

## INDEPENDENCE OF LEARNING WITH THE CONCEPT OF SELF-TAUGHT IN NON-FORMAL EDUCATION UNITS IN PESANTREN CIKONENG, CIPARAY DISTRICT (YPI)

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### Abstract

*The purpose of this research is to find out the role of the Cikoneng Islamic Boarding School (YPI) in creating students' independent learning, to find out what programs the Cikoneng Islamic Boarding School (YPI) has that can support the creation of students' independent learning. This study used a qualitative field research approach, with data collection techniques in the form of observation, interviews with key informants and documentation. Then to analyze the data researchers used data reduction techniques, data presentation and conclusions or verification. To determine the validity of the data, researchers used source triangulation techniques and technical triangulation. The results of this study are that all components and systems in the Cikoneng Islamic boarding school (YPI) play an important role in creating independent learning within students. For example, from the human resources, such as teachers, administrators, caretakers and leaders of Islamic boarding schools. Their presence is needed by the students, as motivators, mentors as well as their second parents at the boarding school. Then the creation of learning independence is also created from programs that have been formed by the boarding school, such as additional recitation, scientific and linguistic groups as well as rote tests and others. The Cikoneng Islamic Boarding School (YPI) program that supports the creation of independent learning for students, namely the Mubadhoroh and Munadhoroh programs at Islamic boarding schools, with this program can produce students who are independent and able to appear in society in practicing the knowledge they already having.*

**Keywords:** Role Boarding School, Independence Study, Concept of Self-Taught

### INTRODUCTION

In the law related to the National Education System No. 20 of 2003, states that the purpose of holding education is to turn on the potential that exists within students so that they behave like human beings who have faith and are also devoted to God Almighty, have noble morals, are healthy, have knowledge, are capable, are creative, independent, and become citizens who are democratic and responsible. The statement above shows that

independence is a form of educational goals that must be achieved. So that students can be responsible for themselves and can also determine which direction they are going. So, education is one of the intermediaries to achieve this independence.

Non-formal education is a planned and systematic educational path as an alternative pathway for community learning. Through non-formal education, the community gets the opportunity to learn in a simple way with high flexibility and is relevant to the learning needs of the community (A. Rahmat, 2021). In general, the purpose of non-formal education is to meet basic learning needs and advanced level needs. Basic level needs such as literacy education, equality, and other general knowledge, while advanced level needs such as art education, recitation and so on. In addition, non-formal education provides superior programs with the aim of assisting the community in developing talents, interests, and skills so as to create superior human resources (HR) (Suryono & Tohani, 2016).

Among the factors that influence superior human resources is the quality of non-formal education units, but the obstacles that are still being faced include the quality of graduates. When compared with the relevance of education to the needs of the job market, graduates of non-formal education units have not been able to compete to get jobs that are appropriate and relevant to their competencies. Therefore, the government is very focused on efforts to improve the quality of human resources through the process of non-formal education by implementing the independent learning policy.

Freedom to learn means independence in learning, namely the existence of learning opportunities that are as free and as comfortable as possible for students to study in a relaxed, happy, calm manner without stress and pressure by paying attention to the natural talents possessed by students without any coercion to study and master a field. knowledge beyond their hobbies and abilities so that students have portfolios that suit their interests (A. Cahyana, 2021).

With the existence of independence that is embedded in students will later help their lives in society. So, they no longer depend on other people. In forming independent learning or students who are independent in learning, they need the right place or institution. In this case, Islamic boarding schools are the best reference in terms of developing student learning independence.

In fact, the implementation of independent learning in non-formal education units has been carried out for a long time, this is marked by providing opportunities for students to learn with the principle of convenience and flexibility in study time according to needs. In addition, the application of student-centered learning has been carried out for a long time, this is indicated by the existence of learning modules available in print and electronic modules that can be openly accessed anytime and anywhere.

