Six Teacher Methods in Shaping Santri Morals in Boarding School

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Abstract
This study aims to determine the coaching method used by the teacher in shaping the morals of the students at Madrasah Diniyah Takmilah Awaliyah Baitul Makmur Padang. Sources of data were taken from six informants through in-depth interviews who were selected using purposive sampling technique. The six informants consisted of three coaches and three students. All the results of the interviews were then analyzed systematically through four steps of analytical activities, namely (data collection, data reduction, presentation and drawing conclusions). Overall the results of the analysis show: Regarding the coaching method used by the teacher in instilling morals in students by using six methods, namely; i) discussion ii) story iii) advice iv) exemplary v) habituation vi) punishment. The results of this study can be used as initial data for future research in examining different issues related to this problem and other issues relevant to this context.

INTRODUCTION
Before Islam was a source of good values that contained a good personality as a human of faith that came from religious teachings, such as in shaping Islamic character (Agrawal et al., 2020; Wong, 2020). Thus morality has a very important position. So efforts are need to print generations to be intelligent, honest and pious to God (Midgette et al., 2018; Wesselhoeft, 2017). In this day and age, the young generation is what the nation hopes for because it is on their shoulders that the youth are the nation's hope for the nation's future. If you have a good personality in terms of morals, ethics and morals, the next generation will be good too (Asmaldi et al., 2022; Hamilton & LaVoi, 2017; Zulmuqim, 2017).

Morals according to Ibrahim Anis are traits that are embedded in the human soul where actions arise without the need for a thought or good deed or not (Setiadi, 2006). A person's value or position is determined based on the moral qualities he shows (Peviyatmi et al., 2017; Pratama & Azhari, 2020). If his behavior reflects good morals (akhlaqul mahmudah) then he is considered noble and is referred to as someone who has good personal qualities (Engkizar et al., 2021; Frisancho & Delgado, 2018; Zen et al., 2022).
On the other hand, if his behavior reflects bad morals (akhlakul mazmumah) then he is seen as contemptible and referred to as someone who has a bad personality. For this reason, in instilling good morals, education has an important role here (Putri et al., 2020; Rafles et al., 2017; Rishan et al., 2018). Seeing the importance of education for humans, Islam as a religion of rahmatan lil alamin which plays an important role for human survival. Education is something that is fulfilled by every human being and has a role to raise morals, degrees, intelligence, and be useful for many people (Asril, 2021; Engelen et al., 2018; Engkizar, Kaputra, et al., 2022).

In RI Law NO. 20 of 2003 education is "a conscious and planned effort to create a learning atmosphere in the learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and the skills needed by themselves, society, and society." nation, and state (Maaranen et al., 2016; Osman, 2019; Shabani & Ghasemian, 2017). The world of education, especially in Indonesia, is currently very difficult to face challenges, namely in the form of problems with the morals of students (Rahman et al., 2018; Sabrina et al., 2022; Saputri et al., 2021). The school or madrasah environment is a gathering place for all the different characters and behaviors of students (Engkizar, Muliati, et al., 2018; Kasmar et al., 2019).

In the world of education, one way that teachers can do to instill morals in children is through coaching methods. The method comes from the Greek "Greek", namely "Metha" means through, and "Hodos" means way, way, tool or style (Novita et al., 2022; Nurwahidin et al., 2019; Paddiana et al., 2021). In other words, the method means the way or way that must be taken to achieve certain goals. Coaching is a conscious human effort to guide and direct the personality and abilities of children, both in formal and non-formal education (Sartika et al., 2020; Syafullah & Surawardi, 2020). So diniyah takmiliyah is one of the places for non-formal Islamic education that can be a means of forming morals (Kaputra et al., 2022; Syamsuddin, 2022).

So this Madrasah diniyah takmiliyah Awaliyah Baitul Prosperity is a suitable place to instill moral values in students (Syarif & Moenada, 2020; Yuslia et al., 2021; Zulmuqim, 2017). Namely having a very directing vision to shape the character of students, including the vision is the realization of quality, competitive, strong education in the national education system, so that able to become a center of excellence for Islamic religious education and community development in order to shape the character of the personality of students as devout Muslims, and responsible citizens. In this case, (Azmi & Wardi, 2020) mentions that there are eight methods of moral development, which are hiwar (discussion), qisah (story), amtsal (parable), uswah (exemplary), tadrib (habituation), 'ibrah (contemplation), will 'idzah (advice), targhib wa tarhib (reward and punishment) (Fernando et al., 2022; Syafrill, 2021).

**METHODS**

This research uses a case study approach. According to (Islamoğlu et al., 2022; Stewart, 2022; Yuslia et al., 2021) Qualitative research is research that examines the subject of action, motivation and others as a whole to understand a phenomenon in its research procedure using descriptive data in the form of words and language by utilizing various scientific methods. While the case study approach according to (Febriani et al., 2022; Rahayu et al., 2022) chooses a study for a case, so it can use various sources of information including observations, interviews, audio-visual materials, documentation and reports.

