The pattern of guidance for the Putri Ummul Mukminin Islamic Boarding School in Makassar City

Nur Tasya Kuwaity[1], Firdaus W Suhaeb[3]

Sociology Study Program, Faculty of Social Sciences and Law, Universitas Negeri Makassar Makassar, South Sulawesi, Indonesia

* Correspondent Author: nurtasyakuwaity314@gmail.com [1]

ABSTRACT

This study aims to find out (1) the form of coaching carried out by the Ummul Mukminin Islamic Boarding School for female students. (2) The inhibiting factors faced by the Ummul Mukminin Islamic Boarding School in providing guidance to female students. (3) Supporting factors faced by the Ummul Mukminin Islamic Boarding School in conducting guidance to female students. This type of research is qualitative research with the determination of research subjects through purpsive sampling technique. Data collection techniques namely observation, interviews, and documentation are used to obtain concrete data relating to the problems that are the subject of this study. The data obtained in this study were analyzed by descriptive qualitative. The results of this study indicate that: (1) the form of coaching carried out by the Ummul Mukminin Islamic Boarding School for female students is the development of monotheism, morals and character. The pattern of fostering monotheism such as studying in class and at the mosque and always teaching students to always pray in congregation and always carry out other sunnah worship, meanwhile moral development consists of always getting used to good behavior such as honesty, always showing courtesy, and mutual respect each other and always maintain cleanliness, while character building is discipline, independence, and caring or togetherness. (2) the inhibiting factors faced by the Ummul Mukminin Islamic Boarding School in providing guidance to female students are the students' self-awareness factors and psychological factors. (3) the supporting factors faced by the Ummul Mukminin Islamic Boarding School in providing guidance to female students are coaching factors and motivational factors.

Keywords: Development Patterns, Islamic Boarding Schools; Islamic Schools

1. INTRODUCTION

The pattern of coaching develops a strong relationship between children and parents in order to shape the learning process (Aragón-Correa et al., 2007; Suprianto et al., 2020). This pattern of coaching is a method or strategy used by educational institutions or caregivers to educate and guide children so that they become individuals who contribute positively. It can be concluded that the pattern of coaching is an effort or action taken to improve existing things, with the aim of achieving better improvements through maintenance and guidance on aspects that already exist. In addition, the pattern of coaching also aims to provide new knowledge and skills to children. Because there are variations in the pattern of coaching applied to

students, conflicts or disputes often occur between boarding school and between groups.

guidance on aspects that already exist. In addition, the pattern of coaching also aims to provide new knowledge and skills to children. Because there are variations in the pattern of coaching applied to students, conflicts or disputes often occur between boarding school and between groups. Both formal and non-formal education are of course very much needed in everyday life, but formal education such as elementary, junior high, high school dominates a person's life, even as the era progresses the existing schools can choose the focus of their own development such as religious schools to semi-military schools. For religious schools, one of the forms is Islamic boarding

schools, where the religious approach in Islamic boarding schools is of course very extra (Musifudin et al., 2019). Islamic boarding schools are dormitories where students learn about the Islamic religion, both reciting the Koran and values in Islamic religious life.

Students and female students generally stay at the boarding school until their education is completed, the time range varies, according to the curriculum and syllabus of the Islamic boarding school they occupy, and usually the duration range is 3 to 5 years. The most striking difference between Islamic boarding schools and other schools is their calling for people who study. If we know that schools have students, Islamic boarding schools have Students. In detail, the call for male students and female call for female students (Abdul Rani et al., 2019; Al-Shafi, 2009; David, 2009; Farazmand, 2017; Wibowo et al., 2020).

Talking about the life of santri and female students, usually they have been active since dawn, and it is clear that they are carrying out religious activities. But before that, of course, at the beginning of entering the Islamic boarding school, students experience social adaptations to get to know their environment better. And the result is that there are students who are able to adapt, there are also those who are not able to adapt in the social environment of Islamic boarding schools.

The Ummul Mukminin Islamic Boarding School is a special Islamic boarding school for women or girls which was founded in 1981. One of the educational charity programs of the Aisyiyah Regional Leaders of South Sulawesi is the Ummul Mukminin Islamic Boarding School. It is located in Biringkanaya District, Makassar City, and aims to realize the hopes of Persyarikatan Muhammadiyah and Aisyiyah through the formation of 4 Progressive Islamic Movements.