Islamic boarding schools as stated in article 1 of Government Regulation Number 55 of 2007 concerning Religious Education and Religious Education are community-based Islamic religious education institutions that organize diniyah education or in an integrated manner with other types of education. As an educational institution, education in Islamic boarding schools is intended to create students who have faith and devotion to Allah SWT, have noble character, and the traditions that exist in Islamic boarding schools are also aimed at honing the abilities, understanding and skills of students so that they become human beings who are experts in religion. Islam and being able to prosper Islamic life in the midst of society.

Since the beginning, Islamic boarding schools have instilled an attitude of independence in students, by training them to be able to stand on their own feet, and fostering them so that they do not depend on others except only on God. Likewise in terms of learning the students are educated and formed with the systems and programs that exist in the boarding school so that they can solve their own learning problems that they encounter. However, each Pondok Pasti has its own ways of trying to create an attitude of independent learning in students.

Likewise, at the Cikoneng Islamic Boarding School (YPI) with its systems, programs and educational methods, it also contributes to the world of education, especially in creating human beings who have perfect faith, extensive knowledge and true charity. Pondok Pesantren Cikoneng (YPI) is an educational institution whose body and soul form is a pesantren, with values and traditions adopted from Islamic teachings and developed in a manner relevant to Indonesian original culture. Pondok Pesantren Cikoneng (YPI) also stands above and for all groups, not affiliated with any party or group, political or non-political.

Seeing the fact that how important independent learning education is for students, especially after they are during society. Which education aims so that when they graduate,

they already have good habits in the form of an independent attitude in learning to take advantage of their free time to add knowledge and insight. As their nickname, *atthulaab*.

In the preliminary study conducted by the researcher using observation techniques, the researcher found that in forming the independence of students' learning, the Cikoneng Islamic Boarding School (YPI) gave a burden in the form of responsibility to students in the form of positions, such as organizational positions for senior students, then the position of class leader, chairman groups, head of the room/dormitory and several other activities. They are also taught responsibility for private property rights, this started from the first time they set foot in the Cikoneng Islamic Boarding School (YPI). Which in the end these activities and organizations provide knowledge to the students which is useful for their lives when outside later.

Similar research was conducted by Suci Nurjannah, with the title "The Role of Islamic Boarding School Education in Forming Santri Learning Independence; (Case Study of Santriwati Kulliyatul Mu'allimat al-Islamiyah Ta'mirul Islam Surakarta in 2019/2010). In his research, he discussed the functions and roles of Islamic boarding schools which contributed a lot in the form of guidance to students. This research also discusses a lot about the factors and all activities of Islamic boarding schools which aim to provide guidance to form the independent learning of Ta'mirul Islam students.

From the above background, the researcher's enthusiasm grew to examine the Role of Islamic Boarding Schools in Creating Student Independence Learning (Case Study at the Cikoneng YPI Islamic Boarding School) which the author will describe in two focuses: 1. What is the role of the Cikoneng Islamic Boarding School (YPI) in creating independent learning students, 2. What programs does the Cikoneng Islamic Boarding School (YPI) have that can support the creation of independent learning for students.

## **METHODS**

This research is qualitative descriptive research. Descriptive research is research that aims to describe or explain an event, object, or situation related to several variables that can be explained in words or numbers (Setyosari, 2010). Qualitative research seeks to understand a phenomenon by focusing on the overall picture through in-depth observation and interviews (Ary, 2010).

This study used a qualitative field research approach by taking the background of the Cikoneng Islamic Boarding School (YPI). Because researchers will examine educational activities in the Pondok. So that it can produce descriptive data in the form of narratives about the problems to be observed, namely the role of Islamic boarding schools in creating student learning independence.

The main data sources of this study were taken from two types of data, namely primary data and secondary data. Primary data is data generated from the results of interviews with several informants as well as the results of direct observation or observation of researchers. While secondary data is supporting data such as subject documentation, literature, books, etc. In the technique of determining informants, researchers only use purposive, namely researchers determine informants with certain considerations.

