

Dormitory Supervisors in the Formation of Religious Character of Students at the DDI Galla Raya Islamic Boarding School

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Abstract

*This study discusses the role of dormitory coaches in the formation of students' religious character. This study aims to analyze the role of coaches in the formation of students' religious character, the character of students in Islamic Boarding Schools and the obstacles faced by coaches in the formation of students' religious characters. This research is a qualitative descriptive research, the type of data uses the type of subject data and the data source is the dormitory coach, then the processing techniques and stages of data collection used are observation, in-depth interviews and documentation. The data analysis includes data reduction, data presentation and conclusion drawing and verification. And the data validity testing techniques used are Credibility, Transferability, Dependability and Confirmability tests. The results of the study show that: 1) Coaches play a role in providing religious, moral, and social guidance to students and creating a supportive learning environment. They also establish communication with students and parents to ensure that education is in accordance with values at home. 2) The DDI Galla Raya Islamic Boarding School has succeeded in fostering the character of students through comprehensive religious education, with students **showing** positive developments in faith and understanding of Islamic values. 3) There are obstacles such as differences in students' backgrounds, mental health problems, negative influences on technology, diversity of learning styles, and evaluation of religious characters that only focus on theoretical aspects. All of these obstacles need to be considered to ensure that students develop well in faith and religious practices.*

Keywords: Role, dormitory coach, character, religious, student of DDI Galla Raya

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DOI : 10.35905/aliftah.v5i2.11594

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1. Introduction

The religious crisis that occurs in the younger generation is also due to the weak Islamic religious education in instilling noble values. Religious education is only delivered theoretically by putting aside its applicative aspects. The lack of understanding of religion and religiosity is caused by the fact that religion is often interpreted in a superficial, textual and tending to be exclusive. Islamic religious

values are only memorized so that they only stop at the area of cognition, not to touch the affective and psychomotor aspects.(Asmaun Sahlan, 2017)

The environment in which students live and learn also contributes greatly to the formation of their character. The existence of active and attentive dormitory coaches with the emotional and spiritual needs of students can create an atmosphere that supports positive growth. Programs implemented by dormitory coaches, such as leadership training, social activities, and self-development, become a forum for students to hone their skills and channel their talents. The interaction that is established in this routine activity encourages students to continue to develop themselves and contribute to society.(Aynaini, 2021) The DDI Galla Raya Islamic Boarding School also strives to integrate technology in learning and daily activities, so that students can more easily access information and understand socio-cultural contexts outside the Islamic boarding school. This is also a challenge for dormitory coaches to direct students in using technology wisely and in accordance with religious values. Dormitory coaches are expected to facilitate adequate discussions so that students can understand the implications of technological advances on their lives as individuals of faith.

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In facing these problems, the younger generation must have a strengthened understanding of religion and religiosity. Students with immature psychological conditions and easily influenced by the environment need to be well prepared which is provided by instilling religious values and religious actions. Strong religious education will prepare the younger generation to master knowledge about religious teachings and practice those religious teachings.

The most important thing in shaping the religious character of human beings to become kamil people is education. Through education, be it family, school, or the surrounding environment, humans can open their minds that there is

a lot of knowledge in this universe. From what exists in humans themselves to the universe that is difficult to reach by the five senses and in the end think that the universe is the owner of the creator and he is the one who regulates everything.(Masang, 2021)

Religious character is a character that is attached to a person or that identifies an identity, characteristics, obedience or image of faith. Therefore, character education is mainly not only carried out in educational institutions, but also carried out at home and in the community environment. Even more than that, character education must also be formed on humans from childhood, adolescence to adulthood.(Asmuki, 2018)

Pesantren is a special educational institution because the experience of living in a pesantren has its own characteristics. The learning program at the pesantren emphasizes the development of intellect in line with the formation of good morals. The goal of students is not only to have academic intelligence, but also to acquire moral goodness (akhlakul karimah) and skills that make them perfect individuals (insan kamil).(A. Bungahari, 2020)

Education in Indonesia still faces various unresolved problems, including in terms of curriculum, management, and the role of education actors and users. Indonesia's human resources (HR) are still far from expectations in the field of education. There are still many cases such as cheating in exams, lack of motivation to study, too focused on studying, justifying oneself, fighting, behaving freely, participating in drugs, and criminal acts (Nurmalia, 2019). On this basis, there is a need for restructuring in the education system in Indonesia to produce more qualified graduates who are ready to face the complexities of the future "world" full of challenges. Education must be able to create individuals who have noble character, who are not only smart and intelligent, but also have a high level of creativity and good communication skills. They must also have values such as honesty, discipline, and high responsibility (Marzuki & Haq, 2018). The above facts are strongly rejected, especially by parents who expect their children to behave well and be praised. These parents are trying to find a solution by handing over the responsibility of coaching to the existing school or pesantren.

