



## The Effect of Independence Education in Islamic Boarding School on the Development of Emotional Intelligence of Elementary School Students

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### Abstract

This study was intended to determine the effect of independence education in Islamic boarding schools on the development of emotional intelligence in Qur'ani Islamic Elementary School of Al-Bahjah Cirebon. This research is a quantitative research using the post facto method. The data collection techniques used were observation sheets, questionnaire sheets, and documentation. The research data were analyzed using the determination test. Based on the test of the effect of independence education in Islamic boarding schools on the development of emotional intelligence, this study showed 57.1%, meaning that there is an effect of independence education in Islamic boarding school environment on emotional intelligence of students Qur'ani Islamic elementary school of Al-Bahjah Cirebon while the rest is influenced by other factors. Thus, it is expected that independence education in the boarding school environment can become a role model in the application of independence education in all formal educational institutions so that the children of Indonesia become independent generations who have high emotional intelligence.

Keywords: *self-reliance, emotional intelligence, Islamic boarding schools.*

### **Abstrak**

Tujuan penelitian ini adalah untuk mengetahui pengaruh pendidikan kemandirian di pondok pesantren terhadap perkembangan kecerdasan emosional siswa Sekolah Dasar Islam Qur'ani (SDIQu) Al-Bahjah Cirebon. Jenis penelitian ini yaitu penelitian kuantitatif menggunakan metode *expost facto*. Teknik pengumpulan data dalam penelitian ini menggunakan teknik observasi, angket, dan dokumentasi. Data hasil penelitian dianalisis melalui uji determinasi. Berdasarkan uji determinasi pengaruh pendidikan kemandirian di pondok pesantren terhadap perkembangan kecerdasan emosional dalam penelitian ini menunjukkan 57,1%, artinya terdapat pengaruh pendidikan kemandirian di lingkungan pondok pesantren terhadap kecerdasan emosional siswa SDIQu Al-Bahjah Cirebon. Sedangkan sisanya dipengaruhi oleh faktor lain. Dengan demikian, diharapkan pendidikan kemandirian di lingkungan pondok pesantren dapat menjadi role model dalam penerapan pendidikan kemandirian di seluruh lembaga pendidikan formal agar anak-anak bangsa Indonesia menjadi generasi mandiri yang memiliki kecerdasan emosional yang tinggi.

Kata kunci: *kemandirian, kecerdasan emosional, pondok pesantren.*

### **INTRODUCTION**

Indonesia has several types of educational institutions, including formal institutions, non-formal institutions, and informal institutions. Besides, there are also educational institutions in Indonesia initiated by the community, one of which is a boarding school. Islamic boarding school is an educational institution which is based on the Islamic principle (Halik, 2016). The curriculum at Islamic boarding schools is different from other public schools. The education system in Islamic boarding schools generally requires their students to undergo regular education programs from the morning until the next afternoon followed by several other educational programs specifically in the afternoon and evening (Setiawan, 2013). Students who study in Islamic boarding schools usually live in a dormitory that is guided by one or more teachers called *Kiai*. In addition to housing, boarding can also be used as a place of activity for students. Among the ideals of boarding school education is to print students to be independent and not depend their lives on others (Sanusi, 2012).

According to Djumransjah (2016), the level of education in Islamic boarding schools is not limited like other educational institutions. In general, an increase in the level of students, education is marked by mastery of certain material until graduation to further study other books. At the boarding school also taught the values of independence, students are accustomed to activities that must be done alone without hanging other people, such as preparing clothes to learn independently. Students in Islamic boarding schools also learn about sincerity or selfless service in pursuing the nature of life, in addition to the spirit of cooperation and solidarity that is manifested by solidarity in every activity in boarding schools and good relations between the self with *Kiai* and with the community (Muhakamurrohman, 2014). From the spirit of sincerity,

it makes the Islamic Boarding School alumni as emotionally intelligent individuals, because someone who can manage their emotions well will get various facilities to develop their social skills (Cherniss, 2002).

