


The Implementation of Boarding School System in Forming Students' Spiritual Attitude

Mela Luthfiyana¹, Suhono^{2*}, Hayatun Nufus³, Ayu Lestari⁴, Sri Tuti Rahmawati⁵

^{1,3,4,5} *Institut Ilmu Al-Qur'an (IIQ) Jakarta, Indonesia*

² *Institut Agama Islam Ma'arif NU (IAIMNU) Metro Lampung, Indonesia*

 suhono120708@gmail.com*

Abstract

This aim of article was to analyze the system boarding school, especially students English Study Program at SMA International Islamic High School (IHS) Jakarta, and the implementation of boarding system school in forming the spiritual attitude of students in school. The research method used qualitative research by using a descriptive approach. The data sources and secondary data sources. The data collection method in this research used observation, interviews, and documentation. Method of data analysis by means of data collection, data education, data display and drawing conclusions or verification. The result showed that the implementation of the boarding school system in shaping student's spiritual attitudes through that delivery of Islamic Studies material as Islamic knowledge and daily worship habits such as praying 5 times in congregation, reading dzikir, learning Al- Qur'an.

Keywords: Boarding School System, Students' Spiritual Attitude, Spiritual Attitude

ARTICLE INFO

Article history:

Received

November 27,
2020

Revised

July 15, 2021

Accepted

July 19, 2021

Published by

Lembaga Penelitian dan Pengabdian Kepada Masyarakat
Institut Agama Islam Negeri Metro

Website

<http://e-journal.metrouniv.ac.id/index.php/tapis/index>

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INTRODUCTION

Parents are the first school for their children. From the parents we know the first education, from the beginning of how to speak, walk, know something, the basic outlook on life, attitudes, and life skills that children get from both parents. The first and foremost of all the education given to both parents is the knowledge of the Divine. Introduction to our God Allah SWT. From the beginning of the child's birth into the world, Islam requires a father or guardian of the child to recite the call to prayer in the right ear and the recitation of iqomah in the left ear of the child. It aims to introduce the values of monotheism to children (Ahmad, et al., 2020; Huda & Sabani, 2018; Abdullah & ZA., 2018). By introducing Allah as God, introducing about Iman and Islam from the recitation of the call to prayer is the first spiritual education that parents introduce to their children. Because every parent must want their child to have a good spiritual attitude, which is to be a child who believes and is pious to God. We know that every parent must have a feeling natural to love and cherish their children (Wightman., 2019; Verberbne., et al., 2019). Such feelings grow naturally in both parents, in the form of feelings of fatherhood and motherhood to nurture, love, cherish and care for children. If

Doi <http://dx.doi.org/10.32332/tapis.v5i1.2645>

ISSN Print 2579-3233; Online 2580-068X

Volume 5 Number 1, June 2021, page 58-73

these psychological feelings do not exist in both parents, surely both parents will not be patient in loving, protecting, nurturing, nurturing and educating their children.

Because of this, the Qur'an describes these true feelings in the best possible way. The Qur'an describes children as ornaments of life. As the words of Allah SWT found in the letter of Al-Kahfi [18] verse: 46. "Wealth and children are the adornment of the life of the world but the deeds that remain pious are better rewarded in the sight of your Lord and better to be hope." (QS. Al-Kahfi [18]: 46). Property and children are part of the jewelry of the world. In the hereafter, the property does not provide any benefit unless in the world it is spent on things that are pleasing to Allah SWT. As for the deeds and words that are pleasing to God, then that is better than all the ornaments of the world.

