

## Implementation of Character-Based Holistic Education in *Islamic Boarding School Educational Institutions*

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ARTICLE INFO	ABSTRACT
<p><b>Keywords:</b> Education Holistic Character Islamic Boarding School</p>	<p>Current education has not fully paid attention to the development of students' personalities as a whole, with there still being a dichotomy between science, institutions, and educational concepts. Therefore, a holistic character education model is needed that integrates religious education with the general curriculum and emphasizes mastery of science and technology to produce students with character and develop as a whole. This study aims to analyze the concept, implementation, and impact of character-based holistic education in SMP Ar-Rohmah Islamic Boarding School (IBS) Malang. With a qualitative approach based on case studies, data was obtained through interviews, observations, and documentation, and analyzed using triangulation of data sources. The results of the study show that character-based holistic education at Ar-Rohmah IBS Junior High School includes: (1) Concepts formulated based on holistic education values as graduation standards; (2) Implementation consisting of three stages: planning (determining grades, teacher training, and providing facilities), implementation (integrating character values into lessons, methods, school programs, and communication between components), and evaluation through coordination meetings and integral report cards; (3) Positive impacts in the form of improving the quality of graduates who have strong faith, superior academic and non-academic achievements, and high independence, as well as increasing public trust in this institution. This educational model emphasizes the importance of a holistic approach to produce a generation with character and able to compete in the modern era.</p>

### INTRODUCTION

Currently we have entered an era that experts call the "Hyper Industry" era, an era where society is dominated by technology, information and science. These dynamics create a *paradigm shift* and a change in human behavior that reflects the decline of human values (*humanism*) and religious values in the joints of life. The negative implication will be that spiritually poor individuals fall into the *materialist-individualistic valley*, *God's existence only dwells in the recesses of thought, discussion, sermons, both oral and written, experiencing existential frustration with the following characteristics: the will to power; having fun in search of pleasure (the will to pleasure) with money-work-sex; and feelings of meaningless life, such as boredom, apathy, and aimlessness.* This is as a result of a less productive, narrow and unenlightened understanding of religion.

Likewise, in the world of education today, it is faced with a number of current events and the complexity of changes and interests in various aspects of life that are irregular, giving rise to symptoms of value disorientation, social disharmony, system disorders, and dysfunction of roles and professions, multidimensional and multicultural crises. Economic progress and information technology are not directly proportional to the creation of a civilized society that applies noble values in life, such as being honest, fair, simple, tolerant, disciplined, and responsible. For example, violent behavior is carried out by many layers ranging from students, students, to the community. Violence often occurs among *academic society*, from students to students. News about students and

students gives rise to a series of diction that is not relevant to academic culture, such as: brawls between students, brawls between students, to drug use among academics.

Looking at the portrait and phenomenon above, a number of people consider that this is a challenge that must be solved by the world of Education, especially Islamic Education. Islamic education needs to be studied intensively, contemplatively and in-depth in order to be able to become *a problem solver* of various problems in modern society today. Islamic education has a strategic role in efforts to achieve national education goals. As stated in Law No. 20 of 2003 that the purpose of National Education is to develop abilities and shape the character and civilization of a dignified nation in order to educate the life of the nation, aiming to develop the potential of students to become human beings who believe in and devote themselves to God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens."

This is in line with the concept of "Holistic Education" where the main focus is to build students as holistic and balanced in educational content, which includes spiritual, moral, imaginative, intellectual, cultural, aesthetic, emotional and physical which leads to the achievement of an awareness of their relationship with God which is the ultimate goal of all life in the world. Because the success of education in school is not just seen from the academic success, not just a series of high numbers, not just to be smart (cognitive) or to get a degree (academic), but the most important thing is to "change". Change does not guarantee success, but no success is achieved without change. Inevitably, education is faced with increasingly complex tasks, education is no longer limited to calistung (reading, writing, and arithmetic). Likewise, teachers, not only do learning tasks, but also at the same time build exemplary and cultural transfer as well as character and values.

At this point, the concept of Character-Based Holistic Education (PHBK) is interesting to discuss, Character-based holistic education is an educational concept that departs from the idea that basically every individual is able to find identity, meaning and purpose in life through his relationship with society, the natural environment and spiritual values. According to Dudley Punklett, as quoted by Imron Rossidy, education needs to be reoriented to eliminate dichotomy. Punklett advocated holistic education as an alternative to the secular education system. Education must introduce students to important issues faced by humanity, as well as be able to provide solutions to these humanitarian problems. Thus, students have awareness of their essence, namely who, for what, and how. Life will be meaningful when it is able to provide peace, happiness, and enlightenment for those around you.

