

# MUADDIB: Studi Kependidikan dan Keislaman

Journal homepage: <https://journal.umpo.ac.id/index.php/muaddib>

## IMPLEMENTATION OF ISLAMIC VALUES WITH THE ISLAMIC PARENTING MODEL FOR FINAL STUDENTS AT THE WALI SONGO NGABAR ISLAMIC BOARDING SCHOOL, PONOROGO

Mukhlis Nur Pancahari\*, Moch Faiz Ansori, Nurul Iman, Wahyudi Setiawan  
Postgraduate Program of Muhammadiyah University of Ponorogo  
Email: mukhlisnurpancahari@gmail.com

### ABSTRACT

*The Boarding School, an Islamic educational institution, has long helped build the character and spirituality of the center. Trainees have a very important role to play in instilling Islamic values because the santri akhir are in the final stages of learning in the training before entering society. The process of parenting at the training plays an important role in providing the moral and spiritual foundation to the last centri. The objective of this study is to find out the Islamic values embedded in the santri akhir, to analyze the implementation of Islamic Values in the santri akhir, to evaluate Islamic model of parenting in the application of the Islamist values at the santri akhir in Wali Songo Ngabar Boarding School. The type of research carried out by researchers is field research using qualitative research methods. The method in data collection uses observations, interviews and documentation. The Islamic values implanted in the santri akhir of the Wali Songo Ngabar Boarding School take inspiration from the Panca Jiwa visited by the residence, Implementation of the Islamist values in the santri akhir in the Wali Songo Ngabar Boarding School, the musyrif ensures that in every activity, the chancellor practices values, Wali Songo Ngabar Boarding School adopts a holistic and integrated Islamic model of foster care*

### ARTICLEINFO

#### **Article History:**

Submitted/Received 08-04-2023

First Revised 10-05-2023

Accepted 10-06-2023

First Available online 09-10-2023

Publication Date 10-10-2023

#### **Keywords:**

Models, Islamic Parenting,

Muslim Values,

Santri Akhir,

Panca Jiwa

## 1. INTRODUCTION

Education plays a role important in national progress . According to Azra , education involving transformation values and formation personality , not only teachings that are considered as a process of knowledge transfer . Improvement system education need improvement management besides improvement of teachers and facilities education . It is very possible that Islamic education is faced with challenges For maintain tradition salaf and at the same time modernize education in accordance with changing times. Institutions Islamic education is requested For develop educational approaches and models that are considered in accordance with education contemporary . The kiai in Indonesia have try hard For overcome backwardness education in Islamic boarding schools (Mansir, 2020) .

Education has high dignity and importance in Islam so that No can separated from that religion alone , because education considered as obligations and demands for everyone in religion . In Islam, seek and teach knowledge is a very noble obligation . One of them method For get knowledge is through institution education like cottage Islamic boarding school . Islamic boarding school , which is known as fortress defense Muslims and the center the spread of Islam, is one of the institution the oldest Islamic education spread spread throughout the country. Most of Muslims , who are majority Indonesian population , has cultivate cottage Islamic boarding school as one of the form education since Indonesian independence ( Kokom & Suryana , 2017) .

In the 20th century , governments and society push Islamic boarding school traditional For adopt technology new and enter a number of eye common lessons . Many of they respond pressure this , and finally develop become modern Islamic boarding schools , madrasas, or schools that participate system government ( Giyoto et al., 2019) .

Education programs cottage Islamic boarding school contemporary designed in a way independent and encompassing formal, non-formal, and informal education provided every day at the dormitory. This shows that cottage Islamic boarding school developed as institutions or institutional For increase the effect . Cottage Islamic boarding school No only place For learn ; that is a life process that develops source power and form character . In general , cottage Modern Islamic boarding schools are characterized by an emphasis on Arabic and English , as well as priority education in the system formal schools (Tolib, 2015) .

governance models For cottage Islamic boarding schools : modern and traditional models . In the modern Islamic boarding school model , the madrasah education model is included. to in Islamic boarding schools . However , the model of Islamic boarding schools traditional No enter madrasah concept in Islamic boarding schools . There is no management model that refers to the governance system contemporary in the Islamic boarding school model this , and they tend Study with what is there . They believe that institutions Islamic education will develop in accordance with blessing and guidance of Allah SWT if they walk in road kindness (Yakin, 2014) .