Data collection techniques are the most strategic steps in research because the main purpose of research is to obtain data. There are three techniques in the data collection process carried out by researchers, namely, Overt or covert observation, unstructured interviews and documentation, namely in the form of records of events, etc. The data analysis that researchers used in this study were three, data reduction, data presentation and conclusions. In determining the validity of the data, researchers only used triangulation techniques, namely source triangulation and technique triangulation (Sugiono, 2018).

## **RESULTS AND DISCUSSION**

### **Results**

Cikoneng Islamic Boarding School (YPI) is not like an ordinary school, because the management of education includes a 24-hour period and the availability of dormitories, places for students to study, Islamic boarding school administrators and led by kyai Mohammad Tidjani Djauhari. With education within 24 hours, of course the Cikoneng Islamic Boarding School (YPI) is able to instill discipline in its students, especially discipline in study time. So that from the discipline of study time it is hoped that later learning independence will grow within them.

Learning independence referred to in this study is the learning activities of Cikoneng Islamic Boarding School (YPI) students independently without having to depend

on others. Learning independence can also be said as self-taught learning, self-learning outside the classroom. As conveyed by Iid Syahidin as the head of Islamic boarding school students, said that: "Learning independence, meaning *At-ta'allum Ad-dzaati*, self-taught learning, independent learning or self-study. Learning outside of classrooms. In classrooms, it means being taught by the teacher, but in this case, it means self-study or self-taught learning".

From the statement above, we can see that Pondok Pesantren Cikoneng (YPI) has the view that independent learning is the same as self-taught learning, or self-taught learning without relying on other people, outside the classroom or in the classroom with encouragement from one's own desire to take advantage of reading books, notebooks or assignment books as well as books that have been studied. As Suhendri and Mardalena said, learning independence is a learning activity carried out by students without depending on other people, both friends and teachers, in achieving learning goals, namely mastering material or knowledge well with their own awareness and being able to apply their knowledge in solving problems in daily life (Ningsih & Nurrahmah, 2016).

However, forming self-reliant learning in students is actually inseparable from the systems and components that exist within the institution, one of which is the teacher. As stated by Iid Syahidin, that: "So that students can learn independently, it actually starts with the teacher. So, for example, if the teacher applies the correct *khutuwat tadrīs*, there is something called *al-asilah at-tatbiqiyah*. So, *al-asilah at-tatbiqiyah* can be formed into tasks that must be done, besides that children also learn *muhadhoroh* which is usually outside the guidance of the teacher, to train the child to understand lessons independently and discuss them with his friends. Well, that's one of the steps where the child learns to be independent, that's the first. Second, so that children can learn independently, when the teacher teaches there is something called *muraaja'atu darsi saabiq*. well, if the teacher actively implements it, then I'm sure the children will read the book, before entering they will study. Study beforehand to prepare yourself to answer those questions.

This is supported by a statement made by Muhammad Fachri, a class XII MA student from Banjaran, who said: "When there is a teacher who actively asks what we have learned last week, sometimes I take the time to open the book, even though the teacher was already in. to class." Being one of the factors in shaping the learning independence of students is the teacher. So, initially it was from the teacher to create it, because there are

children who cannot be independent right, meaning that there must be a stimulus from the teacher, a teacher who provokes them to learn independently.

As one of the components in an institution, the teacher also plays a very important role in the formation of an attitude of independent learning in students. Where the sincerity and patience of the teacher is needed. In addition, teaching methods that have been developed by an institution occupy a position that is no less important in the formation of learning independence in students. This is closely related to learning motivation, so with the seriousness of a teacher in teaching it will foster children's learning motivation. That extrinsic learning motivation are motives that are active and exist because of encouragement and stimulation from outside themselves. With understanding in preparing its existence for the future. Therefore, extrinsic motivation can also be said to be a form of motivation in which learning activities are carried out that start from outside and are continued by the individual himself which can be said to be indirectly a learning activity itself (Zahara, 2012).