More deeply, this research will be carried out at the Ar-Rohmah Islamic Boarding *School* Islamic Education Institution Malang. This institution is an Islamic-breathing general education institution that develops its education with the concept of *Islamic Boarding School*. Ar-Rohmah *Islamic Boarding School* is an educational institution under the auspices of the Hidayatullah Mass Organization based in Balik Papan. By carrying out education with the concept of *Islamic Boarding School*, students can be cultivated with an optimal religiosity atmosphere, for 24 hours all student activities can be monitored optimally. This is an effort to present a hoistic (whole) education with the cultivation of good character values. Likewise with the curriculum, after researchers made temporary observations, it was found that the curriculum development process and format have its own characteristics compared to other educational institutions that do not use *the Islamic boarding school* system. Currently, Ar-Rohmah Group has 3 campuses (consisting of Ar-Rohmah Putri IBS, Ar-Rohmah Putri IIBS, and Ar-Rohmah Tahfizh) in 3 areas with a total of 3000 students, providing a forum for the Islamic generation to gain knowledge and an educational environment that educates at the Junior and Senior High School Education Levels with a choice of Regular, Tahfzid & International/Bilingual Programs. By implementing pesantren-based education, combining intellectual aspects, *life skills*, and mental-spiritual aspects.

This educational institution is designed not only as a place for knowledge transfer, but also for the transfer of values, traditions, and lifestyles. Students, teachers and employees are guided and delivered to know, understand, practice and enjoy Islam as a real guideline for life, not just theory and lectures in the classroom. This educational institution believes that education is not a matter of gathering as much information and knowledge as possible, but a matter of forming thoughts and preparing to face real life challenges. The development of holistic education in this educational institution can be seen in the description of the Vision, namely: "*Creating superior and competitive schools, so as to give birth to a generation that is ready to shoulder the mandate of Allah as His servants and caliphs*" and its Mission: "*Organizing education in **an integral** manner that combines aspects of tarbiyah ruhiyah, aqliyah and jismiyah so that **devout, intelligent and independent Muslim children are formed***".

More specifically, this character-based holistic education can be interpreted in two points of elaboration of the institution's mission, namely: 1) Creating a comprehensive educational forum so that students who excel in

terms of science and skills are formed. 2) Creating an integral educational environment between affective, cognitive, and psychomotor aspects in an Islamic educational atmosphere. The words "holistic" and "integral" are at the core of the holistic education model. To make the educational process within the scope of LPI Ar-Rohmah run according to the ideals of the founders and pioneers, the entire series of work programs, learning activities must refer to the achievement of the agreed output targets. In accordance with Hidayatullah's ideals, vision, mission and goals of integral education, this output target is an application of the concept of **Taqwa, Smart and Independent**.

This is what interests researchers by seeing that general education institutions (SD, SMP, SMA) are also able and ready to provide an alternative model of Islamic education that is holistic, balanced and characterful. Not only focusing on academic education but also being able to present religious nuances in its educational environment. So as to produce students who are not only able to compete in academic achievement but also have good and superior character and personality. The concept of holistic, *integrative, comprehensive, and character-based balanced* Islamic education that is embodied in the *Islamic Boarding School* education system is the focus of this research which the researcher then pours out in a research title, IMPLEMENTATION OF CHARACTER-BASED HOLISTIC EDUCATION IN ISLAMIC BOARDING SCHOOL EDUCATIONAL INSTITUTIONS(Case Study at Ar-Rohmah Junior High School *Islamic Boarding School* Malang).

## **METHOD**

The researcher uses a phenomenological research paradigm with a qualitative approach in the form of descriptive (*qualitative descriptive*). The data was collected in a natural setting as the main data source. In this study, the researcher used a type of case study research. Case studies are part of qualitative research that is used to delve into a particular case in more depth by involving the collection of various sources of information. The position of researchers in qualitative research is as a key instrument. The presence of the Researcher in this study is very important, because the Researcher is the Planner, Implementer, Data Collection, Data Analyst, Data Interpreter, and ultimately the Reporter of the research results.

The background or location of the research chosen by the researcher is Ar-Rohmah IBS Malang Junior High School which is located at Jalan Raya Apel No. 61, Semanding, Sumbersekar, Dau District, Malang Regency. In accordance with the research procedure, the data collection method is carried out with three data collection techniques, namely; (1) Observation, (2) Interview, (3) Documentation. Furthermore, in order to facilitate data analysis, researchers use data analysis techniques in processing qualitative data through the stages of reduction, data presentation, and conclusion drawn. To determine the validity of the data, a data examination technique is required. The implementation of the examination technique is based on a number of certain criteria. There are four criteria used, namely *credibility, transferability, dependency, and confirmability*.

## **RESULTS AND DISCUSSION**

### **Character-Based Holistic Education Concept at Ar-Rohmah IBS Malang Junior High School**

#### **Background of the Development of Character-Based Holistic Education**

In the findings of the study, it is stated that the background of the implementation of character-based holistic education at Ar-Rohmah IBS Malang Junior High School, is *First*, as an effort to present a complete (*holistic*) and balanced (*balanced*) educational concept as well as to produce a generation with character. This is in accordance with the basic theory that character-based holistic education is an educational model that focuses on the formation of all aspects of the human dimension, so that they can become human beings with character. Human beings have been created by Allah swt with all the potential that exists to become superior individuals (*kamil people*), so that they are able to carry out their duties as *caliph fil ardi*. The term *Insan Kamil* is an idealistic description for a human figure who has the ability and maturity of himself from physical, academic, social, emotional, creative, and spiritual aspects, so that he is able to understand the reality of nature well and can carry out his role and function as a representative of Allah swt on earth.

