

# Muslim Student Independence Guidance Management Model

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## Abstract

This research aims to find out muslim student independence guidance model based on Islamic characters. The model used in this research is 4D (define-design-develop-disseminate) research and development with quantitative and qualitative data analysis technique in a situation of guidance for muslim students of Ar-Risalah Islamic Boarding School Ciamis, Indonesia. Results of the research show that muslim student character development is based on teaching, habituation and enforcement processes of rules based on curriculum. The guidance model is based on quality management by applying Plan-Do-Check-Action (P-D-C-A-cycle) process which is implemented and accustomed by students in a daily manner. The independence guidance is conducted through PDCA cycle which is focused on willingness to learn, responsibility in each learning activity, ability for decision making, self-confidence and bravery. Meanwhile, there are also Islamic characteristics that are accustomed and implemented namely *sidiq* (being honest), *tabligh* (delivering), *amanah* (reliable) and *fatonah* (smart). Recommendation for this model trial is that it is necessary for strategies to support more willingness to learn and implement *fatonah* character.

**Keywords:** Brave, independence, Islamic characters, PDCA-Cycle

## Introduction

Islamic boarding school is the oldest education system in Indonesia which is trusted by the community as a successful institution in guiding independence for its muslim students. Boarding school education is to result independent muslim students and guide them in order not to depend their life to others. As one of the educational institutions, Islamic Boarding School has proven its success

in creating independent muslim students, at least they do not always depend their life on others. Student independence in learning or working is based on self-discipline. Students are required to be more active, creative and innovative as well as not rely on other assistance in preparing their school needs. Students must be able to meet their daily needs independently.

Islamic boarding school success on forming independent students is inseparable from philosophy of Islamic boarding school education guidance based on fostering Islamic characteristics. There are a number of research on conducted on student independence in Indonesia emphasizing on importance of Islamic character value internalization dynamically in student guidance process starting from entering the boarding, learning with peers, assignment of activity management, provision of life skills and fostering entrepreneurship spirit (Sanusi, 2012). In term of guidance, it must be conducted holistically through learning, extra-curricular activities, habituation and cooperation with community and families as a process of independent and discipline character guidance (Tanhzil, 2012). Based on research track records, it is known that guidance on muslim student independence guidance is not well-managed specifically through a quality management system of independent student guidance in developing Islamic characteristics. Without the existence of effective quality management, it is suspected to be the absence of maximum Islamic characteristic development.

The guidance must be conducted in the forms which emphasize on quality management. The guidance based on quality management by implementing a Plan-Do-Check-Action (P-D-C-A) process that continues to take place in harmony in order to create guidance program enabling students to be able to obtain satisfaction in guidance service for students so that student independence can be implemented and accustomed by students in their daily lives.

## Literature Review

The concepts of independence and autonomy can be used as terms to indicate freedom or independence. Both terms have the same meaning, namely freedom to do one's own activities (Steinberg, 2002). Conceptually, independence refers to individual capacity to treat themselves (Steinberg, 2002). Muslim students who have high independence are able to run or do their own life activities without control of others. Independence as autonomy is a condition of self-regulation (Langeveld, 1980). Independent is the ability of a person to make decisions on his own willingness in doing an action. Independence is a condition in which a person is able to take decisions and initiatives in overcoming any faced problems. Independence is also accompanied by a sense of responsibility for what is done (Desmita, 2011). An independent student can regulate himself, can take initiatives and decide what he will do to overcome and solve any problems faced in daily life. An independent student has the capacity to treat oneself, carry out his own life activities, to be able to take decisions and initiatives in overcoming problems also accompanied by a sense of responsibility.

Islamic boarding school has a number of mission, one of which as also parents' expectation is its success in training students to have independent skill (Hiroko Horikoshi, 1987). Islamic boarding school has taught students to adapt and be accustomed to their own lives. A student who is taught to be independent can show characteristics of independence namely (1) having ability to think critically, creatively, and innovatively, (2), not easily being influenced by other opinions, (3) not run

or avoiding any faced problems, (4) planning problems by in-depth thinking, (5) if facing any problems, it can be solved without any other assistance, (6) not feeling inferiority if being different with other people, (7) Trying to work with full diligence and discipline, (8) Responsible for his own actions (Chabib Thoha, 1996). An independent student has the following characteristics of independence: (1) Having freedom to initiate, (2) Having self-confidence, (3) having ability to make decisions, (4) having ability to be responsible, and (5) having ability to control themselves (Zakiyah, 2000). An independent student is not only reliable in daily self-management but the most important is to be independent in learning. Based on the aforementioned opinion, it can be seen that the characteristics of independence include: 1) having initiative; 2) having ability to control yourself; 3) having ability to make their own decisions in the form of the ability to choose; 4) confident and not dependent on others; 5) having ability to take responsibility for everything done.

