. In this qualitative study, the researcher describes the data in the form of words and uses language to explain all aspects related to the object of research, namely the evaluation of new students' learning management in realizing the spirit of student independence in worship.

This research was conducted at the Bolon Islamic Boarding School. The location of this Islamic boarding school is on Jl. KH Hasbullah Blok Sampit Rt.009 / Rw. 001, Kertasmaya District, Indramayu Regency. This Islamic boarding school has 317 students, with details of 136 resident students and 181 students who do not live in the Islamic boarding school, and is supported by 17 teaching staff. Therefore, this Islamic boarding school is a potential place for research on Learning Management in Building the Spirit of Independence in Worship in Students.

The scientific consideration for choosing Bolon Islamic Boarding School as the research location is the diversity of the number of students that allows for a broad representation of various backgrounds. With 17 teachers, this institution offers the opportunity to observe and analyze various teaching methods and learning management approaches applied in the context of religious education.

Data collection techniques are a method used to obtain research data (Moleong 2014). In this case the author uses the following data collection techniques:

1. Literature Study/Documentation

This technique is carried out in order to obtain information by utilizing literature relevant to this research, namely by reading, studying, reviewing, quoting opinions from various sources in the form of books, dictations, the internet, newspapers, and other sources. In this case, researchers review various sources in the form of books and scientific journals related to learning management, Islamic boarding schools and the independence of students.

The document study was conducted by reviewing the learning management activity documents at the Bolon Islamic Boarding School in the form of activity attendance, activity schedules, lesson schedules and program evaluation report documents at the Islamic boarding school.

2. Observation

The observation conducted was in the form of participated observation, because the author was in the respondent's environment. So that it can pay more attention to various things related to the operational management of learning in new students. The components observed in this study were the implementation of learning activities, facilities and infrastructure, and how students perform obligatory prayers and learning interactions at the Bolon Islamic Boarding School.

3. Interview

In this study, the interviews conducted by the researcher were direct interviews to explore data on how the management of student learning, how independent the students are in worship and how the influence of learning management on the independence of worship in students, with the relevant informants, namely students, asatidz, student administrators and Kiai.

According to Miles and Huberman (1984), there are three types of activities in qualitative data analysis, namely data reduction, data presentation, and drawing conclusions (Sugiyono 2018). Data obtained from interviews with students, asatidz, student administrators, and kiai were reduced to focus on topics related to learning management and student independence. After the data was reduced, the next step was data presentation. The researcher presented the results of observations and interviews in the form of a narrative that describes the relationship between learning management and student independence of worship. Then the researcher drew conclusions based on the results of observations, interviews, and document studies that had been analyzed,

the researcher concluded how learning management at the Bolon Islamic Boarding School can affect the independence of student worship.

C. RESULTS AND DISCUSSION

This research was conducted at the Bolon Islamic Boarding School, located at Jl. KH Hasbullah Blok Sampit Rt.009 / Rw. 001 Kertasmaya District, Indramayu Regency. This Islamic boarding school has a total of 317 students, consisting of 136 resident students and 181 non-resident students. Teaching and learning activities at this Islamic boarding school are supported by 17 teachers who are highly dedicated in educating and guiding the students.

To obtain accurate and in-depth data, researchers use participatory observation methods, where researchers participate in daily activities at the Islamic boarding school. By being in the respondent's environment, researchers can directly observe how operational learning management is applied to new students. Learning management can consist of planning, implementing, and evaluating learning activities (Priyatna 2017). In addition, direct interviews were also conducted with various related parties, including students, asatidz, student administrators, and Kiai. This interview aims to obtain direct views and experiences from various perspectives regarding the learning process and development of independent worship. According to Barnadib, independence is a state of a person who can determine themselves where it can be expressed in a person's actions or behavior and can be assessed, including behavior that is able to take the initiative, is able to overcome obstacles/problems, has self-confidence, and can do something alone without the help of others (Misjaya et al. 2019).