Holistic education is simply defined as an educational model that views that the educational process must touch all dimensions of humanity in a complete and balanced manner. Human self occurs from 3 inseparable parts, which we know as *body, mind and soul*. This understanding is the starting point of holistic education, where all educational efforts are oriented towards growing and developing young people, our children to become complete, balanced and character adult human beings. Through character-based holistic education, students are expected to be themselves. In a sense, students can gain psychological freedom, make good decisions, learn in a way that

suits them, acquire social skills, and can develop their character and emotions. Therefore, the effort of holistic education is nothing but to build a whole and balanced in every student in all aspects of learning, which includes spiritual, moral, imaginative, intellectual, cultural, aesthetic, emotional and physical aspects that direct all these aspects towards the attainment of an awareness of his relationship with God which is the ultimate goal of all life in the world.

*Second*, as an effort to develop the concept of *boarding school education*, the concept of education with this system is considered the most effective to educate students so that the vision, mission and goals of the educational institution are maximally achieved. There are many advantages that can be obtained from the *boarding school system*, including: a) From a social perspective, *the boarding school system* isolates students from a heterogeneous social environment that tends to be bad. In the school and dormitory environment, it is constructed into a relatively homogeneous social environment, namely peers and supervisors. Homogeneous in the goal, namely seeking knowledge as a means of pursuing ideals. b) From an economic point of view, *Boarding School* provides complete services so that it demands a fairly high cost. Therefore students are really well served through various services and facilities. c). In terms of the spirit of religiosity, *Boarding School* promises a balanced education between physical and spiritual needs, intellectual and spiritual. It is hoped that students will be born who are worldly strong with science and technology, and ready in faith and charity.

This is the background for the development of a character-based holistic education model at Ar-Rohmah Junior High School, as an effort to optimize the role and function of *the Boarding School* as an educational concept developed. The meaning of *Boarding School* itself is a boarding school, which is an educational institution where all students study and live in dormitories. They not only learn about academics but also emphasize religious and social learning. This *boarding school* pattern education is actually a combination of the general education system and the pesantren education system where students get education for a full 24 hours.

*Third*, Ar-Rohmah Junior High School strives to provide structured, programmatic and systematic education that aims to shape human beings in accordance with the vision and mission of their creator, namely as '*abdullah* and *his caliph* with characteristics; (1) have a solid spiritual mentality (*ruhiyah aspect*), (2) have knowledge and breadth of life *insight (aqliyah aspect)*, (3) have expertise and skills (*jismiyah aspect*). *Tarbiyah Ruhiyah* (forming the spiritual mentality), the first goal is essentially a consequence of faith in Allah swt, namely that he must surrender completely to Allah which is reflected in obedience and submission to Islamic law. *Tarbiyah Aqliyah* (having a breadth of knowledge), this second goal is actually also a further consequence of one's Islam. Islam encourages every Muslim to become a knowledgeable human being by taklifing (giving a legal burden) the obligation to seek knowledge. *Tarbiyah Jismiyah* (having professional skills), the third goal is to be a great concern of Islam in technical and practical sciences as well as skills and expertise exercises, placing it as one of the goals of Islamic education. The mastery of this material skill is also a demand that must be carried out by Muslims in the context of carrying out their duties as the caliph of Allah SWT.

### **Character-Based Holistic Education Values at Ar-Rohmah IBS Malang Junior High School**

The values of character-based holistic education at Ar-Rohmah IBS Malang Junior High School are produced from several stages of development, In principle, the development of character-based holistic education starts from three icons that are the basic principles and organizational goals in educational development, namely; *Tarbiyah Ruhiyah*, *Tarbiyah Aqliyah*, *Tarbiyah Jismiyah*. Only then in the institutional table are the stages of development carried out, as follows:

1. Adopting the organization's goals to become an institutional icon, at this stage the adoption of organizational goals is carried out to be developed into the implementation of education at the Ar-Rohmah foundation level. At this foundation level, the concepts of *Tarbiyah Ruhiyah*, *Tarbiyah Aqliyah*, and *Tarbiyah Jismiyah* are adopted into new icons or mottos. For the "*Tarbiyah Ruhiyah*" *Aspect* is adopted as the icon "*Taqwa*" as a manifestation of the character of faith and spiritual mentality, then the "*Tarbiyah Aqliyah*" *Aspect* is adopted as the "*Smart*" icon as a manifestation of the character of the breadth of science, and "*Tarbiyah Jismiyah*" is adopted as the icon "*Mandiri*" as a manifestation of independence, skills and professionalism at work. So that a new icon appears at the foundation or institutional level of Ar-Rohmah, namely "*Taqwa. Smart, Independent*".
2. Describing the institution icons into output target indicators (ITO), from the three institutional icons (*Taqwa, Smart, Independent*) then each of the 3 output target indicators is described, so that 9 student characters are obtained. The characters that were determined as the target of this output were then called

"Generation 333". (3) The elaboration of the Output target into achievement program indicators, from the 9 characters (generation 333) then the character is determined by activity programs as a measurable and systematic effort to achieve the target.

