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Islamic Boarding School And The Hardiness Of Santri: Collaboration Of Islamic Religious Teachers And Guidance And Counseling At Pesantren

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Abstract

Islamic Boarding School And The Hardiness Of Santri: Collaboration Of Islamic Religious Teachers And Guidance And Counseling At Pesantren. This study aims to analyze and describe the form of implementation of the collaboration between PAI teachers and BK teachers in developing the hardiness of students at Darul Arqam Sawangan Islamic Boarding School. Hardiness is a personality that must be owned by students in carrying out life in Islamic boarding schools when facing the problems they face. The importance of doing this research because there are still minimal guidance and counseling services that are carried out and can be done in collaboration with PAI teachers in islamic boarding school. This research method used a qualitative method with a descriptive approach. The data collection techniques through three methods, including: interviews, documentation, observation, and field notes (documentation). The data analysis technique used the stages of data reduction, data presentation,

and conclusions. The results of this study indicated that the form of implementation of the collaboration between PAI teachers and BK teachers in developing the hardiness of students by sharing their respective tasks, such as PAI teachers who provided material to become hardiness students during teaching and learning activities and provide information related to the progress of students. Whereas, BK teachers run the BK program through personal field services for students with classical guidance techniques and group counseling. This study has limitations due to the background of students is various, this does not rule out the possibility that the level of toughness of students is different and in providing material about hardiness and it cannot be expected that all students will experience an increase.

Keywords: *PAI Teachers; BK Teachers; Hardiness; Islamic Boarding Schools; Santri*

A. Introduction

Islamic boarding schools are places where students stay to study. In the process of studying, sometimes students do not escape experiencing a problem. The problems that often arise within the scope of the Islamic boarding school are the problems found in the students. Problems that often arise are feeling uncomfortable and adjusting activities in Islamic boarding schools and schools. Various developments experienced by students regarding physical, social, emotional, moral, intellectual health, personal, social, and self- adjustment problems and so on, one of which arises because of the problems faced by students as students. Therefore, in the growth and development of students, mentoring is very necessary. In Islamic boarding schools, helping students who have problems really needs the role of all parties. One of them is as a mentor in personal development and helping students face the problems they experience from the role of the teacher, which is a task or attitude that must be owned by the teacher (Izza Faara, 2018: 1).

To deal with this issue, it requires Islamic Religious Education teachers and Counseling Guidance teachers at Islamic boarding schools to work together. A student who lives in the boarding school, requires adequate adjustment to the new

environment. In order to achieve this, the need for the embodiment of a normal person and contains dimensions of development in the affective and emotional domains. As for the realm of affective-emotional development, it is related to the stability of the state of life of the individual's emotional attitude that leads to an attitude of self-confidence, feelings of security, and enthusiasm so that the individual has resilience in facing various pressures and frustrations or challenges in life. The dynamics in a balanced state, namely skills, needs and challenges are related to the state of affection (Kartadinata, Sunaryo, 2011: 41).

Students can adjust themselves to the boarding school, they require the role of the teacher. One of them is the subject teacher, the teacher does not merely provide material that they can always teach to their students (Sutirna, 2013: 77). But it teaches more things, including attitudes, values of life, character, and so on.

Besides having a duty to provide knowledge that is in accordance with the educational background. Teachers can also act as supervisors whose ownership is as a facilitator to provide guidance and support services to students for individuals and groups (Sutirna, 2013: 35). This shows that the essential problem in the practice of guidance and counseling is the problem of adjustment (Kartadinata, Sunaryo, 2011: 23-24). Guidance and Counseling teachers emphasize more on psychological problems such as diagnosing the causes of student problems, how to control students' emotions, and providing treatment to student problems (Rofiqi, 2022: 38). The guidance and counseling service program in practice cannot be done alone. However, it requires a form of collaboration with subject teachers that are coordinating, competitive, evaluative, productivity, and transparent (Rofiqi, 2022: 38). As for examples of forms of collaboration between Islamic Religious Education teachers and Guidance and Counseling teachers, among others, it is more about providing advice and direction to students (santri) with each other (Diman W.S., 2020: 7).