Al-Bahjah Islamic boarding school is one of the Islamic boarding schools in Cirebon. This boarding school accepts students from the age of elementary school, namely the Al-Bahjah Islamic School of Qur'ani (SD IQU). Like other Islamic boarding schools, students are required to live in a dormitory that has been provided by the institution to practice independence and good character in accordance with Islamic law (Halik, 2016). In general, children admitted to Islamic boarding schools will be sad at first, even feeling that their parents don't love them anymore. However, over time, children will get used to and understand themselves that the actions taken by their parents are for the good of the child (Papworth, 2015). At the Al-Bahjah boarding school, there is a saying "the method is far more important than material". This is reinforced by the opinion Carpenter (2006) that the effectiveness of teaching methods favor constructivist, active learning methods, meaning that a good method is a method that can make students actively build their own understanding of the material being taught. If a teacher is able to use various methods, students tend not to experience boredom or boredom in the learning process.

One of the characteristics of the educational process in Islamic boarding schools is the independence of students (Sanusi, 2012). This is a process that is not easy, especially training children to be independent from an early age. As the results of research show that parenting behavior and interactions influence children's later development, parental habits, and good interactions will affect children's development well, and vice versa, parental habits and unfavorable interactions will affect children's development becomes less optimal (Papworth, 2015). Age 6-12 years is the initial age range for children entering environments outside the family such as school and community environments. Often children feel fear and anxiety when entering this phase so that the role of parents is very important so that children can control these feelings. Nisa (2017) suggests that the guidance and role of parents can foster children's confidence to enter the environment outside the family. The environment is one of the factors that greatly influences the child's development process (Hidayah, Yunita & Utami, 2015). The environment includes the family environment, school environment, and community environment. Meanwhile, in the family environment the role of both parents is very important. These roles include things like caring for and looking after children, providing education, and protection.

Education refers to the process of transferring knowledge from one person to another so that people who do not know become know. However, it is not just transferring, but also applying good norms to be able to behave morally. Based on Law No. 20 (2003), the aim of national education is to develop skills and shape the nation's character that is dignified and intelligent. Educational objectives other than those mentioned above, also aim at forming student independence. Solichin (2012) states that independence is a trait that is shown not to depend on others. Someone who has strong independence will have a great sense of responsibility too. This is also reinforced by the opinion of Wuryandani, Fathurrohman & Ambarwati (2016) that independence is one of the benchmarks for the character of each individual. One of the characteristics of a quality human being is an independent human being. Independence can lead someone to become an active person and can do many beneficial things so that an independent person can achieve success. Independence encourages people to be creative and achievers, because independence is something fundamental that must be owned by someone to be able to adapt to the environment and determine attitudes (Nashori, 1999).

Independence is very important because life is very complex so through independence students are expected to be able to solve their own problems without being dependent on others (Sa'diyah, 2017). In this day, when technology is very rapidly developing, in addition to the positive impacts of course there are also many negative impacts for students. The negative impacts include addiction to online games (Sanditaria, 2012), access to negative content (Syifa, Setianingsih & Sulianto, 2019), to cyber bullying often occur among school age (Rahayu, 2012). In addition, other negative effects also often occur such as dishonesty during tests at school, a lack of sensitivity to the surrounding environment and so on. This certainly must be considered and the solution sought. Cultivation of independence in students is the right solution to fortify students from these negative influences. Thus, students are able to sort out good and bad things, and make decisions that are responsible for their actions (Patriana, 2007). If the students already have a high sense of independence, then this can affect the success of these students in education.

Furthermore, there are several aspects of independence. The aspects of independence according to Masrun (1986) include: 1) responsibility, namely the potential possessed by students to complete the task and the ability to distinguish right from wrong in thinking and acting; 2) autonomy, shown by carrying out tasks that are not dependent on others, and have high confidence in making decisions; 3) initiative, which means being able to come up with ideas and act without being told by others. This can be seen in a person's ability to express ideas,

opinions and defend their decisions; 4) strong self control, which means being able to control and control emotions and can solve problems with another perspective.