According to Steinberg in Desmita said that there are three dimensions of learning independence namely:

- a. Emotional independence Emotional independence can be interpreted as an individual's ability to manage his learning emotions.
- b. Behavioral independence Behavioral independence is the ability to make decisions without depending on others and do it responsibly.
- c. Value independence Value independence is the ability to interpret a set of principles about right and wrong, about what is important and what is not important.

The indicators of some of the dimensions above are:

- a. Emotional independence, namely being able to be emotionally independent in learning.
- b. Behavioral independence, namely behaving disciplined in learning and acting independently in making learning decisions.
- c. Value independence, namely having good ethics in learning and not being easily influenced by other people regarding the learning process (Rahmasita, 2016).

From the results of interviews with the santri head of the Cikoneng Islamic Boarding School (YPI), the researcher can conclude that there are several indicators of learning independence that must be possessed by santri, namely the attitude of

responsibility, scheduling study time, desire to learn, control and evaluate. This is in line with what was revealed by Sumarmo that the attitudes that students must have include learning initiatives, monitoring, managing, and controlling learning, and evaluating learning processes and outcomes (Fahrادina, 2014). In addition to what has been described above, there are also a number of things outside of teaching and learning activities that can shape or create students' independent learning. Like the Intidhorus prayer activities (waiting for prayer times), *mubadborob* and *munadborob* and memorizing.

## Discussion

Based on the results of the interviews and observations that the researchers conducted, there are several programs owned by the Cikoneng Islamic boarding school (YPI) that support the formation of students' independent learning: *Mubadborob* and *Munadhoroh* Programs. This program is usually carried out at night, namely on Tuesday, Wednesday, Thursday and Friday which is often called by students of additional study. Usually, this activity is filled with learning together with students of the same level and guided by senior students as supervisors or mentors. As stated by Iid Syahidin: "In order for children to learn independently, there must be supervision, from the teacher also outside the classroom. So, forcing children to study at certain times. For example, at night, there are *mubadborob* and *mubadborob*. So, there are times prepared by the boarding school for them to study independently. So, apart from having time prepared, there is also a teacher supervising. Because if there is only time without a teacher supervising it, there is a possibility that the child will not learn independently.

Even though this activity is carried out outside the classroom, the role of the teacher as a component of Islamic boarding schools is needed here. In this activity the students are forced to study independently and in the end they will become trained and skilled in independent learning. Testing program and groups: every Monday night and Saturday night students prepare their memorization independently and submit their memorization to the board according to a predetermined target, starting with memorizing Adzkar, continuing to memorizing Nahwu and memorizing the Qur'an. Every Sunday evening there are extracurricular activities with choices, tahsin and tahfidz Qur'an (TTQ), Tabligh, Tafsir Qur'an Hadith (TQH), Tarkib and Arabic. This group was founded with the

aim that students can choose and explore their own interests and develop them independently.

The researcher understands from the results of interviews with a number of administrators and some students that Pondok Cikoneng (YPI) has provided a place for learning in the form of interest groups, where the programs in these groups will unknowingly shape the personality of the students, in terms of this is independent learning. From the activities described above, students are also required to be able to evaluate their own learning outcomes. For example, one of them is in the exam program called Evaluation of Learning Outcomes (EHB) for students for one semester, they will evaluate learning outcomes in the form of memorization that they have memorized for one semester, and submit it to the teacher by being tested directly. Thus, they will know where their mistakes and shortcomings lie.

However, there are obstacles in every business. Likewise, the pesantren's efforts to create self-reliant learning within its students also encountered obstacles. As expressed by Iid Syahidin, he said that there are two obstacles that can hinder the process of learning independence for the students, namely the first, obstacles that come from within the students (internal) such as laziness, and the second, obstacles that come from outside the students (external). such as cottage programs that sometimes clash and the programs implemented are not optimal.