A muslim student having autonomy in learning has the following characteristics: (1) Students have a learning process, (2) Students have to learn by using many learning resources, (3) Students have the skills to research, (4) Students know their advantages and limitations, (5) Students have the skills in listening, speaking, reading and writing, (6) Students can make decisions and solve problems, (7) Students gather information in a variety of ways to solve problem, (8) Students have positive self-opinions (9) Students have their own identity, (10) Students are confident that they can learn (11) Students see the importance of learning, (12) students

have funny, happy enthusiasm for learning, (13) Students appreciate who love learning (Unjana Suphandee, Sunan Sripai, Jamloong Woonprasert, Sirisak Ardwichai and Terdsak Suphandee, 2018).

Based on the independence characteristics above, it can be shown that independence can be shown by three aspects, namely: Emotional Autonomy, Behavioral Autonomy, and value autonomy (Kusumawardhani and Hartati, 2011; Russell & Bakken, 2002). Emotional independence relates to emotions, personal feelings and how to relate to surrounding people. Behavioral independence is individual capacity to make choices and make decisions. Value independence means that individuals have an independent attitude and belief in spirituality, politics and morals. There are also those who see it from four aspects, namely: emotional, economic, intellectual, and social (Havighurst, 1976).

Aspects of independence must be continually developed through development of self-reliance. Guidance is an effort, action, and activity carried out efficiently and effectively in order to obtain better results. Guidance is basically an activity carried out consciously, planned, directed, and orderly in a responsible manner in the context of growing, enhancing and developing available capabilities and resources to achieve goals (Mangunharjana, 1996). Guidance is an effort and activity regarding planning, organizing, financing, preparing coordination programs for the implementation and supervision of work efficiently and effectively to achieve

maximum results (Suparlan, 1993; Minarti, 2011;).

Guidance by a quality management approach is greatly expected. In applying guidance, there are some approaches to be considered by a manager, namely 1) informative approach, namely a way to implement a program by delivering information to students. Students in this approach are considered to have no knowledge and experience; 2) participative approach, in this approach, students are utilized more to be in a situation of learning together; 3) experiential approach, in this approach, students are directly involved in the guidance process, this is called as a true learning, since there are personal and directly experience involved in the situation (Mangunhardjana, 1986).

In implementing quality management activities, there are several systematic activity steps that must be carried out. Deming, one of the figures in quality management, developed the concept of Plan-Do-Check-Action (PDCA), which is a continuous cycle of process improvement (Deming, 1982). PLAN stage is the stage for setting Targets to be achieved in improving the process or problem to be solved, then determine the method that will be set. DO stage is the stage of implementing or carrying out everything that has been planned in the PLAN stage, including carrying out the process, producing and conducting data collection which will then be used for the CHECK and ACT stages namely the stage to find out or evaluate the results in implementing the DO stage. ACTION stage means to do a total evaluation on the target results and follow-up process by improvements. If it turns out that what have been done is still lacking or

imperfect, then it immediately takes action to improve it.



Figure 1. PDCA cycle

### Method

This research is conducted using a qualitative approach with the Design Based Research (DRB) method. The type of qualitative research that will be used is a case study, which is trying to learn a phenomenon (in a case) in a real context (Yin, 2011: 17). This Design Based Research (DBR) method is chosen with a reason to describe muslim student quality management model that is implemented in the islamic boarding school with the main study of fostering independent characteristic for the students which so far there are still many studies that have not learned it. The focus will be illustrated in the development of students' Islamic character. So, the Design Based Research (DBR) method is considered as a suitable method to express this phenomenon, not to develop existing models but to make new models based on research results that can be used as reference materials for similar educational units in order to be able to apply them. The initial design of the study is designed from the beginning of the study, the research process, to the end of the research which will be carried out based on the following stages:

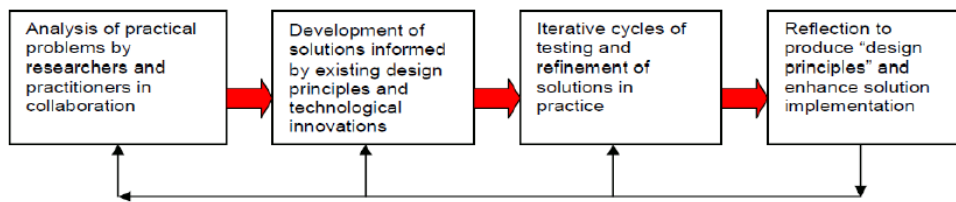


Figure 2. Design-Based Research and Educational Technology: Rethinking Technology and the Research Agenda