Cottage Wali Songo Islamic boarding school News is one of the cottage modern Islamic boarding school in Ponorogo which implements method madrasah education . Islamic boarding school Islamic boarding school A institutions Islamic education , has long been helpful build character and spirituality Islamic boarding school own a very important role in implant Islamic values because students end be at the stage end learning in Islamic boarding schools before enter community . The process of fostering in Islamic boarding schools play role important in give moral and spiritual basis to students end .

Cottage Islamic boarding school own characteristics that combine Islamic traditions with today 's needs . Therefore that is very important For learn How is the

Islamic parenting model implemented in Islamic boarding schools ? This influence method students end apply Islamic values . This study aim For see To what extent is the Islamic parenting model implemented in Islamic boarding schools? This influence behavior and understanding students end about Islamic values , observing trend development increasingly modern society dynamic . Research This expected capable give contribution real For development education Islam in Islamic boarding schools Because understanding deep about effect In addition , the research This expected give input valuable for caregivers and parties involved in Islamic boarding school about method increase performance of the applied parenting model .

For get greater understanding Good about parenting students the end and values of Islam in the Islamic Boarding School Islamic boarding schools , research This can expanded with focus on elements certain like method communication , activities religious , or interaction social in Islamic boarding schools . Important for Cottage Islamic boarding school For manage parenting students end in the middle development technology and dynamics public contemporary . Because the students end will play a role important in spread Islamic

values in society are important For understand in a way comprehensive What is the Islamic parenting model in Islamic boarding schools ? This help students end apply Islamic values . In addition , aspects important things that need to be done noticed is understanding students about Islamic attitudes , behavior , and values . As institutions Islamic education , Islamic boarding school Islamic boarding school must always follow developments of the times while maintain strong Islamic values . As a result , research This will give description about To what extent is the Islamic parenting model implemented in Islamic boarding schools? This can help students end apply Islamic values .

## 2. METHODS

Study This is qualitative with use paradigm study interpretive and purposeful For define data field . Research this is also called as study field , which means procedure research that produces descriptive data . In research This is primary data obtained from *polytheists* and caregivers Cottage Wali Songo Islamic Boarding School News Ponorogo . Meanwhile secondary data sources can obtained from literature , articles , journals , and websites (Sugiyono, 2017)

## 3. RESULTS AND DISCUSSION

### 3.1. Results

This study shows that the Islamic values instilled in the final year students at the Wali Songo Islamic Boarding School Ngabar Ponorogo is based on the Panca Jiwa concept of Islamic boarding schools: sincerity, simplicity, independence, Islamic brotherhood, and freedom. These five values serve as the foundation for shaping the character and personality of students who are faithful, devout, and ready to face life's challenges.

1. Sincerity is instilled through the habit of performing good deeds and seeking knowledge with pure intentions for the sake of Allah SWT, not for worldly praise or gain. This value serves as a spiritual foundation that strengthens the students' motivation to worship and study.
2. Simplicity is reflected in the students' lifestyle, from their boarding school facilities to their clothing to their diet. This aligns with Islamic teachings on asceticism and contentment , teaching them to live a moderate life and avoid consumerism.

3. Independence (Berdikari) is fostered through students' habituation of daily activities, such as washing, cleaning, and cooking, independently. This process fosters responsibility, discipline, and self-confidence.
4. Islamic brotherhood is embodied in a harmonious communal life, mutual respect, mutual assistance, and solidarity. These values shape the social spirit of students, enabling them to live side by side in a diverse society.
5. Freedom is defined as the freedom to pursue knowledge, think critically, and develop one's potential within the confines of Islamic values. Students are given the space to responsibly explore their intellectual abilities.

The instillation of these values is carried out through a holistic and integrative educational approach, which includes:

1. Spiritual formation, such as obligatory and sunnah worship , dhikr , and study of the yellow book.
2. Intellectual development, which includes integration between religious sciences (tafsir, hadith , fiqh , aqidah ) and general knowledge (language, science, technology).
3. Moral development, through the habituation of discipline, the exemplary behavior of ustadz and kyai , as well as strict supervision in daily life in the dormitory.

The Islamic boarding school curriculum is designed to integrate religious values, ensuring that the entire learning process conveys moral and spiritual messages. The 5S culture (smile, greet, say hello, be polite, and be courteous), mutual cooperation activities, and congregational worship serve as practical means of implementing these values.

The kyai and ustadz serve as primary role models, reinforcing the internalization of values through role models, not just teaching. The values education process at

this Islamic boarding school involves all three domains of character education: cognitive (moral knowing ), affective (moral feeling ), and psychomotor (moral action ), all of which operate simultaneously and continuously.