The character-based holistic educational values developed at Ar-Rohmah IBS Junior High School educational institutions are as follows;

ASPECTS	TARGET OUTPUT
TAQWA	1 Sahihah Aqidah
	2 Moral Character
	3 Worship with sincerity and istiqomah
INTELLIGENT	1 Reading, memorizing and understanding the Quran-Hadith
	2 Understanding the principles of ulumuddin
	3 Able to think logically-analytically and master science and technology
SELF-SUFFICIENT	1 Have a leader's soul
	2 Disciplined, honest, brave and responsible
	3 Able to solve personal problems

In the table data above, it can be seen that from the three icons of the Ar-Rohmah Islamic Boarding School Junior High School , each has its own description of the output target indicators which means that all students who have completed their education at Ar-Rohmah Junior High School are expected to have and be able to practice these character values as expected and aspired to by the educational institution.

### Implementation of Character-Based Holistic Education at Ar-Rohmah IBS Malang Junior High School Holistic Education Planning Based on Character Education

Planning is a process of preparing a series of decisions to take action in the future, and is directed towards achieving goals with optimal means.<sup>1</sup> Planning is a process of a systematic collection of policies that are compiled and formulated based on data that can be accounted for and can be used as a work guideline. Educational program planning has at least two main functions, namely, *first*, planning is a systematic effort that describes the preparation of a series of actions that will be carried out to achieve the goals of the organization or institution by considering the available resources. *Second*, planning is an activity to deploy or use available resources effectively and efficiently to achieve the goals that have been set.

From some definitions of the concept of planning above, the character-based holistic education curriculum at Ar-Rohmah IBS Malang Junior High School needs to be carefully planned, so that the implementation of character-based holistic education can run optimally. Some character-based holistic education planning, can be implemented as follows:

*First*, determining the values of character-based holistic education that will be internalized in the Ar-Rohmah IBS Malang Junior High School educational institution which is summarized in 9 characters (generation 333) which are divided into three character icons, namely (1) "*Taqwa*" consisting of (a) Sahihah Faith, (b) Karimah Morals, (c) Worship with sincerity and istiqomah. (2) "*Intelligent*" consists of (a) Reading, memorizing and understanding the Quran-Hadith, (b) Understanding the main points of ulumuddin, (c) Able to think logically-analytically and master science and technology, and (3) "*Independent*" consisting of (a) Having a leadership spirit, (b) Having a disciplined character, honesty, courage and responsibility, (c) Able to solve personal problems. So what needs to be done is to determine the achievement indicators of each item above, so that in its implementation it can be measured to what extent the level of success is. In addition, character-based holistic education cannot stand alone, but a value that becomes a unity with every other subject in school. Therefore, the implementation of education must be carried out in an integrated manner into the preparation of syllabus or other learning tools, such as PAI, Indonesian, Civic Education, mathematics, science, social studies, etc. as well as materials and

activities in Islamic boarding institutions. So that every material and lesson taught contains holistic character education values and contributes to each other.

*Second*, the preparation, coaching and development of educator skills, the preparation of competent human resources, because it is the educators who determine the success of the specified educational program. All educators and education personnel must have the criteria formulated in the LPI Ar-Rohmah teacher competency standards which consist of: a) Personality and Islamic saqofah, b) Manhaj Hidayatullah and c) Professional work. In addition, it also conducts HR Competency Coaching and Development. As an effort to maintain the quality of the implementation of character-based holistic education at Ar-Rohmah Junior High School, Ar-Rohmah has its own SOP in the process of fostering and developing educational competencies and education personnel. This aims to ensure that all stakeholders in the Ar-Rohmah IBS Malang environment can update and improve their competencies. Education and development materials are grouped into three categories, namely, *Level 1* (Beginner Teachers) which contains the Basic Concepts of Tawhid-Based Education Basics of Teaching and Teacher Administration, *Level 2* (Intermediate Teachers) which contains Skill Study competency training, and *Level 3* (Termpil Teachers) which contains management training and competency development.

*Third*, things that must be considered in the success of character-based holistic education in *Islamic boarding school educational institutions* are related to supporting and adequate facilities, learning resources and educational environment, so that the curriculum that has been designed can be implemented optimally. Facilities and learning resources developed at Ar-Rohmah IBS Junior High School in supporting the successful implementation of character-based holistic education include laboratories, learning resource centers, mosques and libraries as well as management personnel and improvement of management capabilities. In the successful implementation of character-based holistic education, the utilization of facilities and learning resources must be prepared optimally so that students can apply character values in their daily lives, both in formal educational institutions and Islamic boarding schools.