The author chose the DDI Galla Raya Islamic Boarding School where the number of coaches in the dormitory is 5 people and there are 185 students.

because it is an Islamic-based coaching institution that is very important to deliver students to maturity who will later become a new generation, have an independent character and are able to maintain their image as students wherever they are. There the author is interested in researching more deeply about the Islamic boarding school, another thing that makes the author interested in researching at the Islamic boarding school is that there is a madrasah head as well as a coach in each school who instills spiritual, moral, religious and noble moral values to the students.

Coaches in pesantren have a role comparable to parents. As is known, parents are responsible for educating and guiding their children to become individuals who meet expectations. Therefore, the Supervisor has an obligation to carry out a similar role, namely providing education and guidance to students, approaching them in a way that makes them feel comfortable, and providing a positive example as a role model for students.(Nur Syahbani Prakoso, 2019)

This research aims to explore more deeply the functions, strategies, and challenges faced by dormitory coaches in shaping the religious character of students at the DDI Galla Raya Islamic Boarding School. Through a deep understanding of this role, it is hoped that it can provide useful insights for educators, parents, and stakeholders in the context of religious education. In the end, this research is expected to make a positive contribution in preparing the young generation who are not only intellectually intelligent, but also rich in spiritual, moral, and social values that can be implemented in daily life.

2. METHODS

This type of research is a qualitative descriptive research using a phenomenological approach. Qualitative research with a phenomenological approach was chosen because not many people have used this approach, especially with the theme or problem being researched. In addition, phenomenology also explains the nature of phenomena, so that it is able to provide an overview of something as it is and in accordance with the actual situation. The existence of a phenomenological approach can also help students in describing in depth and in more detail the phenomena experienced by key informants so that the problems being researched will find results and solutions. Data were collected through semi-structured interviews with dormitory supervisors and students, as well as direct

observation in the dormitory. In addition to interview and observation techniques, information related to the focus of research can be obtained through facts stored in the form of diary notes, photo archives, meeting results, and program journals.

The research conducted on the boarding students of the DDI Galla Raya Islamic Boarding School is a type of field research. This research is used to describe everything related to the role of the dormitory coach as a coach in shaping the religious character of students at the DDI Galla Raya Islamic Boarding School, Pangkep Regency. The location of this research is the DDI Galla Raya Islamic Boarding School, which is geographically located in Coppo Tompong village, Mandalle District, Pangkep Regency, South Sulawesi.

3. RESULT AND DISCUSSION

The Role of Coaches in Shaping the Religious Character of Students at the DDI Galla Raya Islamic Boarding School, Coppo Tompong Village, Mandalle District, Pangkep Regency

Based on observations and interviews conducted at the DDI Galla Raya Islamic Boarding School, there are several results of discussions that can be identified related to the role of coaches in developing students. The results of this discussion include various aspects related to student life in the dormitory, intelligence development, character building, and emotional and social guidance.

Based on the results of observations that have been made related to the life of students in the dormitory, the author found that not all students of the DDI Galla Raya Islamic boarding school live in the dormitory, some of the students return to their respective homes. With the reason that students live in various dormitories, ranging from students who have a distant place of origin, the will of their parents and also because of the will of the students themselves. As one of the coaches said:

"The reason for students to enter the dormitory is mostly because of the distance between schools, but there are also students who live in dormitories even though their homes are close to the school because of the will of their parents and also the will of the students themselves"

The reason for one of the students conveyed the reason for living in the dormitory as follows:

"I am from Papua and go to school here with the intention of going to the dormitory because if I want to live at my family's house, it is also a bit far from the school."

Furthermore, one of the students conveyed the reason that the place was close to the dormitory:

"At first, I was told by my parents to live in a dormitory to learn to recite and I began to feel at home living in the dormitory."

Furthermore, observations related to efforts to develop student intelligence by dormitory coaches. The first factor is the efforts made by the dormitory coaches to instill and develop the intelligence of students. This effort includes two important aspects of educational program development and personal coaching. The educational program includes various structured activities designed to improve the academic ability of students, while personal coaching focuses on individual aspects and character development of students as stated by one of the dormitory coaches, namely:

"To encourage and develop the intelligence of our students, the coaches carry out various activities that have been carefully planned, the activities in question are through the development of educational programs in addition to formal education in the classroom, we also hold active activities for students to improve their intellect such as recitation and evening learning."

One of the coaches added about how they encourage the religious intelligence of students as follows:

"In addition, we also provide personal coaching to each student by providing motivation, direction and emotional support."

Based on the results of the interview above, it can be understood that dormitory coaches have a structured approach in encouraging student intelligence. The dormitory coach revealed that they pay attention to the development of students' intelligence through the plan they have made.