The results of observations and interviews with KH. Badrudin, as the caretaker of the boarding school, the data produced shows that the worship abilities of new students at the Bolon Islamic Boarding School vary greatly. Some students have shown independence in carrying out worship, while others still need intensive guidance, and some do not have the ability to worship at all. The learning management at this boarding school is then focused on the habit of praying five times a day in congregation with the Kiai, which is the core of forming discipline and independence in worship. After praying in congregation, a religious study is held that focuses on discussing the fiqh of worship, which helps new students not only get used to performing congregational prayers but also broadens their horizons regarding the procedures and laws of worship.

With this approach, in addition to getting used to routine worship practices, new students also gain a deep understanding that supports them in carrying out worship independently and correctly. This learning management has proven to have a significant influence on the independence of worship of new students. Through a systematic and structured approach, students who initially needed intensive guidance now show a clear increase in their independence of worship. The learning program implemented not only covers cognitive aspects, but also affective and psychomotor aspects, so that students not only understand the theory but are also able to practice it in their daily lives. This shows that with good learning management, independence of worship can be significantly improved at the Bolon Islamic Boarding School.

1. **Independence of Students of Bolon Islamic Boarding School in Carrying Out Obligatory Worship.**

The independence of students at the Bolon Islamic Boarding School in carrying out obligatory worship shows quite significant variations. The research conducted shows that there are three main categories in terms of students' independence in worship. First, there are a number of students who have shown full independence in carrying out obligatory worship. They are able to perform prayers without the need for strict guidance and supervision. This independence is reflected in their consistency in carrying out worship on time and in accordance with the correct procedures. This is in line with what was conveyed by Badruzaman in his research, that independence in worship in students can be in the form of skills in matters of worship in Islamic teachings, at least in matters of mahdhah worship such as performing the five obligatory prayers (Badruzaman 2019).

However, not all students are in this category. The second group consists of students who still need intensive guidance. They show a basic understanding of the valid requirements, pillars, procedures, and readings of prayer, but are not yet fully independent in their implementation. The guidance they receive serves to strengthen and correct any remaining deficiencies. Through this process, it is hoped that students in this group can achieve greater independence in worship over time.

The last category is students who do not have the ability to worship at all. They do not understand or master the basics of obligatory worship, both in theory and practice. Students in this group require special attention and a more intensive and structured learning program. The learning management at the Bolon Islamic Boarding School is aware of this challenge and implements a tailored approach to help students in this group.

2. **Learning Management in Realizing the Independence of Student Worship at the Bolon Islamic Boarding School**

Learning management at the Bolon Islamic Boarding School is more focused on habituation and deepening of knowledge to realize the independence of students' worship. In the results of field data findings based on interviews with Ust. H. Ahmad Dasuki, M.Pd., Head of the Boarding School and also Head of the Al Mimbar Islamic Education Foundation, where this Islamic boarding school is housed, it was found that learning management not only focuses on intensive training on pillars, valid requirements, and prayer practices, but also integrates the habituation of praying five times a day in congregation with the Kiai as one of the key elements.

The habit of congregational prayer is carried out consistently and routinely, where all students, including new students, are invited to perform the five daily congregational prayers regularly. The presence of the Kiai as an imam in every congregational prayer has a significant influence, not only in forming discipline, but also in instilling solid worship habits from an early age.

In addition to the habit of praying in congregation, after each prayer, a religious study is held that focuses on discussing the jurisprudence of worship. This study is designed to improve the students' understanding of the procedures and laws related to worship, which are an important foundation in carrying out worship correctly and independently. Through interactive and in-depth religious studies, new students not only get used to performing congregational prayers, but also gain essential scientific insight related to the implementation of worship.

The combination of practicing congregational prayer and studying Islamic jurisprudence of worship has shown a significant impact in developing the independence of worship in new students at this Islamic boarding school. With direct guidance from the Kiai and the support of a conducive environment, new students are gradually able to perform worship more independently, understand the essence and procedures of worship in depth, and apply this knowledge in everyday life. This shows that the learning management implemented is not only effective in technical aspects, but also succeeds in building the character of students who are disciplined and knowledgeable in terms of worship.