In addition, preparing a conducive environment is important to pay attention to, One of the factors that affect character-based holistic education is the educational environment. One of the aspects that contribute to the formation of a person's pattern of thought, attitude and behavior is the environmental factor where a person lives. Education at Ar-Rohmah IBS Malang Junior High School has the concept of *Islamic Boarding School* which adopts a pesantren educational environment. The boarding school educational environment is a safe, conducive environment, and supports students' personal and social growth. In this environment, students not only study at school, but also live in dormitories with educators and managers.

Some of the advantages of educational institutions with a *boarding school system*, at Ar-ROhmah IBS Malang Junior High School are, (1) A comfortable, clean, safe, and comfortable dormitory can help students learn to manage their time, appreciate personal space, and build social relationships, lively education. (2) Education does not only take place in the classroom, but also outside the classroom, in the form of daily attitudes and behaviors. (3) Character development, Students not only receive lessons in class, but also get character development, (4) Environmental unification, The boarding school educational environment is the unification of three educational environments, namely home, school, and community.

Although boarding school education adopts pesantren education but has differences with pesantren schools, even though both have dormitories. The difference lies in the curriculum, facilities, and so on. Educational institutions have a safe, orderly and comfortable learning environment (climate) so that the teaching and learning process can take place comfortably (*enjoyable*). Therefore, an effective school always creates a safe, comfortable, and orderly school climate by striving for factors that can grow this climate.

### **Implementation of Character-Based Holistic Education**

Implementation is an activity to realize a plan into real action in order to achieve goals effectively and efficiently, so that it will have value. The implementation of character-based holistic education at Ar-Rohmah IBS Malang Junior High School can be pursued through at least four alternative ways in an integrated manner. *First*, integrating the character education content that has been formulated into all subjects. *Second*, integrating character education into daily activities at school. *Third*, integrating character education into programmed or planned activities. *Fourth*, building communication between schools and students' parents.

### **Integrating Character Values into Subjects**

Character-based holistic education is carried out in an integrated manner in every learning carried out by introducing values, facilitating awareness of the importance of values, and internalizing values into students' daily behavior through the learning process, both inside and outside the classroom in all subjects. Basically, learning activities, in addition to making students master the targeted competencies (materials), are also designed to make students recognize, be aware/caring, and internalize values and make them behave in their daily lives. Integration can be carried out in the substance of the material, learning approaches and methods, as well as the evaluation model developed. The integration of character education can not only be done in the subject matter, but teaching techniques and methods can also be used as a tool for character education. Building a meticulous individual can be done in the process of measurement, and observation for example, building responsibility through assignments, building confidence through presentations and so on.

In the education system of Ar-Rohmah Junior High School IBS Malang, it has a curriculum format as a character development of "Taqwa, Smart, Independent" which is divided into formal education curriculum format and pesantren education curriculum format, which can be described in detail as follows;

a. Formal Curriculum

It is a curriculum applied in formal educational institutions, in this case Ar-Rohmah IBS Malang Junior High School. The educational curriculum in formal educational institutions uses references from the National Education even though in practice it is not exactly the same. In addition to following the National Education reference, it is also collaborated with local content and skills. For the aspect of "Taqwa", it consists of the following group of lessons; PAI (Aqidah), Fiqih, Shiroh, SNW, Hadith, BAR (imposition & tool science), Book Studies, (2) "Smart", consisting of a group of lessons related to general knowledge, such as; Science, mathematics, English, Indonesian, Social Studies/PKN, Literacy, Olimpiade class program, Science project, TOEFL, TOAFL and. (3) "Independence", which consists of subjects or activities related to skill development and independence. leadership character development through the Student Council (student organization), GPH (Hidayatullah Scout Movement), ISTH (*Imaratuyu'un Atholaba Hidayatullah*), Martial Arts (sacred sites, karate, taekwondo), Agility (Shooting, Archery, Horseback Riding, Badminton, Football, Futsal, Basketball).

b. Islamic Boarding School Curriculum

It is a curriculum that is implemented in dormitories or Islamic boarding institutions. This curriculum supports the existing curriculum in formal educational institutions. At Ar-Rohmah IBS Malang Junior High School, the Islamic boarding school curriculum is focused on activities, namely; (1) Tahfidz, (2) Recitation, (3) Translation, (4) Independence and Worship. The "Taqwa" aspect is in the practice of worship, moral development, the "Smart" aspect is in the learning of the Qur'an (Tahfidz, Recitation, Translation), while the "Independent" aspect is in dormitory activities which are summarized in "*Tarbiyah Asrama*" (clean, neat, safe, comfortable).

### **Internalize Character Values Through Effective and Efficient Methods and Strategies.**

Some of the methods applied in internalizing character-based holistic educational values at Ar-Rohmah IBS Malang Junior High School include:

1. Comprehension Method

The method of implementing character-based holistic education at SMP Ar-Rohmah IBS Malang is through providing understanding to students. Students are taught to understand the purpose and purpose of the values being studied. Understanding is the initial foundation for behavior change, because without understanding the meaning of a character value, an individual cannot achieve the goal of the values taught. The method of instilling values with an understanding approach is in line with cognitive learning theory, namely learning accompanied by understanding. Cognitive learning theory views learning as the process of functioning cognition elements, especially the elements of the mind, to be able to recognize and understand stimuli that come from outside. Thus, learning activities in humans are emphasized on the internal process of thinking, namely the process of information processing.