Thus, the Wali Songo Islamic Boarding School Ngabar Ponorogo is not only a center for the transmission of religious knowledge, but also an institution for the formation of a strong Islamic character, which produces students with high integrity, who are independent and ready to contribute positively to society.

### 3.2 Discussion

values instilled in the final year students of Wali Songo Islamic Boarding School Ngabar Ponorogo uses the Panca Jiwa concept, upheld by Islamic boarding schools, as referenced from the Qur'an and Sunnah . This aligns with the Panca Jiwa of Islamic boarding schools promoted by modern Islamic boarding schools. Panca Jiwa are values that focus on developing students' potential by developing their soft skills . The goal is to shape individuals who are faithful, pious, and prepared for the future. The values taught are sincerity, simplicity, self-reliance, Islamic brotherhood , and freedom. (Romdoni & Malihah, 2020)

The value of sincerity is one of the core values in Islamic teachings. Sincerity means doing everything with sincere and pure intentions solely for the sake of Allah SWT, not for praise or worldly gain. Sincerity in worship, seeking knowledge, and performing good deeds is the key to gaining Allah SWT's approval . Sincerity is the primary foundation instilled in students at the Wali Songo Islamic Boarding School. Ngabar Ponorogo. This principle teaches that all forms of activity and good deeds must be based on pure and sincere intentions solely for the sake of Allah SWT, not for praise or worldly gain.

The value of simplicity reflects the attitudes of zuhud (non-materialism) and qanaah (contentment with what one has)

taught in Islam. Living simply and not being extravagant is a teaching exemplified by the Prophet Muhammad (peace be upon him) and his companions. Simplicity is also part of the noble morals that every Muslim should possess. Simplicity is a highly valued value at the Wali Songo Islamic Boarding School. Ngabar Ponorogo. This value is reflected in various aspects of the lives of students, who are taught to live simply, not to be excessive, and to avoid excessive worldly luxuries.

The value of independence or self-reliance aligns with the spirit of self-reliance taught in Islam. Muslims are commanded to strive and work hard without excessive dependence on others. Independence also reflects the sense of responsibility and self-discipline that characterize a believer. The spirit of self-reliance or self-reliance is an important value instilled at the Wali Songo Islamic Boarding School. Ngabar Ponorogo. Students are taught to be able to stand on their own two feet without relying on others, so they are prepared to face life's challenges independently. Students are trained to manage their daily needs. By instilling a spirit of independence, the Wali Songo Islamic Boarding School Ngabar Ponorogo equips students with the skills necessary to live independently and contribute positively to society. This independence is not only beneficial in daily life but also in developing a resilient, confident, and responsible character.

The value of Islamic brotherhood , or brotherhood among Muslims, is one of the most important values in Islamic teachings. The Quran and Sunnah emphasize the importance of maintaining unity and harmony among Muslims, loving one another, and helping one another in good deeds. Islamic brotherhood is the foundation for creating a harmonious and prosperous society. Islamic brotherhood not only shapes the character of students but also prepares them to become members of society capable of contributing to a peaceful and harmonious environment. By fostering a sense of brotherhood, mutual respect, mutual

assistance, and appreciation for differences, the Wali Songo Islamic Boarding School (PPN Wali Songo) Ngabar Ponorogo is shaping a generation that is ready to be a role model in maintaining harmony and solidarity within society.

The value of freedom in the context of Islamic boarding schools refers to the freedom to pursue knowledge and develop one's potential in accordance with Islamic teachings. Islam encourages its followers to pursue knowledge without limitations and to use their minds optimally. However, this freedom remains grounded in applicable rules and ethics and must not conflict with Islamic values. Students are encouraged to think critically and analytically. They are taught not to simply receive information passively but also to question, analyze, and gain a deeper understanding of the knowledge they learn. This freedom of thought helps students develop a deeper and more comprehensive understanding.

Philosophically, Islamic boarding schools aim not only to transfer religious knowledge but also to shape the personality and character of students in accordance with Islamic teachings through habituation and exemplary behavior. Islamic boarding schools are characterized by a holistic learning system that combines intellectual, spiritual, and moral aspects within a single educational environment (Faizah, 2018) .

The Islamic boarding school curriculum integrates universal values such as religiosity, noble character, tolerance, discipline, and a love of knowledge into all subjects. The Islamic boarding school curriculum is designed in an integrative manner, without separating religious and general education, so that religious values become the soul of every subject (Asmani, 2021) .