Sources of data were taken from six informants through in-depth interviews selected using purposive sampling technique, while the selected informants had met the criteria of empathy, namely having competence, informants according to the field to be studied, informants having time to provide information, and honest informants in providing information (Engkizar, Alfurqan, et al., 2018; Stenseth & Stromso, 2019; Ward & Guthrie, 2019). Factual data to meet the criteria as informants, all informants are supervising teachers and students at Madrasah Diniyah Takmiliyah Awaliyah Baitul Makmur Padang.
RESULT AND DISCUSSION

The data obtained after conducting interviews with informants in the data collection process stated that the teachers of Madrasah Diniyah Takmiliyah Awaliyah Baitul Makmur applied six (6) forms of coaching methods in instilling morals in students. The six coaching methods, including those described by (Khoiriyati et al., 2021; Ware, 2019), are the storytelling, exemplary, discussion, habituation, advice, reward and punishment methods. The six coaching methods can be seen in Figure 1 as follows:

Fig 1. Method of fostering Madrasah Diniyah Takmiliyah Awaliyah teachers

From the description above, it can be seen that in this study the teacher of Madrasah Diniyah Takmiliyah Awaliyah Baitul Makmur used six coaching methods to instill morals in students (Aini et al., 2019; Amani et al., 2021; Mutathahirin et al., 2022). The six coaching methods are the story method, example, discussion, habituation, advice, reward and punishment. The six coaching methods were used by informants unevenly.

First, (story coaching method) two of the three informants stated that they applied the story coaching method in instilling the morals of students (Anwar et al., 2017; Ashidiqi et al., 2019; Hamilton & LaVoi, 2017). This theme was stated by the informant as quoted from the interview below:

… The story development method that I did was by telling the stories of the prophets and companions how to have good morals (informant 1), … the story building method in which the father told stories of friends that were in accordance with the material so that the students could imitate him (informant 2).

Second, (the exemplary coaching method) the three informants stated that they applied the exemplary coaching method in instilling the morals of the students (Azmi & Wardi, 2020; Azzahra et al., 2021; Enri Auni & Hermanto, 2020). This theme was stated by the informant as quoted from the interview below:
...mother did this coaching method, namely by setting a good example and directing the students according to what we did, because we know that the students will follow what they often see, so if the teacher has good morals, so will the students (informant 1), ... exemplary coaching, namely the father himself who provides good behavior that can be an example/examples for students to imitate (informant 2), ... the exemplary coaching that I do is by giving examples from myself, namely habits, traits, and behavior, because one of them is This example is an important method used by teachers. Because exemplary is an example that can be imitated by students such as imitating the habits that teachers do (informant 3).

Third, (discussion coaching method) one of the three informants stated that they used the discussion coaching method in instilling students' morals (Efendi et al., 2019; Engkizar, Kaputra, et al., 2022; Ganefri et al., 2017). This theme was stated by the informant as quoted from the interview below:

...this method where the method of conveying material to students is then discussed whether or not the students understand the material provided (informant 2).

Fourth, (the method of habituation development) one of the three informants stated that they used the method of habituation development in instilling the character of students (Febriani et al., 2022; Fernando et al., 2022; Hakim, 2019). This theme was stated by the informant as quoted from the interview below:

...the father uses this method by giving students habits such as studying fiqh, so students are accustomed to being good at ablution, praying and others (informant 2).

Fifth, (advice coaching method) one of the three informants stated that they used the advice coaching method in instilling students' morals (Ibrahim & Wiza, 2021; Irawan et al., 2021; Nur Isnaini et al., 2019). This theme was stated by the informant as excerpted from the interview below:

...advising students with patience because santri are synonymous with gentleness not violence and I also can't restrain students because if students are too restrained, they will do more bad things. The important point is to be patient with it and never get tired of continuing to advise him (informant 3).

Sixth, (the method of coaching rewards and punishments) two of the three informants stated that they used the method of coaching rewards and punishments in instilling students' morals (Muswara & Zalnur, 2019; Novebri & Dewi, 2020; Ramli et al., 2017). This theme was stated by the informant as excerpts from the interview below:

...certainly in the learning process there were times when I gave punishment to students but the punishment did not affect their physique, for example, not with physical violence, I gave the punishment so that the students could correct the mistakes they had made. be did (informant 2), ... when students are noisy in class, they are punished, namely throwing garbage (informant 3).

CONCLUSION

The findings of this study have succeeded in revealing that there are many forms of problems for students at Madrasah Diniyah Takmilliyah Awaliyah Baitul Makmur Padang, while the pattern of coaching has been going well and some of the patterns used are discussion, stories, advice, example, habituation and punishment. In applying this coaching method, of course, every teacher has their own reasons.

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