Kohler argues that the basic essence of behavior change is understanding. According to him, it is impossible for an individual to change his behavior if he does not understand the purpose and purpose of what he learns. For example, when students learn the meaning of honesty, they must understand the definition of honesty and the purpose of honest behavior, as well as its benefits and impacts on individuals and in interactions with others. In an introduction, Prof. Tafsir argued that morality is taught through the

internalization method. The educational techniques are modeling, habituation, rule enforcement, and motivation. What is clear is that it is not in the way of explaining or discussing, if necessary it is only a little.

## 2. Exemplary Methods

Based on the data obtained, teachers not only ask students to practice positive character values, but teachers must also practice them. The example shown by teachers at SMP Ar-Rohmah IBS Malang has a very positive impact on strengthening the cultivation of positive values in every student. Example creates students' trust in teachers, and trust is the initial foundation for students to accept the materials taught by teachers. This finding is proof of the effectiveness of the *social learning* theory pioneered by Albert Bandura.

Exemplary is a person's actions and thoughts in implementing something that has become a must correctly, which can be imitated or become real role models. So important is example that God uses a model approach in educating his people through the prophet Muhammad (saw), as an example that must be imitated (QS. Al-Ahzab: 21). Role models have a very large contribution in educating character, the example of teachers in their various activities will be a mirror for their students. Therefore, as an educator, you must also be able to provide good character examples.

Teacher behaviors are part of learning; Students not only see and listen to the material delivered by the teacher, but also record all the teacher's movements. Teachers who appear with positive characters (such as friendly, empathetic, forgiving, and patient) will be easily accepted by students, and this acceptance has an impact on the effectiveness of learning and instilling character values.

## 3. Habituation Method

At Ar-Rohmah IBS Malang Junior High School, learning does not only focus on theory and learning in the classroom, but more than that, teachers habituate students to apply certain values based on agreements that have been made. For example, teachers and students in one week apply "smiles, greetings, greetings", the next week implements discipline and cleanliness, and so on. The method applied is in accordance with the theory of classical conditioning behavior change carried out by the figures of the behaviorist school, namely Ivan Pavlov and Edward Lee Thorndike.

Something that is deliberately done repeatedly so that something can become a personal characteristic. Habituation contains experience, habituation is something that is practiced, and the essence of habit is repetition. Character education is not enough to only teach values through lessons in the classroom, but educational institutions can also apply them through habituation. Education through habituation can be carried out programmatically in learning, and non-program in daily activities. Because SMP Ar-Rohmah IBS Malang uses a boarding school education system, the process of habituating good character values can be effectively implemented because it has a relatively longer space and time. From morning to noon in formal education institutions, then afternoon to morning, habituation in boarding schools (dormitories).

## 4. Motivation Method (Reward)

Motivation is the driving force that allows students to act or do something. By always providing motivation (either in the form of appreciation, praise or gifts) for good deeds done, it will create its own passion and enthusiasm so that students will always try to get used to the values of kindness. The goal is to provide positive reinforcement to good behavior, this is useful in creating a fun atmosphere, motivating students, and forming a better heart, In accordance with educational goals, educational, and considering the child's age, background, and character.

In this study, at SMP Ar-Rohmah IBS Malang, each teacher conveyed the program that had been agreed. After the program is implemented, the teacher gives "rewards" or *rewards* (either in the form of praise or other rewards). The rewards given by teachers create enthusiasm for students to continue to apply the agreed values. In its application, teachers reward outstanding behavior, and the rewards given will be reinforcement. The reward method is one of the strategies in character education to reward students who behave well or get achievements. Rewards are a form of positive reinforcement that can motivate students to actively study and do good.

## 5. Rule Approach Method

The implementation of character-based holistic education at Ar-Rohmah Junior High School is also carried out by providing rules that are summarized in the rules both in formal education institutions

and boarding schools. This is done as a guideline and signs of behavior in the educational environment of Ar-Rohmah Islamic Boarding *School* Malang. It is hoped that all students will be able to understand and distinguish which things or deeds are prohibited and which are allowed.

The objectives of this rule approach are, (1) as an effort to instill discipline, rule enforcement teaches the importance of obedience and discipline. By following the rules, students learn to control themselves and take responsibility for their actions. (2) encouraging responsibility, rules help students realize the consequences of their actions, by facing the consequences of breaking the rules, students learn to take responsibility for their decisions and behavior, (3) teaching ethics, rule enforcement can be followed by a discussion about the values and ethics underlying the rules, this helps students understand the reasons behind the rules and how they are enforced in daily life, (4) building empathy, in the process of enforcing rules, students learn to understand other people's perspectives. They can see how their actions affect others, which in turn helps in the development of empathy.