Independence is closely related to emotional intelligence. Someone who has independence means being able to master the conflicts within him. As explained by Goleman (2001), EQ (Emotional Quotient) is a person's ability to filter information that can trigger his emotions so that his actions and feelings can be controlled properly. Someone who is emotionally intelligent has a good emotional balance so that he usually has good social intelligence (Jannah, 2013). Based on these explanations it can be said that someone who is independent means having high emotional intelligence so that they can act independently of others through managing their own emotions.

The description of emotional intelligence was also stated by Cahyani, Rumapea & Daud (2016) that emotional intelligence has the meaning of self-awareness in managing emotions and regulating themselves in interacting with others. This opinion is reinforced by Nur & Suyatman (2017) that emotional intelligence is the ability to motivate yourself and persevere to control yourself so that you are not easily discouraged, manage your heart and not be excessive in emotions, can manage feelings and be able to deal with stresses so that you are not easily discouraged.

In essence, emotional intelligence (EQ) has a very important role in the success of one's life (Cherniss, 2002). Emotional intelligence can help children find suitable talents and interests. Emotional intelligence can also help children in socializing with their environment. A child needs to be equipped with emotional intelligence early on in order to be able to adapt to the environment and be able to achieve maximum success (Perbowosari, 2016).

Emotional intelligence is in the inner brain which functions to regulate the emotional center and can develop earlier than other intelligences (Arora & Rangnekar, 2015). Emotional intelligence regulates emotional activity but synchronizes with intellectual intelligence (Calero, Barreyro & Injoque-Ricle, 2018). The factors that affect a person's level of emotional intelligence that consists of internal and external factors. This is supported by the opinion of Hidayah, Yunita & Utami (2015) which states that the internal factors that influence children's emotional intelligence are children's physical and psychological, while the external factors are stimulus and environment.

Previous studies have shown that there are inequalities in learning achievement between students studying and living in Islamic boarding schools and students who live at home (Lestari, Iswandhiari & Andrizal, 2019). Other studies show some differences in output between Islamic boarding schools and favorite schools (Halik, 2016) and there are differences in learning

outcomes in both academic and non-academic fields between boarding schools and ordinary schools (Papworth, 2015). While the results of Mukarromah & Sobri's research (2013), there are differences in learning habits that affect learning outcomes significantly between students who live in Islamic boarding schools and those outside Islamic boarding schools. Furthermore, based on the results of Herawati & Yunita's research (2014), there are coaching activities that are held in Islamic boarding schools that are comprehensive, develop cognitive abilities, affective and psychomotor optimally so that the independence and discipline of students in Islamic boarding schools is formed. Based on some of the research that has been mentioned, there are several factors that influence the intellectual development of students but not many have discussed specifically, such as independence education factors. One of the education strategies in Islamic boarding schools is the development of independence. Therefore, this study aims to determine the effect of independence education in Islamic boarding schools on the development of emotional intelligence of elementary school students.

## **METHODS**

This research is a type of quantitative research using the post facto method. This study aims to reveal the possible influence of independence education on the emotional intelligence development without any manipulation. This research was conducted at the Al-Bahjah Cirebon Islamic Elementary School (SDIQU) Cirebon with a population of all grade III students totaling 29 students. Determination of the sample in this study using saturated samples, this sample technique is used because the population is relatively small, less than 30 people (Sugiyono, 2017).

Observation, questionnaire and documentation techniques were used in this study. The observations were made to observe the independence education. The questionnaire is used to collect data about students' emotional intelligence. Retrieval of data through a questionnaire is done with a *likert* scale by putting a check mark on each statement. Furthermore, documentation techniques are used to systematically view and record the documents needed in research.

The data analysis technique used in this study is a simple regression analysis, which aims to determine whether the variable X has a significant effect on the variable Y. The assumption test is performed as a prerequisite test. The prerequisite tests include tests of normality, function to find out whether the data distribution is normally distributed or not. Data that are normally distributed can represent the existing population.