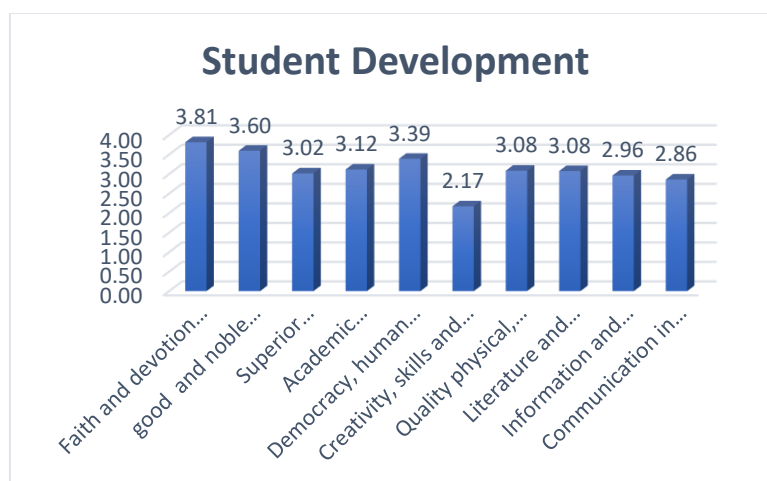
reference: Tel Amiel& Thomas C. Reeves, 2008

The research subjects in this study are leaders of the islamic boarding school or managers, head of the madrasa, teachers (religious teacher and religious teacher). Whereas the research object is the management of Guidance in forming Independent Muslim Students in the Ar Risalah Cijantung Ciamis Islamic boarding school.

**Results**

The development of independence reliance is based on ten dimensions, namely: faith and believe in God the Almighty, having good or religious

behavior, excellence personality, national view, and country defence, academic achievement, culture, and or sports based on interest and talent, democratic, human rights, political education, environment, sensitivi and social tolerance in the context of plural community, creativity, skills and entrepreneurship, quality of physics health and nutrition based on diversified nutritional resources, development of Literature and culture, fostering Information and communication technology, as well as communication guidance in English. Illustration on the implementation of guidance in the Islamic boarding schools in Ar-Risalah Ciamisin can be drawn as shown in the following picture:



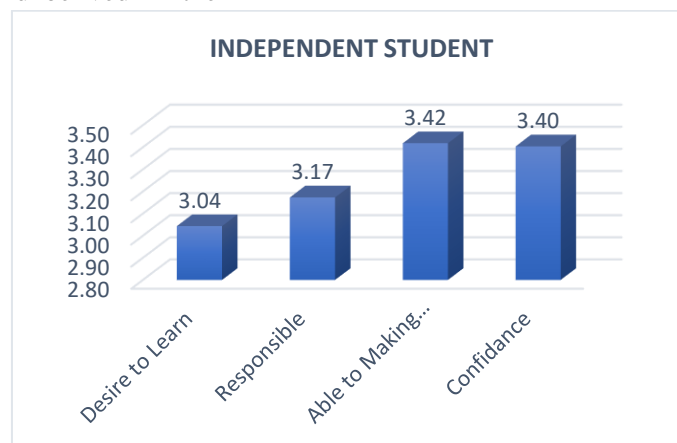
In the graph above, it can be seen by calculating through WMS to determine the trend value in a situation namely

student gudiance in Islamic Boarding Schools of Ar-Risalah Ciamis. Then, it can be seen that mean of trend

achievement of student independence in the Islamic Boarding Schools of Ar-Risalah Ciamis is categorized to be high by achieving trend value of 3.11. Looking at the questionnaires, the respondents give selection in student guidance with continuous activity trend so it is chosen scales of never, sometimes, often, and always. So by getting a value of 3.11, the guidance activity is categorized high meaning that the guidance activity is always conducted continuously and regularly.