Dormitory life is governed by strict rules and regulations to instill discipline and responsibility in students. The 5S (smile, greet, say hello, be polite, and courteous) culture is implemented within the dormitory environment to instill polite behavior and respect for others (Khasanah, 2023) .

Dormitory culture creates a religious and conducive environment, including community service, cleaning duties, and maintaining an orderly environment, fostering religious values, mutual cooperation, independence, and solidarity. Habits such as congregational prayer , voluntary fasting , and Quranic study serve as a means of instilling spiritual values and worship (Hafidhuddin, 2022) .

The Kyai (Islamic cleric) is a central figure with great influence and charisma, so his actions and words serve as role models for his students. Ustadz ( Islamic teachers ) who are loyal and devoted to the Kyai also play a crucial role in practicing and modeling values for their students. Modeling by the Kyai and Ustadz is highly effective in strengthening the internalization of values, as students tend to imitate the role models they emulate (Nurzeha, 2021) .

The process of implementing values education is a process that takes place continuously ( *sustained*). *process* ) in developing the students' ability to recognize, differentiate, appreciate, and actualize universal values such as honesty, justice, responsibility, caring, and other noble values. This process involves the integration of three main domains, namely cognitive (*moral knowing* ), affective (*moral feeling* ) , and psychomotor (*moral action* ) simultaneously and continuously. (Suparno et al. , 2022)

The caretaker ensures that in every activity, the students practice the values espoused by the Panca Jiwa of the Islamic boarding school, such as sincerity, simplicity, independence, Islamic brotherhood, and freedom, which encompass these three main domains. (Suparno et al. al. , 2022)

This sincerity is evident in several aspects of the students' lives, including : in pursuing knowledge, students are taught to study with sincere intentions. They strive to seek knowledge without expecting reward or recognition, but rather to gain God's approval and improve their religious understanding.

Simplicity is a value that is highly respected at the Wali Songo Islamic Boarding School Ngabar Ponorogo. This value is reflected in various aspects of the students' lives, who are taught to live simply, not to be excessive, and to avoid excessive worldly luxuries. Some examples of this spirit of simplicity include the modest facilities at the boarding school, modest clothing, and a simple diet.

Self-reliance or independence teaches students to stand on their own two feet without relying on others, preparing them to face life's challenges independently. Students are trained to take care of their daily needs, including washing clothes, cleaning their living environment, and cooking their own meals. By engaging in these activities, students learn to take responsibility for themselves and not rely on others for help.

Ukhuwah Islamiyah, or brotherhood among Muslims, is a fundamental value instilled in the Wali Songo Islamic Boarding School. Ngabar Ponorogo. This value aims to foster a sense of unity and kinship among the students. The application of Islamic brotherhood in the Wali Songo Islamic boarding school encompasses several aspects: mutual respect, mutual assistance, appreciation of differences, and maintaining harmony and solidarity.

Freedom at the Wali Songo Islamic Boarding School Ngabar Ponorogo is defined as the freedom to pursue knowledge and develop the students' potential. This freedom plays a crucial role in developing students who think critically, creatively, and innovatively.

Songo Islamic Boarding School applies the model holistic and integrated Islamic parenting . This model covers three aspect main , namely Spiritual, intellectual , and moral development . This model ensures that students are not only academically intelligent but also possess spiritual depth and strong character, ready to contribute positively to society. The goal is to produce a generation that excels not only academically but also possesses strong character and spirituality. (Triyono & Mediawati, 2023)

In spiritual development, students routinely perform obligatory and recommended acts of worship, such as prayer, fasting, and dhikr, or remembrance of Allah SWT, both individually and in groups. This dhikr aims to draw closer to Allah, calm the heart, and remind students of a higher purpose in life. This worship is performed in congregation to strengthen togetherness and reverence in worship. In addition, students also study books on Quranic interpretations, hadith, fiqh, and other religious sciences, which provide a deep and applicable understanding of Islamic teachings.

Intellectual development at the Wali Songo Islamic Boarding School Ngabar Ponorogo is implemented through a comprehensive and integrated approach, encompassing the teaching of Islamic sciences and general knowledge. Students receive in-depth instruction in various Islamic disciplines, such as Tafsir (interpretation of the Quran), Hadith (sayings and deeds of the Prophet Muhammad), Fiqh (Islamic law), and Aqidah (Islamic theology). These disciplines provide a strong foundation for understanding and practicing Islamic teachings.

In addition to religious knowledge, students are also taught general knowledge such as language, science, and technology. This education is delivered in an integrated manner to ensure students have broad insights and are prepared to face modern developments. This teaching covers a variety

of subjects relevant to today's needs and challenges.