## RESULTS AND DISCUSSION

### Independence Education in Islamic Boarding School

Based on several indicators and criteria for independence education according to Masrun (1986) applied in Al-Bahjah Cirebon Islamic boarding school, the following data are obtained:

Tabel 1. The Indicator of Independence Education

No	Indicators	Frequency	Percentage %	Criteria
1	Responsible	57	49%	Very Good
2	Autonomous	55	47.5%	Good
3	Initiatif	4	3.5%	Enough
4	Strong Self-Control	0	0%	Less
Total		29	100%	

The results of observations on the independence education of elementary school students in the Al-Bahjah Islamic boarding school in Cirebon against 29 respondents with four indicators "responsible", "autonomy", "initiative" and "strong self-control". Based on table 1 that has been presented it can be described that the indicator responsible shows a frequency of 57 or 49% with very good criteria. Furthermore, the indicator autonomy shows the frequency of 55 or 47.5% with good criteria. Meanwhile, for the indicator initiative shows a frequency of 4 or 3.5% with sufficient criteria, while the indicator strong self-control shows a frequency of 0 so that the percentage is also 0% with less criteria. Based on the data that has been presented, the conclusion is that the level of independence of elementary school students in Al-Bahjah Islamic boarding schools is very good. That is, students who live in Islamic boarding schools are able to make decisions and commit to decisions taken without relying on others. This is consistent with the opinion Montalvo & Torres (2004); Sari & Deliana (2017) that students who have independence have characteristics, including having high responsibility, having good self-confidence, taking the initiative.

### The Development of Emotional Intelligence

The results of the distribution of students' emotional intelligence questionnaire to 29 students obtained the following results:

Tabel 2. Data Recapitulation of Emotional Intelligence

Indicators	Alternatif Answer	Score item	F	Score
• Recognizing self emotion	Strongly Agree	4	316	1264
• Managing emotion	Agree	3	382	1146
• Motivating themselves	Disagree	2	122	244
• Recognizing other persons' emotion	Strongly Disagree	1	50	50
• Building relationship				
Jumlah Total			3480	2704

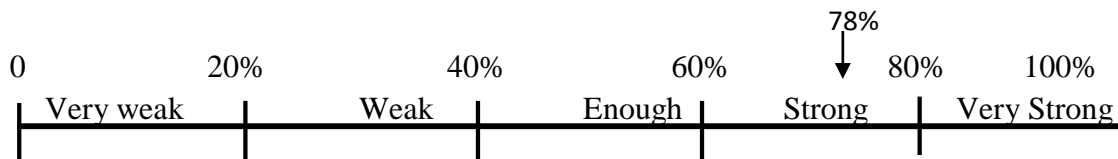
Based on recapitulation of data, to find out the scale of responses on the development of emotional intelligence of elementary school students who were guided from an early age at SDIQU Al-Bahjah Cirebon the following calculations were carried out:

$$\frac{\text{Total score of questionnaire}}{\text{Standard of highest score}} \times 100 \%$$

Table 2 shows that based on 29 respondents who filled in the questionnaire with 30 items, the ideal score obtained for the questionnaire was 30 items x 29 respondents x 4 (highest score of each item) = 3480. It is known that the total score in accordance with the questionnaire distribution data on emotional intelligence is 2704. The percentage of questionnaires can be calculated with the following formula:

$$\begin{aligned} \text{Total score of questionnaire} &= 2704 \\ \text{Standard of highest score} &= 3480 \\ \text{So, The percentage is,} \\ &\frac{2704}{3480} \times 100 \% = 78\% \end{aligned}$$

The score can be categorized strong if they are around 61% - 80%



Based on the results of the percentage of emotional intelligence development shows a percentage of 78% or in the strong category. This indicates that elementary school-age students who are housed in Islamic Boarding School have high emotional intelligence. This is because when in Islamic boarding schools students must adapt to the environment of the cottage, in addition students must be able to break away from emotional dependence with family (Wulandari & Rustika, 2016). Emotional intelligence can be another important aspect of life satisfaction (Szcześniak & Tułeczka, 2020). This is in accordance with the opinion of Cherniss (2002) that someone who has good emotional intelligence will be able to accept, express, and manage his own emotional and others.