Out of tenth dimensions in student guidance conducted by Ar-Risalah Islamic Boarding School Ciamis, the highest value is obtained for the factor of developing faith and believed in the

God the Almighty. This is proven by the existence of a school schedule that directs the students to always have faith and believe. In Islam, the faith and believe in God can be fostered through love the Qur'an. Whereas to obtain an illustration of independent student in the Ar-Risalah Islamic boarding school in this research, the researchers use observation questionnaires by collecting 4 dimensions namely students with willingness to learn, taking responsibility in the learning activity, having ability to take decisions, and having confidence. The description of independence student in Ar-Risalah Islamic boarding school Ciamis can be seen in the following graph:



Out of the four dimensions of independent students, it can be seen that Ar-Risalah Islamic boarding school tends to obtain the highest achievement namely for students with decisio-making skill in daily life with the scale of 3.42 and in high category. If, the dimension is analyzed, it will be more dominant than students going to common schools such as state or private schools. The students are living without their parents so in decision making, they really do it themselves. Also, though there are caretakers with ratio 1:20, each of them will not focus on one student in details so

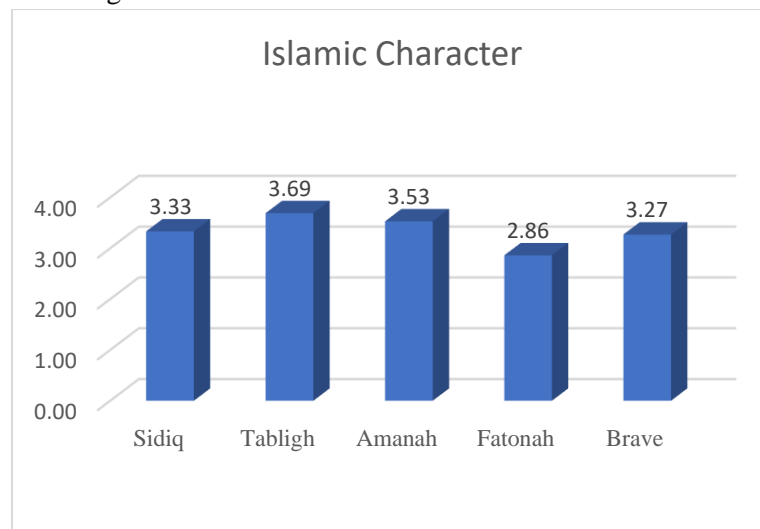
that the students are demanded to be independent in decision making.

Based on results of trend calculation, it can be seen that the lowest achievement in illustrating students of Ar-Risalah in term of independence is for students with willingness to learn which it is in the lowest position compared to other independent student dimensions with achievement scale by 3.04. It is the lowest compared to responsible student in each activity with mean of trend by 3.17 and the students with confidence with trend by 3.40. Based on the result analysis on lack of willingness to learn in

this study, it is caused by already busy student schedule starting in the morning until night, so it reduces students' willingness to learn beyond the schedule given by the school.

Student Islamic characteristics in Ar-Risalah Islamic Boarding School Ciamis are collected based on observations distributed by the researchers in MI, MTs, and MA students namely the dimensions showing Islamic

characteristic illustrated by the Prophet Muhammad in the characters of sidiq (being honest), tabligh (delivering), amanah (reliable) and fatonah (smart). There are also additional images showing Islamic characteristics namely bravery, so the researchers add one dimension namely bravery. Achievement and illustration of student Islamic characteristics can be seen in the following graph.



Based on the calculation of trends in the dimensions of Islamic characters, it can be seen that there is one character with highest frequent to be seen in Ar-Risalah Islamic Boarding School namely tabligh with a value of 3.69. The following character is amanah by achieving score of 3.53, sidiq with score of 3.33 and brave with score of 3.27. Whereas for the lowest Islamic character is fatonah. The tabligh character achieving the highest score show that a muslim must have the characteristic, namely fatonah, as exemplified by the prophet Muhammad, namely having high level of care for the environment, social which can be seen from student care in maintaining environment cleanliness, both at class and boarding school, not throwing garbage in any places, always

participating in social activities, helping any friends in needs.

Whereas the lack of achievement in fatonah indicator can be seen in low level of student curiosity, lack of student eagerness to read books, as well as lack of creativity in every activity; all of which are still relatively low. This can be seen from the lack of culture of asking to teachers and classmates, lack of initiative in using spare time to exchange reading references with friends and teachers, lack of new ideas in learning.

This model is applied in Islamic boarding schools. So, the aspects that must be presented include Quality Management, Student Guidance, Independent Students, Islamic Characteristics.