Because the jewelry of the world is mortal, while the reward of deeds and words that are pleasing to God will remain eternal forever. But in reality not all children get a good enough spiritual education from both parents. This was experienced by some students of class XI IPA SMA International Islamic High School (IIHS) Jakarta, which researchers found during the School Field Introduction (PLP) 2 activities in September 2019, through what researchers see, hear and feel both in dormitories and school, due to varied family backgrounds. From these varied backgrounds it is a must for teachers both in dormitories and in schools to have various ways and methods in educating them both in the classroom and outside the classroom (Gudu, 2015)., because indeed the family background, nature and personality of students are different, this is what becomes a challenge that researchers want to study more deeply about the efforts and ways in shaping their spiritual attitudes through the implementation of the system boarding school. There are some parents who do not have enough spiritual knowledge to educate their sons and daughters. Due to the lack of spiritual knowledge of both parents, it affects the child's own spiritual attitude (Ekeh, B. C., & Ekrikpo, U. E. 2015; Baldacchino, D. 2015; Malach, J., & Kristová, K. 2017). Not only does the knowledge of spiritual attitudes affect a child's spiritual attitude, it is also caused by both parents who are very busy with their work, so they do not have enough time to provide control and education of spiritual attitudes to their children. Then the negative influences of globalization that bring western culture in the middle of our culture, which can make children fall into negative associations. Some of these things greatly affect the education of children's spiritual attitudes at home. Because parents should be the first school for their children.

From some of the above problems, many of the parents who send their children to school with the dormitory system or we know the term Boarding School. With a 24-hour education system in place, boarding school will be the target of parents because their busy schedule no longer has enough time to give attention and control to their children after school. From this point of view, the system is boarding school more trusted by parents than the formal education system, especially for career parents who have a high commitment to instill spiritual education in their children. Boarding School is considered able to fortify students from the negative influences of globalization that

brings western culture in the middle of our culture (Kristiawan, et al., 2021). Here the author will explain about the system Boarding School in the foundation of the International Islamic Education Council, namely in class XI IPA SMA International Islamic High School (IIHS) which is the object of research. Boarding School is an Islamic education system with a dormitory system where students must stay in dormitories for 24 hours, kyai (caregiver) as the center of his figure and the mosque as the central point that animates him. In the system, boarding school parents entrust care and education to the school and the hostel to be educated and guided well. Activities for 24 hours are monitored and taken care of by the school and dormitory, from waking up, praying 5 hours in congregation, doing sunnah prayers, such as sunnah prayers rawatib, sunnah prayers dluha, and sunnah prayers tahajud, reciting the Qur'an an, pray before doing something or activity, study religion, listen to tausiyah until the child returns to rest.

Spiritual education activities with the system boarding school such as 5 time congregational prayers, tahajud prayers, dhuha prayers, reciting the Qur'an, praying before doing something or activities, learning religious sciences such as jurisprudence, nisaiyah (daughterhood), hadith, that's what be the basis in shaping the spiritual attitude of students. Therefore, this article discussed about Implementation of System Boarding School in Shaping Students' Spiritual Attitude" (Case Study: Students of Class XI IPA SMA International Islamic High School Jakarta).

METHOD

The researchers used qualitative research method by using a descriptive approach. Qualitative research was a study whose research results are not obtained through statistical procedures or other quantification methods. The research in this thesis uses a naturalistic approach to understand a particular phenomenon.

The sample research was students of English study program at SMA International Islamic High School (IIHS) Jakarta. The type of research use descriptive qualitative research. Descriptive research was research that was intended to describe systematically and accurately a particular situation or population area that is factual. Descriptive research can also be defined as research that was intended to photograph individual phenomena, situations, or specific groups that occur today. Descriptive research also means research that is intended to describe a particular phenomenon or characteristic of an individual, situation, or group accurately. The purpose of descriptive research itself is to describe a set of events or current population conditions. Descriptive study is a tool for discovering new meanings, explaining a condition of existence, determining the frequency of occurrence of something and categorizing information.

RESULT AND DISCUSSION

This research on *"Implementation of Boarding School System in Shaping Students' Spiritual Attitude"*, in this discussion the researcher will describe the data obtained by the researcher through observation, that is, the researcher directly with what is heard, seen and felt when the activity Introduction Field Schooling (PLP) 2 takes

place, especially those related to the formation of students' spiritual attitudes, the results of interviews and documentation.