The above findings are in line with what was stated by Oktari and Kosasih, who stated that habits are formed through consistent repetition of actions over a certain period of time (Oktari and Kosasih 2019). In this context, the habit of praying five times a day in congregation which is done routinely and consistently at the Bolon Islamic Boarding School is a direct application of this theory. According to the habituation theory, actions that are repeated continuously will be embedded in the individual and become part of automatic behavior that is done without requiring deep thought.

In the case of students at the Bolon Islamic Boarding School, the habit of praying in congregation not only forms a strong habit of worship, but also instills ongoing discipline. The presence of the Kiai as a consistent imam also strengthens this habit, because according to the theory of habit, the presence of a strong leader or model in implementing habits can accelerate the process of internalizing the habit.

3. **Learning Management Results in Increasing the Independence of Worship in Students at the Bolon Islamic Boarding School**

Learning management at the Bolon Islamic Boarding School has proven effective in increasing the independence of students' worship, especially through an approach that prioritizes the habit of praying five times a day in congregation and studying fiqh afterwards. This finding is based on the results of interviews with Ust. Takiyudin, S.Pd., Head of SMP Islam Cendekia which is under the auspices of the Bolon Islamic Boarding School, and several new students, showing that the combination of these two elements plays an important role in forming the independence of worship in students.

The habit of performing the five daily congregational prayers with the Kiai not only serves as a means to ensure that students perform their worship routinely, but also as a platform to develop discipline and togetherness in carrying out worship. The presence of the Kiai as the leader of the congregational prayer provides a strong example for students, strengthening their awareness of the importance of congregational prayer as an integral part of daily life in the Islamic boarding school. By performing congregational prayers regularly, students gradually internalize the values of discipline, perseverance, and responsibility in worship.

In addition to the habit of praying in congregation, religious studies held after each prayer in congregation are an important component in learning management. These studies, which focus on discussing the jurisprudence of worship, provide students with a deep understanding of the procedures and laws related to worship. Through these studies, students not only learn how to perform worship correctly, but also understand the reasons behind each practice of worship, which in turn fosters a sense of responsibility and independence in carrying out worship.

The effectiveness of this learning management can be seen from the significant changes that occur in students, especially those who initially still need intensive

guidance in carrying out worship. With a consistent and integrated approach, students who previously depended on direction and supervision are now beginning to show independence in carrying out their worship. They are able to perform prayers correctly and independently, and have a better understanding of the essence of worship.

Overall, the learning management that integrates the habit of congregational prayer and Islamic jurisprudence studies has succeeded in increasing the independence of worship of students at the Bolon Islamic Boarding School in line with what was conveyed by Rozi & Jannah about habits that can have an impact on children's independence (Rozi and Jannah 2021). This approach not only ensures that students perform worship routinely, but also equips them with in-depth knowledge and understanding of worship, which is the basis for their independence in performing worship in the future.

D. CONCLUSION

The conclusion of this study shows that learning management at the Bolon Islamic Boarding School plays an important role in realizing the independence of worship of students, especially for new students who have diverse religious backgrounds. Through a structured approach that focuses on the habituation of congregational prayer and Islamic jurisprudence studies, the Islamic boarding school has succeeded in fostering discipline and a deep understanding of worship among students. Learning management includes systematic planning, implementation, and evaluation in forming independence of worship, utilizing the role of the Kiai as a model in congregational prayer and holding studies that emphasize the essence and procedures of worship.

This learning approach proves that habits formed through the routine of congregational prayer can produce fundamental behavioral changes, strengthen discipline, and encourage students to worship independently without requiring external direction. In addition, consistent guidance and teaching of Islamic jurisprudence of worship help deepen students' understanding of the legal aspects of worship, which is an important foundation in building independence.

Overall, this study underlines that with the right learning management strategy, Islamic boarding schools can significantly improve the independence of students in carrying out obligatory worship. As a recommendation, further research is suggested to examine the effectiveness of similar approaches in other Islamic boarding schools with different contexts, as well as assess the long-term impact of this habituation approach in shaping the character of students in the future.

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