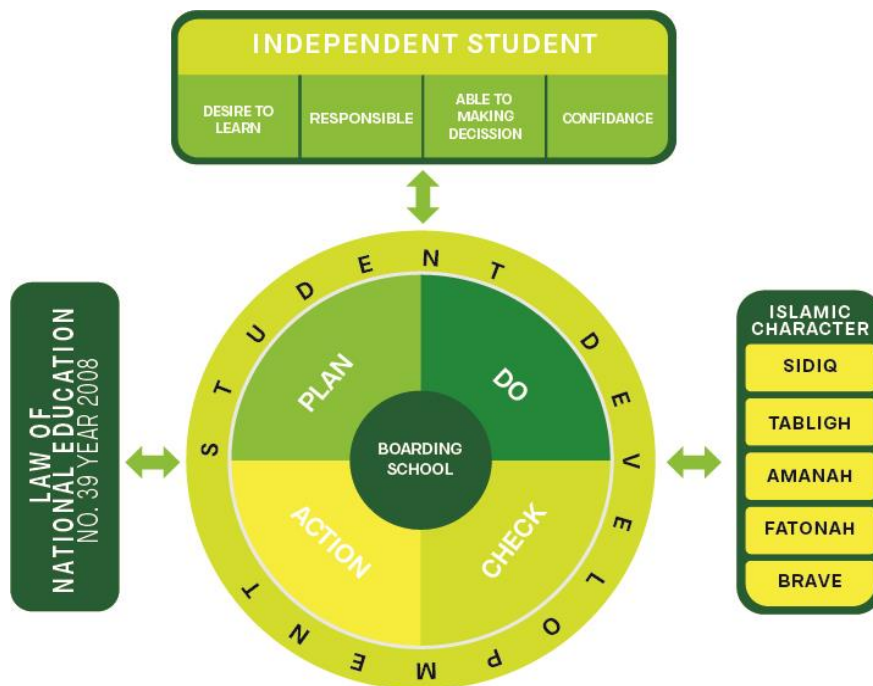


Figure 3. Quality Management Model of Independent Student Guidance in Developing Islamic Characteristics

## Discussion

There are a number of activities which should be accommodate in student guidance in order to achieve abilities in facing the 21th century. There are some activities in the guidance as stated by Mudjiman (2009) namely 1) in the guidance process, there must be competence by self-applied method by the students to achieve final goals, 2) there must be a learning process with self-application by the students, 3) there must be learning inputs determined and searched by the students, with or without teacher assistance, 4) there is a self-evaluation process conducted by the students, 5) there is a reflection activity on the learning process taken by the students, 6) there must be past experience review or a review on the experiences by the students, 7) there are efforts to grow

students' learning motivation and 8) there must be active learning activities.

The development of students in building Islamic character in the 21st century was created in an integrated activity through the activities of students in facilitating the development of students to become personal with the skills, expertise, mental and spiritual needed in the 21st century. In general, the function of the formation is in line with the functions and National Education goals. The purpose of fostering students (including santri) in Permendiknas no 39 of 2008 article 1 include:

- a) Developing students' potentials in an optimal and integrated way which includes talent, interest, and creativity;



- b) Strengthening student personality to realize school resilience as an educational environment in order to avoid negative efforts and influences as well as conflict with educational goals;
- c) Actualizing students' potential in achieving superior performance according to their talents and interests;
- d) Preparing students to become noble and democratic citizens who respect human rights in the context of realizing civil society.

The aim of student guidance is to develop students' potentials, strengthen students' personality, and prepare santri to become noble and democratic citizens who respect human rights and equip students with a variety of competencies as well as healthy and intact personalities which in the 21st century, all of which are seen as great challenges.

Though guidance is not the most powerful means to improve student quality personally in terms of knowledge, attitude, skills and proficiency, but meeting all of guidance requirements leads to students' ability to have incredible utilizations. If the guidance can be conducted appropriately, it can assist the students to look at themselves and their lives as well as their works, analyze life situation from all positive and negative aspects, find out problems in their life, find out any life aspects with needs for improvement or changes and plan targets or programs in life fields after joining the guidance (Mangunhardjana, 1992).

### Conclusion

Management of student independence is conducted using integrated management

concept with Islamic characters. The integrated quality management undergoes PDCA cycle to develop independence with the characteristic of having willingness to learn, having responsibility, having decision making skill and self-confidence. Independent students are taught by Islamic characters by fostering characteristics of *sidiq*, *tabligh*, *amanah*, *fatonah* which are encouraged by brave nature in making decisions and accepting challenges.

The system of students' guidance in Islamic boarding schools is basically seen as a unity of the whole totality of a series of guidance activities in boarding schools having interdependent and integrated elements in a system that is directed at achieving educational goals namely forming Islamic student personalities and having ability to face 21st century challenges. The guidance includes faith and believe in God the Almighty, noble characters, superior personality, national view, and national defense, academic achievement, art, and / or sports according to talent and interest, Democracy, human rights, political education, environment, social sensitivity and tolerance in the context of plural society, creativity, skills and entrepreneurship, physical quality, health, and nutrition based on diversified nutritional resources, literature and culture, information and communication technology, communication in English. The whole guidance activities are covered in 3 activities, namely curricular, co-curricular and extracurricular

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