## The Effect of Independence Education in Islamic Boarding School on the Development of Emotional Intelligence of Elementary School Students

To find out whether there is an effect of independence education in Al Bahjah Islamic boarding schools on the development of emotional intelligence can be done with a simple regression test. The simple regression test results are as follows:

Tabel 3. Correlation Coefficient Test

Model	Unstandardized Coefficients		Standardized Coefficients Beta	T	Sig.
	B	Std. Error			
	(Constant)	47.157	5.067	9.307	.000
1	Independence Education	.351	.058	.756	6.001

a. Dependent Variable: Emotional Intelligence

The simple regression calculation results above show a constant coefficient of 47.157 the coefficient of the independent variable (X) of 0.351, so that the regression equation  $Y = 47.157 + 0.351X$  is obtained. The table above also shows the value of sig.  $0,000 < 0,05$  then  $H_0$  is rejected and  $H_a$  is accepted. Based on the data description, it can be concluded that there is an influence of independence education in the boarding school environment on the emotional intelligence of primary school age children at SD IQU Al-Bahjah Cirebon.

Tabel 4. Determination Test

Model Summary <sup>b</sup>				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.756 <sup>a</sup>	.571	.556	2.98341

a. Predictors: (Constant), Independence Education  
 b. Dependent Variable: Emotional Intelligence

In the table 4 above there is R Square of 0.571 (the square of the correlation coefficient of 0.756). R Square is called the determinant coefficient which in this case is 57.1%. From this value it can be interpreted that 57.1% of the influence of independence education in the environment of Islamic boarding schools on emotional intelligence of elementary school age children Al-Bahjah Cirebon SDIQU while the rest is influenced by other factors.

Based on the results of the study of independence education in the environment of Islamic boarding school SDIQU Al-Bahjah Cirebon which has been done by referring to four aspects of independence (responsibility, autonomy, initiative and strong self-control) states that 29 respondents showed a frequency of 57 or 49% in the aspect of responsibility with very good criteria, frequency 55 or 47.5% in the aspect of autonomy with good criteria, frequency 4 or 3.5% in the aspect of initiative with sufficient criteria and 0% in aspects of strong self-control

with less criteria. After being analyzed, the emotional intelligence of the third grade students of SDIQU Al-Bahjah Cirebon was classified as high, namely 78%. The results of the research hypothesis test also showed a significance value of 0,000 less than 0.05 then  $H_0$  was rejected, meaning that there was an influence of independence education in the boarding school environment on the emotional intelligence of elementary school students at SDIQU Al-Bahjah Cirebon. The results of this study support previous findings by Setiawan (2013) that boarding education can equip students to be able to adapt to their environment well. This was obtained from the activities and programs carried out in the hostel. The more students take part in activities in the dormitory environment, the physical, mental and emotional abilities will be honed so that students are accustomed to facing difficult conditions and are able to solve all their problems themselves.

Students who study at Islamic boarding schools have relatively high emotional intelligence. In the Islamic view, if a person can manage his emotions well, patience will be formed in dealing with problems and not easily discouraged (Nurmalitasari, 2015). Be patient can make someone more sincere and look at the problem with an open heart and mind. Because someone who can manage emotions will be able to see the problem from another perspective so it is not easy to be emotional and believe that all problems come from God Almighty and there will definitely be a solution, as explained in the Koran that actually Allah is with the patient and Allah will not give problems to the creature beyond its ability, so with this belief one can deal with the problem calmly. Thus, someone who has good emotional intelligence will respond to the environment and manage his emotions well and full of patience (Thaib, 2013).