Coordinate between the two in solving student problems and providing information to PAI teachers so that they can produce efforts and achieve goals

effectively (Wahyudi, 2020, p.10). Basically, Islamic Religious Education Teachers, although working in the field with Guidance and Counseling Teachers help each other in preventing problems and alleviating problems, sometimes the collaboration is not in writing but (Izza Faara, 2018: 1). Helping the development of students (Ratu, 2021: 312, Ilawana, 2019: 86).

As a teacher of Islamic Religious Education with Guidance and Counseling teachers work together in carrying out their roles, of course competencies must be prepared when they are still students so that when they become teachers, they can carry out their roles properly. Collaboration Services are counseling services carried out by guidance counselors in collaboration with subject teachers with the aim of obtaining contributions of thoughts, ideas and energy needed in implementing guidance and counseling programs. starting with the stages of planning, implementing, evaluating, reporting and following up the two schools have almost the same stages and adjust to the needs of students. However, there are obstacles that counseling teachers encounter in collaborating, namely the difficulty of adjusting time with other parties (Yuni Rustining Pangestu dan Bambang Dibyo Wiyono, 2020, p.649).

This is reinforced by the research results of Ummah, et al (2022: 55) suggesting that the preparation of prospective PAI teachers in carrying out the synergy of PAI teachers with BK teachers in providing BK services through Islamic Guidance and Counseling lectures can better prepare their performance as prospective PAI teachers, and has that together with BK teachers make programs related to the formation of characteristics and morality and help students' problems, which include areas of personal, social, learning and career related problems through PAI learning. Educational colleges during learning are required to provide content for the implementation of guidance and counseling about the importance of implementing guidance and counseling services for subject teachers through teacher self-development activities such as training, seminars, workshops or coaching teachers at the MGMP (Subject Teacher Conference) (Sutrina, 2019: 6).

Although in practice, there is a difference between giving between guidance and counseling teachers and subject teachers when the service is when the service takes place. If the provision of guidance and counseling services, BK teachers have a special place. However, subject teachers, on the other hand, offer services that demonstrate their role as mentors during the learning process (Sutirna, 2013: 36). Contribute ideas or solutions to overcome student misbehavior, assist programs such as counseling during free hours. (Sitamala, 2022: 1). PAI teachers focus more on religious issues such as student morals, neatness, and so on (Rofiqi, 2022: 38). In the whole educational process, teachers recognize and apply various psychological aspects, especially KBM such as guiding roles in KBM (Sutirna, 2013: 81). Collaborate in providing guidance to students with their parents (Ratu, H.N., 2021: 312).

Hardiness is one type of individual personality who has an awareness of the challenges experienced, an attitude of commitment and internal locus control (Yusuf and Nurihsan, 2016). Indicators of the development of a tough personality, when faced with a stressful situation, the students will try to solve it and overcome it on their own. So that nothing is missed, the individual must go through certain stages of personality development. One of the personality developments is hardiness. Islamic boarding schools have a life by interacting with many people. The process of interacting requires a strong personality in the life of the Islamic boarding school environment. A santri must have toughness during lessons at the Islamic boarding school. PAI teachers and BK teachers who are in Islamic boarding schools can help develop the resilience of students. The resilience of students in carrying out life in Islamic boarding schools which face many individual problems. In these circumstances, the role of PAI teachers in collaboration with BK teachers is what is needed to develop the resilience of students.

As the letter al-Ahzab verse 21 has the meaning "Indeed there has been in the Messenger of Allah a good role model." followed by the personality of the Prophet Muhammad SAW there are 4, namely: Sidiq, Amanah, tabligh and Fathonah to be accommodated theoretically. The global value of Islam in carrying

out the role of PAI and BK teachers. The results of this study as consideration can be used for the advancement of education through the education office, the ministry of religion and educational institutions, especially Islamic boarding schools to determine the curriculum system in their educational institutions.

The results of this study for the development of the personality of students who are very much needed after completing their education in Islamic boarding schools are closely related. Moreover, the government or educational institutions, and the curriculum system of research boarding schools can be used as references for policy making. This research in formulating policies for the curriculum system of educational institutions for students by Islamic boarding schools will be useful. In addition, in order to bring progress to students after completing education, other things can also be used as references to examine changes in the environment of Islamic boarding schools.