Enforcement of rules is an aspect that must be considered in education, especially character education. In the initial process, character education through rule enforcement is a *setting limit* where there are firm and clear limits on what must and must not be done, what can and cannot be done by students. In character education, rules are very necessary for students, because they are very vulnerable to being influenced by bad things. With this rule, it is hoped that they will become accustomed to it. Rules help learners become aware of the consequences of their actions, by facing the consequences of breaking the rules,

### **Integrating into School Programs**

The implementation of character education for students in the self-development program can be done through integration into daily activities. Among them are through the following:

#### **Routine and Programmatic Activities**

Routine activities are activities that students carry out continuously and consistently every time they are programmed. Examples of this activity include; flag ceremonies on certain days, body hygiene checks, worship together or congregational prayers, morning apples (praying before & after studying), and so on, with the aim that students gradually begin to get used to implementing character values. In addition, SMP Ar-Rohmah IBS Malang also develops activities outside of learning as an effort to help the development of students according to their needs, potentials, talents, and interests through activities that are specifically organized by educators and/or capable education personnel.

The activities that are the flagship programs programmed at Ar-Rohmah IBS Malang Junior High School can be described as follows; (1) *Self Development (Bilingual Program & Self Academic)* in the form of: Model of the application of English in the school environment, and Model of the application of Arabic in the pesantren environment (2) *Islamic Character* (Taqwa, Smart, Independent) in the form of: (a) Ubudiyah (5 times congregational prayer, Rowatib Prayer, Tahjud Prayer, Dhuha & Witir, Morning & Evening Dhikr, Sunnah Fasting, etc.) (b) Cleanliness (c) Neatness, (d) Discipline, (e) Leadership, and (f) Independence.

In addition, programmatic activities as a form of implementation of character-based holistic education at Ar-Rohmah IBS Malang Junior High School are carried out with (1) extracurricular activities, including; Multimedia, Journalism, Tapak Suci, Karate, Taekwondo, Football, Basketball, Badminton, Volley, Archery, Equestrian, Futsal, Flag Football. (2) Student development activities: (a) Academic: Olympic Class, Test of English as Foreign Language (TOEFL), Test of Arabic as Foreign Language (TOAFL), Book, Literacy, Science Project. (b) Leadership: Student Council (Student Organization), GPH (Hidayatullah Scout Movement), ISTH (*Imaratusyu'uni At-tholaba Hdayatullah*), and (c) Islamic Boarding School: Mandatory Prayer Imam, Tahajud Prayer Imam, Muhadarah (lecture), Studies and PHBI.

Thus, extracurricular activities are expected to (1) provide a number of activities that can be chosen by students according to their needs, potential, talents, and interests; (2) organizing activities that provide opportunities for students to express themselves freely through independent and/or group activities. Extracurricular activities are also expected to function as follows: (1) Development, namely develop students' abilities and creativity according to their potential, talents and interests. (2) Social, namely developing students' abilities and sense of social responsibility. (3) Recreative, namely developing a relaxed, joyful and fun atmosphere for students that supports the development process. (4) Career preparation, namely developing students' career readiness.

### **Spontaneous Activities (Unprogrammized)**

Spontaneous activities in character education are activities that are carried out without prior planning and can be done anywhere, anytime, and without being limited by space. This activity aims to get used to commendable and polite attitudes. Activities that are not determined by place and time. This activity aims to instill habits at that time.

At Ar-Rohmah IBS Junior High School Malang, this activity is usually carried out when teachers or other education staff know that there is a bad behavior from students, which must be corrected and corrected right away. In this spontaneous activity, students will know which characters must be implemented and which are not good to implement because the educator at that time also corrects them, and the students at that time also know it. Here are some examples of spontaneous activities that can be carried out in character education at Ar-Rohmah IBS Malang Junior High School; (1) Getting used to saying greetings and shaking hands with teachers, employees, and fellow students, (2) Getting used to being polite, (3) Getting used to throwing garbage in its place, (4) Getting used to queuing, (5) Getting used to respecting other people's opinions, (6) Getting used to asking permission to enter/leave the classroom or room, (7) Getting used to helping or helping others, (8) Collecting donations when a friend is affected by a disaster or is seriously ill, (9) Collecting donations when a friend's parents die, (10) Collecting donations for the community when a natural disaster occurs.

### **Building Communication with All Components of Education and Parents of Guardians of Students**

In the concept of education, we know three types of environments experienced by students at the same time, including the family environment, school and the surrounding community. The role of all elements of the school to create a conducive atmosphere will provide a climate that allows the formation of a holistic character. Therefore, the role of all elements of the school is an element that is very supportive of the realization of this conducive atmosphere. So that cooperation between school principals, education and education personnel, and staff must be strong and have the same concern for the implementation of character education in schools.

Therefore, at Ar-Rohmah Junior High School, IBS Malang always communicates all policies and habits implemented at school to parents or guardians of students and the surrounding community. So that character-based holistic education programs are not only carried out in the school environment and are the sole responsibility. With good cooperation between schools, parents and the environment, it will make the internalization of character values run optimally and can be controlled properly and become a shared responsibility.