Based on the results of the researchers' initial observations of the Ummul Mukminin Islamic Boarding School, it appears that the enforcement of rules at the Islamic boarding school is carried out not only by the boarding school or ustadz, but also involving senior female students through the IPM organization (Muhammadiyah Student Association). IPM has the duty and function of fostering female students, which is different from other Islamic boarding schools which are more dependent on the supervision of dormitory supervisors by ustadz. This observation shows that there is an influence of seniority in coaching at the Ummul Mukminin Putri Islamic Boarding School. As long as researchers

conduct studies there, researchers feel strong seniority pressure. As a result, sometimes there are conflicts between junior and senior female students, such as incidents of junior female students nudging or swearing at senior female students. In addition, there are several examples of cases in the pattern of fostering Islamic boarding schools, such as Muhammadiyah's request to the Ministry of Religion to improve supervision and development of Islamic boarding schools in response to the death of Albar Mahdi, a student at Pondok Modern Darussalam Gontor 1, who was suspected of being a victim of persecution. There was also the case of the death of a student at Daar El-Qolam Islamic Boarding School, Jayanti, due to a fight between friends. This prompted increased oversight from the Ministry of Religion. The Minister of Religion also said that parenting patterns in Islamic boarding schools still need to be improved. Islamic boarding schools and educational institutions require nurturing, which includes not only the formal education process but also constant attention because parents are not always around. Researchers conducted research on coaching patterns at the Ummul Mukminin Putri Islamic Boarding School because of this case phenomenon.

Researchers want to examine the pattern of coaching in Islamic boarding schools, with a focus on the IPM organization (Muhammadiyah Student Association) as a Muhammadiyah organization that is engaged in preaching amar ma'ruf nahi mungkar among students, adheres to Islamic beliefs, and is based on the Al-Qur'an and Al-Sunnah. HDI is currently present in 34 provinces in Indonesia. This study aims to align the perception that Muhammadiyah student organizations are IPM, both in pesantren and outside pesantren. In addition, this study will identify the coaching system carried out by the Ummul Mukminin Islamic Boarding School to achieve coaching effectiveness. Furthermore, researchers want to see what challenges are faced by Ummul Mukminin Islamic Boarding School in coaching amid the onslaught of modernization. This study will use the perspective of social interaction theoretically to analyze the social relations that are formed.

2. METHOD

Descriptive qualitative research method used in this study. This method aims to provide an explanation of how the observed phenomenon operates (Elhefnawy,

2018). (Bungin, 2011, p. 76). This research will describe the form of coaching carried out by the Ummul Mukminin Islamic Boarding School for female students, furthermore, this research will also analyze the driving and barrier aspects encountered by the Ummul Mukminin Islamic Boarding School in implementing coaching. This study aims to increase understanding of the forms of coaching carried out by the Ummul Mukminin Islamic Boarding School for female students, as well as to find elements that support or hinder the implementation of coaching. Research informants were selected using purposive sampling with the criteria of teachers at the Ummul Mukminin Islamic Boarding School who have lived for many years. Observations, interviews, and documentation will be used for data collection. Observations will be made to directly observe coaching activities that occur in Islamic boarding schools. Interviews will be conducted to obtain information from the teachers involved in coaching. Documentation will be used to collect relevant data such as policy documents, development programs and related records. In analyzing data, researchers will use steps such as data reduction to organize the data that has been collected, present data to describe findings systematically, and draw conclusions to make generalizations and interpretations of research results.

3. RESULT AND DISCUSSION

3.1 Result

The results of the analysis with the theories and concepts in the literature review. Four meaningful functions are mandatory for the entire system, namely a). Adaptation, b). Goal Attainment, c). integration, d). Latency or pattern maintenance. The AGIL Scheme is a combination of these four functional requirements. When connected with this research, the concept of AGIL, you can see clearly how the forms of coaching in a Islamic boarding schools, especially Ummul Mukminin Islamic Boarding Schools, both in terms of system adaptation, the goals of the system applied or in this study, the form of coaching as a system correlation, furthermore, achieving goals, namely how the form of coaching (system) can realize the goals of Islamic boarding schools which are of course in accordance with the objectives of Islamic boarding schools themselves, in this case Ummul Mukminin Islamic boarding schools. And then of course integration or relations between Islamic boarding schools and of course female students are needed as stakeholders of the Umm Mukminin Islamic Boarding School. After integration, then proceed to pattern maintenance, so that the guidance (system) built in the pesantren can continue or can carry out its functions within a structure.

Ummul Mukminin Islamic Boarding School has a main focus on shaping the character of students who have good morals, as well as improving personal morals, discipline in worship, study, and daily life as a santri. Based on the results of the research, the pattern of coaching that has been carried out at the Ummul Mukminin Islamic Boarding School includes three main aspects, namely the pattern of monotheism, morals, and character development. In the pattern of fostering monotheism, the Putri Ummul Mukminin Islamic Boarding School in Makassar City conducts studies in class and at the mosque, and always teaches students the importance of performing congregational prayers and other sunnah worship. The students properly apply these teachings in their lives in Islamic boarding schools.

In addition, the Ummul Mukminin Putri Islamic Boarding School in Makassar City implements character building by prioritizing good behavior such as honesty, courtesy, mutual respect, and maintaining cleanliness. This moral development is done through habituation. In this case, the researcher observed that all the habituation activities carried out by the teachers in fostering students had become behaviors that were inherent in the students. In other words, through this habituation, the desired behavior or morals are successfully embedded in the students (Nugraha, 2013; Relevance, 2018; Walumbwa et al., 2008; Waruwu et al., 2020; Williams, 2020).