This problem is carried out to help the management of Islamic boarding schools to be able to pay attention to the problems faced by students while carrying out the educational process at Islamic boarding schools. The problems faced by students during the learning process at Islamic boarding schools require solutions because students as individuals are in a developmental phase, which requires support from the people around them. In this study, these parties are individuals who are in Islamic boarding schools, such as boarding school administrators and friends who simultaneously live in boarding schools. The purpose of the research is to provide an increase in understanding to the management of Islamic boarding schools so that they pay attention to the problems of the students and help them in solving the problems they face.

B. Method

This research used a descriptive qualitative approach. Descriptive research is a research method that aims to explain and interpret a subject based on the circumstances in the Islamic boarding school. This research was undertaken in 2022. The duration of this study was approximately 3 weeks. The research location

is the Darul Arqam Islamic Boarding School, Sawangan having the address at Jalan Haji Maksum No.65, Sawangan Baru Village, Sawangan District, Depok City, West Java 16511.

The targets or subjects of this research are the leaders of Islamic boarding schools, Islamic Religious Education teachers and Guidance and Counseling teachers at Darul Arqam Islamic Boarding School Sawangan. The procedure carried out in this research is primarily by collecting data or documents that are oral and written by interviewing Islamic Religious Education teachers with Guidance and Counseling teachers related to the collaboration that has been carried out by PAI study teachers and BK teachers in helping students become hardiness, assisted by researchers from students, then studied with several sources of books and articles related to collaboration and the role of the field of study for Islamic Religious Education teachers and Guidance and Counseling teachers, indicating that students have high toughness.

Written documents in the form of interview questionnaires related to collaboration that have been carried out by PAI teachers and BK teachers to help students become tough students as data in this study. The data collection technique was in the form of a documentation study. That is, the technique used to trace the data on the BK teacher services that have been carried out. And Interviews with PAI and BK teachers. The theory of Miles Huberman (data reduction, data display, and conclusion) was used as a data analysis technique.

C. Results and Discussion

Responding to the results of interviews with PAI teacher resource persons obtained by the author, the authors can explain that to obtain student data or information such as difficulties or learning outcomes, attendance problems, and about students' personal individual information, by collaborating with BK teachers and conveying them, namely starting from attendance, administration, notes in the student coach, and notes at the homeroom.

The programs that owned as PAI teachers are to help students solve problems so that they can become tough individuals, teachers approach students more, teacher creativity and innovation are more intensive. PAI teachers carry out programs to create a conducive classroom climate to become strong students, so as PAI teachers must know the vision and mission of Islamic boarding schools and teachers are responsible when in class and work together with all teachers and other staff.

This is what PAI teachers do in order to understand students who are unique and diverse. When students enter, the PAI teacher classifies what students are interested in. Through methods or techniques used by PAI teachers to identify problematic students through case books owned by teachers. As well as programs carried out by PAI teachers so that students have strong personalities even though they have learning difficulties, namely teachers provide motivation or help develop interests and potential in students. PAI teachers provide guidance and direction to students who have problems, so that they remain strong by giving warnings to students who have problems. However, if you still commit a violation, you will be given SP1, and so on. Based on interviews obtained from BK teacher resource persons obtained by the author, the author can explain that to obtain information about students from PAI teachers by making instruments that are made themselves, about parents' backgrounds, health, and other things that ask for accountability from the homeroom teacher regarding attendance. The program that BK teachers have is to provide assistance to students in problem solving to become tough individuals, by implementing related programs regarding problem solving, namely by individual counseling if it is a personal problem, and there is also group counseling if problems occur in groups through structured and measurable coaching. The implementation of the program carried out by BK teachers is to create a conducive classroom climate so that students become tough when providing counseling services, as BK teachers create a healthy climate, have a polite attitude, and are friendly. And the BK teacher provides a good example for students, because the teacher is a model for students. When BK teachers are in

class in order to understand the unique and diverse students during the implementation of school and classroom programs. The BK teacher made a program with the theme “who I am”. Methods or techniques used by BK teachers to identify problematic students through attendance and dig up information through an approach to students.

As well as programs that are carried out so that students have strong personalities even though they have learning difficulties, namely the provision of counseling services. However, they still provide rewards even though students with problems have potential, so that students have strong personalities and achievements even though they have many problems and get mental strengthening.