### **Evaluation of Character-Based Holistic Education**

Assessment or evaluation is an effort to obtain various information periodically, continuously, and thoroughly about the process and results of growth and character development achieved by students. The purpose of the assessment (evaluation) is to measure how far the values formulated as minimum standards have been developed and instilled in schools, as well as lived, practiced, and applied by students in daily life. To measure the success rate of the implementation of character education at the education unit level, it is carried out through various assessment programs by comparing initial conditions with achievements in a certain time. The success assessment is carried out through the following steps, namely; developing indicators of established or agreed values, compiling various assessment instruments, recording the achievement of indicators, conducting analysis and evaluation, and conducting follow-up.

More technically, the character-based holistic education evaluation process at Ar-Rohmah IBS Malang Junior High School is carried out through two evaluation models, namely, *First*, through coordination meetings, Ar-Rohmah IBS Malang Junior High School as stated in the Ar-Rohmah Education Guidebook has a systematic procedure. In formal educational institutions, coordination meetings are divided into several stage agendas, namely (1) Coordination meeting of the board of directors, (2) Coordination meeting of the academic field (foundation), and (3) Coordination meeting of school structure (4) Meeting of general teachers and employees, and (5) Coordination meeting of Islamic boarding schools. The five stages of this agenda are carried out as an effort to ensure that the implementation of character-based holistic education implemented at Ar-Rohmah IBS Junior High School Malang runs optimally. *Second*, through the assessment report card, in general there are two

report card models that are used as evaluation materials, namely the formal report card guided by the National Education and the institutional report card, namely the "integral report card" as a character assessment of "*Ruhiyah, Aqliyah, and Jismiyah*" this report card as a supporting aspect of monitoring the implementation of character-based holistic education.

The way character-based holistic education assessment of students is carried out by all teachers. Assessment is carried out at any time, both during and outside of class hours, in class and outside the classroom by means of observation and recording. For the sustainability of the implementation of character education, it is necessary to carry out a success assessment using indicators in the form of the behavior of all residents and the observed school conditions. This assessment is carried out continuously through various strategies. Assessment instruments can be in the form of observation sheets, attitude scale sheets, portfolio sheets, check list sheets, and interview guideline sheets. The information obtained from various assessment techniques is then analyzed by the teacher to obtain an overview of the character of the students. The images were then reported as a book supplement by the homeroom teacher. Cooperation with students' parents, in order to get good educational results, schools need to hold close and harmonious cooperation between schools and parents of students.

### **The Impact of Character-Based Holistic Education at Ar-Rohmah IBS Malang Junior High School**

The implementation of the character-based holistic education model at Ar-Rohmah IBS Malang Junior High School provides very significant implications and influences. Both to the quality of graduate output and from the increasing level of public trust. In terms of the quality of graduate output, it can be seen from three aspects, namely the aspects of *Taqwa*, Smart and Independent. From the aspect of "*Taqwa*", students have faith, understanding and *istiqomahan* in carrying out religious and worship activities whenever and wherever they are. In the "Smart" aspect, students have qualified academic achievements, as evidenced by the number of winning championships and Olympics both locally, nationally and internationally. And in the "Independent" aspect, students have a tough, disciplined and responsible personality able to maintain and complete what is a personal task and responsibility.

In addition, the implementation of character-based holistic education also has an impact on increasing public trust in Ar-Rohmah Junior High School educational institutions. This is evidenced by the results of a survey of students' parents about the reasons why they chose Ar-Rohmah IBS Malang Junior High School. From the survey, it was shown that 80.5% chose Ar-Rohmah Junior High School because of its success in educating Islamic character (application of manners, morals, and discipline), 58.5% because of the implementation of the integral curriculum (a combination of the general curriculum and religious curriculum), 28.5% because of bilingual learning (language mastery), 25.5% because the facilities provided are very complete and supportive, and 23.5% because of their academic achievements.

From the elaboration of the data above, it shows that the implementation of character-based holistic education has very significant implications and impacts on the development of vision, mission and institutional goals. This educational model is able to produce a generation of Muslims who have a strong spiritual mentality (*Tarbiyah Ruhiyah*), breadth of knowledge (*Tarbiyah Aqliyah*), and have creativity and professional expertise (*Tarbiyah Jismiyah*).

### **CONCLUSION**

Character-based holistic education at Islamic Boarding School was developed to create a complete education, take advantage of the advantages of the boarding system, and realize the vision of producing a mature generation in *ruhiyah, aqliyah, and jismiyah*. The process includes the formulation of grades as graduation standards through the stages of adopting organizational goals, elaborating output targets, and achievement program indicators. Its implementation is carried out through the planning of character values, the development of educator competencies, and the provision of adequate facilities. Character values are integrated in subjects, school programs, and effective learning methods, such as understanding, modeling, habituation, and motivation. The evaluation was carried out through a coordination meeting and an integral assessment report card. The impact can be seen in graduates who excel in the aspects of piety, intelligence, and independence, as well as increasing public trust in Islamic Boarding School.

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