Thus, the author draws a conclusion that shows that in the dormitory of the

DDI Galla Raya Islamic boarding school, the coaches strive to create an environment that supports the personal development and religious character of students by integrating religious education in various daily activities. Through regular recitation programs and learning sessions on faith and morals, they not only focus on improving academic abilities but also on shaping the religious character of students.

Character of Regilius Santri at DDI Galla Raya Islamic Boarding School, Coppo Tompong Village, Mandalle District, Pangkep Regency

Based on the results of observations and interviews at the DDI Galla Raya Islamic Boarding School, it can be concluded that students show good religious character, with varying levels of faith but generally positive. They have understood and applied Islamic values, including the pillars of faith and the pillars of Islam, in their daily lives. The attitude of *ihsan*, *taqwa*, sincerity, *tawakkal*, gratitude, and patience has begun to be embedded in the students, with coaches playing an active role in guiding and strengthening these values.

Religious character related to faith includes a strong and firm belief in the religious teachings that are believed, as well as consistency in carrying out worship and obedience to Allah swt. Likewise, what the dormitory coach taught to the students of the DDI Galla Raya Islamic boarding school. One of the students said that:

"Alhamdulillah, I am happy to be able to share. For me, strengthening faith in God is an ongoing process. One of the things I do is to maintain a daily worship routine such as the five-time prayer. In addition, reading the Qur'an every day also helps me to strengthen my relationship with Allah."

The researcher also conducted interviews with coaches to find out the level of faith of the students. One of the coaches said:

"The level of faith of students is of course different, some are strong and some are still often wavering. To increase the faith of our students, we make them accustomed to carrying out the obligation to pray in congregation at the mosque on time, study the Qur'an and its interpretation, deepen their religious knowledge through recitation, all of this is of course

so that students have strong faith and religious knowledge"

Based on the results of observations and interviews on the level of faith of students at the DDI Galla Raya Islamic Boarding School, it can be concluded that the level of faith of students at the DDI Galla Raya Islamic boarding school is in good condition, although there are variations among them.

Research on the role of dormitory coaches in the formation of religious character of students at the DDI Galla Raya Islamic Boarding School and research by Alif Achadah and Muhammad Ilyas complement each other in the context of the formation of religious character in Islamic educational institutions. These two studies have the same main focus, namely the development of students' religious character, but the approach and context are different. At the DDI Galla Raya Islamic Boarding School, the formation of religious character of students is carried out through the cultivation of divine values such as faith, piety, sincerity, tawakkal, and gratitude in the daily lives of students.

Religious character in Islam includes a willingness to obey the laws and teachings of Allah, as well as to carry out religious duties with full awareness and sincerity. At the DDI Galla Raya Islamic Boarding School, we conducted direct observations to several students to measure how far students understood Islamic values. One of the students said:

"I feel very grateful to be able to explore the teachings of Islam at this Islamic boarding school. My understanding of Islam starts from the basics such as the pillars of faith, the pillars of Islam, to mandatory worship such as prayer, zakat, fasting, and hajj. However, what is more important to me is how the teachings of Islam teach us to live with peace, mutual respect, and live our daily lives with full faith and piety to Allah."

The researcher conducted an interview with the coach to find out how far the students' understanding of Islam was. One of the coaches said:

"As a coach, I can say that the level of understanding of students about Islamic values varies greatly, depending on their background and level of depth of knowledge before coming to the pesantren. However, in general, there is very significant progress after they study here. In Islamic boarding

schools, they are not only taught about worship rituals such as prayer and fasting, but also how to apply Islamic values in daily life, such as morals, manners, and relationships with Allah and others."

Based on interviews with students and coaches, it can be concluded that students' understanding of Islam is quite good, although there are variations depending on their background and level of knowledge before entering the pesantren. A student expressed his gratitude to be able to explore the teachings of Islam, from the basics such as the pillars of faith and the pillars of Islam to mandatory worship such as prayer, zakat, fasting, and hajj.

Obstacles Faced by Coaches in Forming Religious Character of Students at the DDI Galla Raya Islamic Boarding School, Coppo Tompong Village, Mandalle District, Pangkep Regency

a. Family problems

At the DDI Galla Raya Islamic Boarding School, the author found that the students' families play an important role in shaping the character of the students. However, although the family plays an important role in shaping the religious character of students, problems that can arise from the family also need to be considered as one of the coaches said:

"There are several problems that can arise from the family. One of them is the lack of adequate support or attention to the religious education of students. Some families also face challenges in aligning their religious values or practices with those taught in the dormitories, which can lead to conflict or confusion."