Islamic Boarding School is a place or forum for Islamic education that has a clear formulation as a benchmark for several educational programs that it has held. Pesantren has the main goal to achieve wisdom according to Professor Mastuhu. Then, it has a basis in Islam in order to increase knowledge about realizing the meaning of life according to social roles and responsibilities. Every santri is expected in dealing with this life to have a wise attitude and become a wise person. According to M. Dian Nafi (2007: 49), a wise can be achieved when the student becomes a pious person, and Nasir is alim in the language of the islamic boarding.

However, in the life of Islamic boarding schools as a result of environmental changes and adjustments that cannot be suppressed, it has added to the complexity of the problems faced by students and often occur. This situation will affect the individual as a student. Islamic boarding schools help provide various solutions to problems faced by students as a result of progress and change which are the responsibility of individual students. So the role of PAI teachers and BK teachers is needed as a form of significant assistance for students in situations and conditions. Here educational institutions have a great responsibility to help students as the goal of success in learning. This is where the counseling program for students has

an important value (Fathurrohman, 2014: 12-13). Despite the presence of Islamic boarding with kyai in it, where the Islamic boarding designs its implementation, it is vulnerable for a long time and may not be able to avoid psychosocial obstacles. If anyone manages to overcome the obstacles and psychosocial problems in the individual in achieving a tough personality. During the pesantren experience, things can be explored regarding the successes that have been achieved. Although there are obstacles that are not only psychosocial factors. So far, the experiences of Islamic boarding have been successful; as a success achieved through the implementation of the principle of simplicity in maturity (Nafi, 2007: 107).

A student who is in a problematic condition or disorder experienced in a certain psychological form, but still has a natural and continuous motivation to try to appreciate and encourage the individual to develop and regulate his own behavior and is positive and acceptable to the environment, where he is. It is believed that individuals who are experiencing problems, of course, have the ability and drive to overcome their own problems by feeling a free atmosphere without pressure (Fathurrohman, 2014, p. 29-30). This requires assistance in the form of guidance and counseling. Education that has counseling is a difficult part of guidance services and is a form of pedagogical effort. Guidance and counseling are a pedagogical effort and an integral component of the overall educational program in the school environment to provide facilities for achieving individual development in accordance with their potential and from what they are to what they should be; guidance and counseling is a normative effort (Kartadinata, 2011: 23-24; Sutirna, 2013: 58).

Efforts in providing guidance and counseling to help students' problems, one of which is social-personal-emotional guidance. The type of guidance that helps students in dealing with and solving social-personal-emotional problems is social-personal- emotional guidance, such as problems in relationships, resolving a conflict and adjusting to other circumstances or people (Fathurrohman, Pupuh, 2014). Helping students in managing stress (Yusuf, 2017: 71). This can also be undertaken by the teacher in the field of study. Because of an important thing,

guidance and counseling services in the learning process are carried out by teachers in the field of study, because the teacher has a role as an educator, teacher and mentor (Sutrina, 2019: 6). However, despite their clear role, some subject teachers do not realize that guidance and advice is part of their job. Therefore, one of the tasks that must be carried out by all education personnel in schools is guidance and advice (Sutirna, 2013: 58). A counselor and teacher have a joint function in the implementation of the guidance program. A counselor and teacher collaborate in assisting students or students in finding solutions to problems, and in achieving personal development goals. A counselor and teacher actually understands that learning is an event that occurs from a long continuum of learning processes and development is a process. The essential thing in helping the development of students is the task of the work team between the counselor and the teacher (Yusuf, 2017: 51). The important thing that Islamic Religious Education teachers have is awareness of BK services. This is not a PAI teacher taking over the work of a BK teacher, but rather taking a role in the learning process of the subjects they teach. Thus, guidance and advice can be done systematically. Subject teachers, namely PAI teachers can also work with BK teachers to provide guidance and counseling services (Sutirna, 2013: 63). This form of teacher cooperation is called collaboration.