The solution to dealing with internal obstacles or constraints that come from within the students is by utilizing the approach of the teachers. Therefore, all teachers are required to know the condition of their students. It is hoped that the approach taken by the teachers will be able to rekindle the enthusiasm that exists within the students. The solution to the second obstacle is to adjust the pondok programs so they don't clash. For example, in competitions and commemorations of holidays held by the committee, it is attempted on Sundays or holidays.

This is intended so that the program that is already running is not disturbed by competition activities. Although sometimes certain times still clash with programs that are already running. So, it is not only the teacher's role, but the role of all parties, starting from the smallest such as the head of the dormitory administrator, the pesantren leader and others are also very much needed by the santri including the cooperation of parents and the pesantren which is very much needed for the implementation of Islamic boarding school

learning programs. , to build motivation to learn. So that he can easily form into independent individuals in all circumstances, especially in independent learning.

This is emotional support, where the students will feel cared for. As stated by Sarafino, that one aspect of social support is emotional support, which is support related to emotional matters or maintaining emotional states, affection or expression. This support includes the expression of empathy, caring and concern for individuals, providing a sense of comfort, belonging and feeling loved (Zahara, 2012).

In addition, according to Tolsdorf in Ordford, this type of support refers more to encouragement, warmth, love and emotion. In addition, this support involves attention, trust and empathy so that individuals feel valuable (Zahara, 2012). It is also hoped that in the future the pesantren can manage the pondok programs so that they do not clash with Muhadhoroh and Munadhoroh time or the students' independent study time, so that their study time is used for other activities. However, as seen recently, these programs can be arranged in such a way that they do not disturb the students' independent study time too much. It's just that when there are urgent and impossible times, the programs don't run as they should.

In addition to the learning programs above, there are several pesantren programs that become the independence of the students, including;

1. Tahajud prayers in congregation three times a week, which are held on Tuesday, Friday and Saturday, it is hoped that this program will shape the character of the students in the discipline of body and study.
2. Dhuha Prayer which is held every day at 06.45 WIB in the morning before going to school.
3. Rowatib prayer every congregational prayer, either before or after the congregation.
4. Sunnah fasting every Monday and Thursday, which is done independently.
5. Morning alms before going to school, and Friday alms. To encourage students as social and caring beings.

As for the books studied at Islamic boarding schools, including;

- a. Aqidah of Muslim Coolies
- b. Adzkar (prayers)
- c. Tajweed Science
- d. Bulughumaram

- e. Nadhoman Islam & Faith
- f. Translation and Interpretation of the Qur'an
- g. Translation and Interpretation of Hadith
- h. Nahwu and shorof
- i. Science of Usul Fiqh and Balaghah
- j. Hadith Bukhari and Muslim

## CONCLUSION

All components and systems in the Cikoneng Islamic boarding school (YPI) play an important role in creating independent learning within the students. For example, from the human resources, such as teachers, administrators, caretakers and leaders of Islamic boarding schools. Their presence is needed by the students, as motivators, mentors as well as their second parents at the boarding school. Then the creation of learning independence is also created from programs that have been formed by the boarding school, such as additional recitation, guidance of scientific and linguistic groups, rote tests and others. As for the Cikoneng Islamic Boarding School (YPI) program that supports the creation of independent learning for students, namely the muhadhoroh and munadhoroh programs, group programs, rote deposit programs and Evaluation of Learning Outcomes. The researcher really hopes that this research can be a means for students to increase their knowledge, as well as for the researchers themselves. Hopefully in the future researchers can further develop in the realm of science. Of course, this research is still far from perfect, there are still many mistakes or maybe mistakes that researchers make. Therefore, researchers suggest reading the results of this study carefully, so that readers can find deficiencies and correct them.

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