To form the character of students is not enough if only relying on the education provided in the dormitory, the role of the family at home is also important to help shape the religious character of the students. However, the limitation of religious knowledge in the family also affects their ability to guide students. This is in accordance with what one of the coaches said:

"The limitation of religious knowledge in the family can also affect their ability to guide students well. Therefore, it is important for families and

educational institutions to work together in supporting the spiritual and religious development of students, as well as ensuring that the approach applied is consistent."

This is justified from several students we interviewed regarding the challenges from the family, one of the students said:

"I sometimes face difficulties because my family has a different religious view from what is taught in the pesantren. This makes me have to try harder to find the right understanding."

The researcher also conducted an interview with one of the parents of the students, namely:

"My understanding of religion is lacking, so I put my child in a pesantren so that I can better understand religion and become a righteous child"

Students at the DDI Galla Raya Islamic Boarding School face challenges related to the heterogeneity of social, cultural, and educational backgrounds. These differences lead to variations in the initial understanding of the subject matter, which can hinder the achievement of the same learning objectives. In addition, mental health issues, such as difficulty adapting to new environments and feelings of loneliness, are also a concern. Students who come from public elementary schools feel pressured in mastering religious materials, while those from madrasah ibtidaiyah have a deeper understanding. This shows the need for a more sensitive approach to the individual needs and challenges of each student.

b. Environmental issues

The environment at the DDI Galla Raya Islamic Boarding School plays an important role in shaping the character of students. The coach acknowledged that creating an environment conducive to the personal and social growth of students is a challenge in itself. In the midst of technological developments and modern lifestyles, students are often exposed to information that encourages consumptive behavior and lack of concern for the environment. In addition, students have to adapt to new norms in dormitories that are different from their family life. Nevertheless, a supportive environment can help students in the process of

forming positive characters and habits.

c. Method problems

The diversity of backgrounds, understandings, and learning styles of students is the main obstacle in the teaching method of religious character. Each student has unique learning needs, so coaches need to implement an inclusive and responsive approach. Students revealed that sometimes the methods used by coaches do not take into account their individual learning styles, and they expect more space for personal discussion and reflection. This shows the need for coaches to continue to develop teaching methods that can meet diverse learning needs.

d. Evaluation problems

Overall, this study shows that the DDI Galla Raya Islamic Boarding School faces various obstacles in instilling religious character in students. Problems related to the heterogeneity of students' backgrounds, supportive environment, responsive teaching methods, and holistic evaluation are the main focuses that need to be addressed. With a more inclusive, responsive, and collaborative approach between coaches, students, and families, it is hoped that the process of forming students' religious character can be more effective and sustainable.

Coaches at Islamic boarding schools are committed to overcoming this challenge with a holistic approach and support from family and peers. Meanwhile, Bintang Gustien Friyanti's research at SMP Negeri 3 Kartasura shows that habituation based on yaumiyah practices, such as congregational prayers and dhikr, is an effective strategy in shaping students' religious character. This research emphasizes the implementation of in-depth daily, weekly, monthly, and annual routines to form religious and moral values in students. Both highlighted the importance of a comprehensive approach in the formation of religious character, both through systematic habituation programs and personal support in the pesantren environment. The theory used in the research on the role of dormitory coaches in the formation of the religious character of students at the DDI Galla Raya Islamic Boarding School and SMP Negeri 3 Kartasura shows strong relevance to the goals and focus of each research. At the DDI Galla Raya

Islamic Boarding School, the theory of religious character education is very relevant, because these theories emphasize the formation of attitudes and values based on religious teachings as a whole. This approach supports the goal of developing the religious character of students through divine values such as faith and piety in the context of comprehensive learning. Meanwhile, the research at SMP Negeri 3 Kartasura uses the theory of habit formation and the theory of character education based on school culture, which is relevant because it emphasizes the importance of daily religious routines in shaping students' character. These theories explain how habituation of *yaumiyah* practices can shape students' character and behavior consistently. Both show that the theories used support a practical approach in the context of religious education, ensuring that the strategies implemented are in line with the goal of forming a strong and cohesive religious character.

4. CONCLUSION

Based on the results of research conducted at the DDI Galla Raya Islamic Boarding School, it can be concluded that the role of coaches in shaping the religious character of students is very significant. Coaches not only function as teachers, but also as role models, motivators, and protectors who support the development of students holistically. This research reveals various aspects related to student life in the dormitory, intelligence development, character building, and emotional and social guidance. So, with this research, it is hoped that the dormitory coach will further maximize the development of students' character by always directing and motivating students in learning and outside of learning, so that the goal of fostering religious character in students is well achieved. As well as to the students, it is hoped that they will increase their motivation to learn and be steadfast in carrying out all the rules and activities that have been set at the DDI Galla Raya Islamic boarding school. And for the next research, it is hoped that this research can be useful for future researchers in uncovering various elements and variables that are the same, namely related to the role of the coach of the DDI Galla Raya Islamic Boarding School and the religious character education of students.

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