Collaboration is a partnership between BK teachers, cooperation and consultation in providing solutions through mutually agreed designs to help students' problems, one of which is with subjects (Yusuf, 2017: 103). The Guidance and Counseling teacher's collaborative strategy with the PAI teacher is effective, when the PAI teacher provides knowledge, explanations, and guidance about good personality to students, while the Guidance and Counseling teacher monitors students' daily behavior when outside the classroom through reprimands, greetings, provide advice and role models. So that it can produce student behavior or morality in the form of discipline, honesty, politeness, speaking words well, and being able to control emotions from the collaboration between PAI and BK teachers (Mira, 2018: 20). Factors that can support the form of a teacher

collaboration are: a solid collaboration of teachers in guiding students and giving each other input and ideas (Pohan, 2020: 13-14). The teacher can adapt to the characteristics and behavioral atmosphere of the students (Sutirna, 2013: 58). In educational institutions, teachers who collaborate will be able to achieve educational goals more effectively. Because collaborating encourages teachers to increase knowledge and good performance and increases teacher creativity and innovation (Doyle, et al., 2021: 52).

The support of subject teachers or all parties in the school will make the guidance and counseling program run effectively. In order to obtain information about students such as attendance and personal learning achievement, help solve student problems, and identify aspects of guidance that can be carried out by subject teachers, namely Islamic Religious Education teachers, counselors can collaborate with teachers (Yusuf, 2017: 114-115). PAI teachers in the classroom can provide guidance and counseling during the teaching and learning process, namely guidance and counseling- based learning (Sutirna, 2013: 57). Carry out improvement programs and enrichment programs or remedial teaching for students who have difficulty in learning in the continued efforts of guidance and counseling services (Yusuf, 2017: 81). Two approaches related to students are complementary, collaborative and important in achieving educational goals namely teaching and counseling (Yusuf & Nurihsan, 2005: 57).

Dealing with the explanation above, it is concluded that the role of BK is very necessary and even important to be processed and applied in the whole formal education program in particular. Because the process of individual development is influenced by the results of education which is a form of responsible environment in providing care, BK is a help for someone in an effort to acquire to adjust to their level of development (Fathurrohman, 2014: 7). The subject teacher carries out an instructional role as a coordinator of interactions in the process of teaching and learning activities, not limited to mastering the material, but includes the overall development of students into mature individuals.

The service of subject teachers in the achievement of education and learning above is learning based on BK and does not reduce achievement in student learning (Sutirna, 2013: 59). The achievement of the right and harmonious combination is assisted by the efforts of guidance and counseling services (Fathurrohman, 2014: 21). And by collaborating between PAI teachers and BK teachers in order to help students who need guidance (Yusuf & Nurihsan, 2005: 34-36).

Dealing with the discussion that has been described above, there is an indication that the hardiness that should be possessed by students during and after completing education at Islamic boarding schools can help students' problems through cooperation between PAI teachers and BK teachers. This brings an idea for future research on how to formulate a form of cooperation between BK teachers and teachers in other fields of study.

D. Conclusion

In accordance with the researcher who has conducted the discussion and analysis, the researchers conclude that the collaborative program of Islamic Religious Education Teachers and Guidance and Counseling Teachers in developing the hardiness of students at the Darul Arqam Islamic Boarding School Sawangan Depok has been carried out well and has positive values and the activity has been carried out in boarding school properly. This is evidenced by the existence of a cooperative program that has several forms that are always carried out, such as: (a) students are given information, motivation and advice about being tough individuals, (b) students who violate school rules and Islamic boarding schools are given a score for violating the rules, and (c) Conduct discussions related to student problems together.

The collaboration between Islamic Religious Education Teachers and Counseling Guidance Teachers is able to develop the hardiness of the students of the Darul Arqam Islamic Boarding School Sawangan Depok. The forms of collaboration between Islamic Religious Education teachers and BK teachers

include overcoming problems by being interrelated, when students have problems, students are called to meet the PAI teacher first and then the Guidance and Counseling teacher takes over to follow up, how to talk to students by chatting and consider the student as a friend so that students can understand and understand if there are students who have problems, we call them so that we can help what problems are happening to these students.

As for what is expected for the Darul Arqam Sawangan Islamic boarding school, Depok in particular and other Islamic boarding schools in general. It is better to maintain the integrity of the cooperation that has been built so that it can always realize the goals of education together, especially for PAI teachers and BK teachers as well as for those who have not built collaborations. For researchers who want to do similar research in order to further develop existing theories.

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