Meanwhile, the character building that is implemented at the Ummul Mukminin Putri Islamic Boarding School in Makassar City is discipline, independence, and caring or togetherness.

4. CONCLUSION

From the results of the data analysis and discussion that was presented at the beginning regarding the Pattern of Guidance at the Ummul Mukminin Islamic Boarding School in Makassar City, it can be concluded that the form of coaching carried out by the Ummul Mukminin Islamic Boarding School for female students is monotheism, morals and character development. The pattern of fostering monotheism such as studying in class and at the mosque and always teaching students to always pray in congregation and always carry out other sunnah worship, meanwhile moral

development consists of always getting used to good behavior such as honesty, always being polite, respecting each other and always maintaining cleanliness, while character building is discipline, independence, and caring or togetherness.

REFERENCES

Abdul Rani, N. S., Krishnan, K. S., Suradi, Z., & Juhdi, N. (2019). Identification of critical components of resilience during and after economic crises: The case of women food operators in Kuala Lumpur. *Asian Academy of Management Journal*, *24*, 111–126. https://doi.org/10.21315/aamj2019.24.s2.8

Al-Shafi, S. H. (2009). *Factors affecting E-government Implementation and Adoption in the state of Qatar* [Brunel University]. https://bura.brunel.ac.uk/bitstream/2438/6266/1/FulltextThesis.pdf

Aragón-Correa, J. A., García-Morales, V. J., & Cordón-Pozo, E. (2007). Leadership and organizational learning's role on innovation and performance: Lessons from Spain. *Industrial Marketing Management*, *36*(3), 349–359. https://doi.org/10.1016/j.indmarman.2005.09.006

David, F. R. (2009). *Strategic Management :Consepts and Cases*. Prentice Hall. https://ejournal.poltektegal.ac.id/index.php/siklus/article/view/298%0Ahttp://repositorio.unan.edu.ni/2986/1/5624.pdf%0Ahttp://dx.doi.org/10.1016/j.jana.2015.10.005%0Ahttp://www.biomedcentral.com/1471-2458/12/58%0Ahttp://ovidsp.ovid.com/ovidweb.cgi?T=JS&P

Elhefnawy, M. (2018). A Proposed Methodology for Integrated Architectural Design of Smart Hospitals. In *EAI Endorsed Transactions on Smart Cities* (p. 164826). European Alliance for Innovation n.o. https://doi.org/10.4108/eai.5-2-2020.164826

Farazmand, A. (2017). Crisis and emergency management: Theory and practice. In *Crisis and Emergency Management: Theory and Practice, Second Edition*. https://doi.org/10.4324/9781315095264

Musifudin, M., Rugaiyah, R., Akbar, M., & Suhardi, M. (2019). Knowledge of Management and Work Environment Principal of Madrasah Ibtidaiyah In Creating Service Quality In Islamic Boarding School. *International Journal for Educational and Vocational Studies*, *1*(2), 100–103.

Nugraha, S. A. & H. D. (2013). Perkembangan Media Informasi Dan Teknologi. *Perkembangan Media Informasi Dan Teknologi Terhadap Anak Dalam Era Globalisasi. [Online]*.

Relevance, I. M. (2018). Increasing Management Relevance and Competitiveness. In *Increasing Management Relevance and Competitiveness*. https://doi.org/10.1201/9781351241892

Suprianto, S., Arhas, S. H., & Mahmuddin, M. (2020). The Effectiveness of Online Learning Amid the COVID-19 Pandemic. *Jurnal Ad'ministrare*, *7*(2), 321–330.

Walumbwa, F. O., Avolio, B. J., Gardner, W. L., Wernsing, T. S., & Peterson, S. J. (2008). Authentic leadership: Development and validation of a theory-based measure. *Journal of Management*, *34*(1), 89–126. https://doi.org/10.1177/0149206307308913

Waruwu, H., Asbari, M., Purwanto, A., Nugroho, Y. A., Fikri, M. A. A., Fauji, A., Shobihi, A. W. I., Hulu, P., Sudiyono, R. N., Agistiawati, E., & Dewi, W. R. (2020). The Role of Transformational Leadership, Organizational Learning and Structure on Innovation Capacity: Evidence from Indonesian Private Schools. *EduPsyCouns: Journal of Education, Psychology and Counseling*, *2*(1), 378–397. https://ummaspul.e-journal.id/Edupsycouns/article/view/499

Wibowo, T. S., Badi'ati, A. Q., Annisa, A. A., Wahab, M. K. A., Jamaludin, M. R., Rozikan, M., Mufid, A., Fahmi, K., Purwanto, A., & Muhaini, A. (2020). Effect of Hard Skills, Soft Skills, Organizational Learning and Innovation Capability on Islamic University Lecturers' Performance. *Systematic Reviews in Pharmacy*, *11*(7), 556–569. https://doi.org/10.31838/srp.2020.7.80

Williams, R. O. (2020). *Corporate Social Responsibility and Financial Performance of U.S. Manufacturing and Service Small- and Medium-Sized Enterprises*.