The teaching approach at Islamic boarding schools integrates religious knowledge with general knowledge. Students are taught how modern science can synergize with Islamic values, providing a comprehensive education relevant to everyday life.

Moral development at the Wali Songo Islamic Boarding School Ngabar Ponorogo emphasizes discipline, strict supervision, and exemplary behavior by the Islamic boarding school teachers and caretakers. Discipline is a crucial aspect instilled from an early age, where students are taught to obey rules, respect time, and take responsibility for their actions. Through consistent discipline, students learn the importance of order and commitment in their daily lives. Strict supervision also plays a key role in moral development.

Teachers and supervisors regularly supervise the students' activities to ensure they are carrying out their activities properly and in accordance with the values taught. This supervision serves as guidance, helping students stay on the right track and preventing them from engaging in behavior inconsistent with Islamic teachings. Furthermore, the exemplary behavior of the teachers and supervisors serves as a concrete example for the students. They demonstrate good attitudes and behavior, integrity, and a commitment to Islamic teachings, inspiring students to emulate and practice noble morals.

#### 4. CONCLUSION

values instilled in the final year students of Wali Songo Islamic Boarding School Ngabar Ponorogo takes inspiration from the Panca Jiwa which is upheld by Islamic boarding schools, some of the values taught are sincerity, simplicity, self-reliance, Islamic brotherhood and freedom.

Implementation of Islamic values in final year students at Wali Songo Islamic Boarding School Ngabar Ponorogo, the caretaker ensures that in every activity, the

students practice values such as sincerity, simplicity, independence, Islamic brotherhood, and freedom.

Songo Islamic Boarding School implements a holistic and integrated Islamic parenting model. This holistic approach is realized through guidance that encompasses three main aspects: spiritual, intellectual, and moral. The care provided at Wali Songo Islamic Boarding School is based on the principles of Islamic education. Ngabar Ponorogo, the approach used includes four

main aspects, namely responsiveness, prevention, supervision, and role model.

## 7. REFERENCES

- Asmani, J. . (2021). *Curriculum school based Islamic boarding school* . Ar -Ruzz Media.
- Faizah, N. (2018). Urgency education Character in Islamic boarding schools . *Journal of Religious Studies* , 6 (1), 90–112.
- Giyoto , Sulistyarini , I., & Suharto, T. (2019). *Habituation Personality of Prospective Teachers Based on :Model Development for PPG PTKIN Dormitories* . Idea Press.
- Hafidhuddin , D. (2022). Character education in Islamic boarding schools Islamic boarding schools and their implementation . *Al-Hikmah* , 13 (1), 1–17.
- Khasanah , F. (2023). Implementation 5S culture in education Character in Islamic boarding schools . *Tawadhu* , 7 (1), 30–46.
- Kokom , E., & Suryana , Y. (2017). Management Curriculum in Islamic Boarding Schools . *Journal Isema : Islamic Educational Management* , 2 (1), 39–48.
- Mansir, F. (2020). Management Cottage Islamic boarding schools in Indonesia in Perspectives on Islamic Education in the Modern Era. *Qalamuna : Journal of Education, Social and Religion* , 12 (2), 207–216.
- Nurzeha , FK (2021). *Character education based values multicultural at the Pondok Islamic boarding school Miftahul Huda Gading Malang* . etheses.uin-malang.ac.id . <http://etheses.uin-malang.ac.id/28491/>
- Romdoni , LN, & Malihah, E. (2020). Building Character Education Students Through Five Souls of Islamic Boarding Schools . *Al- Thariqah Journal of Islamic Religious Education* , 5 (2), 14–22.
- Sugiyono . (2017). *Research Methods Quantitative , Qualitative , and R&D* . CV. Alfabeta .
- Suparno, P., Kartika, A., & Handoko, YA (2022). Development character through education Values and spirituality . *Journal of Character Education* , 12 (1), 1–13.
- Tolib, A. (2015). Education in Islamic Boarding Schools Modern Islamic Boarding School . *Risalah : Journal of Islamic Education and Studies* , 1 (1), 60–66.
- Triyono, B., & Mediawati , E. (2023). Transformation of Islamic Values through Islamic Boarding School Education : Implementation in Formation Character Santri . *Journal of International Multidisciplinary Research* , 1 (1), 147–158.
- Yakin, N. (2014). Case Study of Management Patterns Cottage Al- Raisiyah Islamic Boarding School in Mataram City . *Ulumuna Journal of Islamic Studies* , 18 (1), 199–220.