In addition, emotional intelligence can help someone in facing challenges that can trigger anxiety and tension to be more calm (Rahayu, 2015). Through high emotional intelligence, a person will be able to reduce his emotions so as not to cause violence and attacks on others. Someone with high emotional intelligence will better respond to problems by self-introspection, as the word of Allah in the Qur'an Surah Al-Fushilat: 34 which means "and not equal good and evil. Reject the crime in a better way. Then suddenly the person who is between you and between him who is hostile seems to be a very loyal friend ". Based on the meaning of the verses of the Koran it can be understood that emotional intelligence is one of the heart's control and ability to manage the will so that it can foster social relations well with its environment (Purnaningtyas & Suharto, 2010).

Furthermore, the determination test is carried out to find out how much influence independent education has on emotional intelligence. The results of the determination test showed that 57.1% there was an influence of independence education in the environment of

Islamic boarding schools on emotional intelligence of elementary school age children SDIQU Al-Bahjah Cirebon while the rest were influenced by other factors. This finding supports the opinion expressed by Wulandari & Rustika (2016) that the mental readiness of students can influence the ability to face and solve problems with themselves without depending on others. This is closely related to the ability of individuals to achieve independence. Independence according to Wijaya (2015) is the ability to manage good human traits to be shown and eliminate bad traits not to be displayed in behaving and behaving in their environment. Independence is a skill that develops throughout the life span of an individual, which is strongly influenced by factors of experience and education. Students who have high independence will know how to use cognitive abilities, know how to formulate ideas, organize plans, and direct mental processes to achieve their goals, have a high degree of motivation and motivation so that they will usually achieve high academic achievement because they have the ability to control and modify , and adjust to the demands of the task and learning situation. In addition, independence is also directly proportional to the ability to manage time and have responsibility for completing tasks, and understand how to create a learning environment (Montalvo & Torres, 2004), and can assess the level of ability needed to solve the problems they face in life (Rusman, 2014).

Attending boarding schools represent a challenge, to varying degrees for different students, as it is quite different from a student's home environment (Papworth, 2015). Dormitory life requires students to be able to adjust not only to the conditions of the hostel but also with the residents of the dormitory namely the supervisors of the hostel and peers. This adjustment forms the independence of the santri. Independence is one of the things that is very potential for human success, as argues Lumbantobing (2019), Independence is one of the potential that is very influential in success in humans. The terms of independence that are often used include independence, autonomy and self regulation. The independence of students is reflected in everyday life in Islamic boarding schools. The students are familiar with activities that require students to do it themselves, such as eating, drinking, washing clothes, to study. Someone with high independence will be able to achieve goals that have been formulated by themselves.

This is confirmed by the results of the research of Hjort, Holvikivi, Vesikivi, & Lukkarinen (2015), someone who has high independence has his own views to achieve desires and has freedom in realizing his ideas. Personal ability of students is believed to make students achieve the expected learning goals, even without the help of friends in the dormitory environment (Hasibuan, Saragih & Amry, 2018). Students with high independence are able to

adjust to hostel conditions that require students to be far from parents and will not experience protracted sadness when separating from parents (Arabaci, Akgul, Akilli & Karaca, 2013). Students with good independence also find it easier to adjust to the demands of being able to do things without relying on others (Düşek & Ayhan, 2014).

## **CONCLUSION**

Based on research findings that have been presented, it can be concluded that the independence education in Al-Bahjah Cirebon Islamic boarding school is one of the factors that can influence the level of emotional intelligence development of students. Emotional intelligence has an important role in the process of education for the independence of students in Islamic boarding schools. This is because emotional intelligence is very important for a person in achieving life success through managing emotions and the ability to motivate oneself so that they do not easily give up in facing all the problems of life and the ability to hone empathy and environmentally sensitive attitudes to achieve harmony in community life. Through the independence education program implemented in Al-Bahjah Cirebon Islamic boarding school, it can produce students who are able to apply Islam thoroughly and optimally, able to compete in the development of general knowledge according to the times and technology, so that students have good independence and responsibility. Thus, it is expected that independence education in the boarding school environment can become a role model in the application of independence education in all formal educational institutions so that Indonesian children become independent generations who have high emotional intelligence.

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