System Boarding School at SMA International Islamic High School (IIHS) Jakarta

System Boarding School at SMA International Islamic High School (IIHS) is a boarding school where pupils or students are placed in dormitories during their education and separated between boys and girls. For Men's Dormitory located at Patra Jasa and Women's Dormitory in Teuku Umar, Menteng. The system Boarding School at SMA IIHS or International Islamic High School is based on 5 main pillars used in the IIEC or curriculum, International Islamic Education Council among them are:

a. Language (Language)

Language is the key word of knowledge, in teaching and learning activities that prioritize language learning that includes the use of English, the language of the Qur'an and Mother Tongue in all activities in schools and dormitories.

b. Academic-learning Excellence Academic

Excellence that aims to fill the head, by implementing the teaching process with a specially designed curriculum as the Implementation of the Islamization of Science and the Internationalization of Education.

c. Islamic Studies Islamic Studies () Islamic

Studies that aim to fill the heart, by building the faith of students to have a pious character, strong, strong, innovative, and always dare to uphold the right and eradicate the wrong based on Tawhid, worship and work based on Al- Qur'an and Sunnah. Always appear as a role model, polite and courteous, high moral character who always refers to the morals of the Prophet SAW.

d. Interpersonal Skills (Interpersonal Skills)

InterpersinalSkills bertujuan Interpersonalor Skills for developing personal skills into personal ideal Muslim character that is strong, powerful, innovative, bold and confident and train all the instruments himself up to have the speed of the mission as *vicegerent* God'son earth.

e. Overseas Program Overseas Program ()

Overseas Program or overseas program that aims to build a global perspective is a migration with the footprints of the struggle of the Prophet SAW in upholding his message, with this concept laid the foundation of the *Overseas Program*. The direction of this program is for the development of the students' vision, that the glory of life is only obtained and achieved with persistent struggle.

From the above description it can be concluded that the system *boarding school* at SMA International Islamic High School (IIHS) Jakarta is a boarding school, where students must stay for 24 hours and must follow the rules and activities in boarding and school, based on the Five Pillars IIEC or International Islamic Education Council, which aims to form intelligent learners in the academic, spiritual and social fields. Islamic Educational Institution which aims to create its students to be diligent in worship and able to live and understand the teachings of Islam well and correctly, as

well as to be the "*caliph fi al-ard*" who is able to spread the message of Islamic teachings both in the National and International domains.

Implementation of the System *Boarding School* in Forming the Spiritual Attitude of Students in Dormitories

From the results of interviews with Teachers *Islamic Studies* and Dormitory Chairmen both boys and girls and reinforced by data- data obtained and observation results, namely the researcher's direct observation with what is seen, heard and felt when the School Field Introduction (PLP) 2 activities took place, that the implementation of the system *boarding school* at SMA *International Islamic High School* (IIHS) Jakarta in the formation of spiritual attitudes students are implemented based on the five pillars of IIEC or *International Islamic Education Council* , two of which run in dormitories, namely the Pillar of *Islamic Studies*, the Pillar of Language, namely the Arabic language and *Interpersonal Skills*. The implementation of the system *boarding school* at SMA IIHS is carried out with regular activities for 24 hours, namely through worship activities both in dormitories and at school, from waking up to sleeping again. The implementation of the system *boarding school* in shaping the spiritual attitude of students is more implemented in dormitories, because more time is spent in dormitories, because in schools more emphasis academic education, English, and *overseas programs* is, but there is still learning *placed Islamic Studies* on in classrooms and activities. worship outside the classroom performed according to the schedule that has been made. Learning at school is done from morning to afternoon, after which activities continue in the dormitory.

The application of the system *boarding school* in dormitories in shaping the spiritual attitude of students is implemented through the learning of *Islamic Studies* and worship activities. In accordance with the understanding of spiritual attitude that spiritual attitude is a response or reaction or action in an effort to know the creator, Allah SWT, carry out His commands and stay away from His prohibitions. And in the implementation of the system *boarding school* at SMA *International Islamic High School* (IIHS) itself as the results of an interview presented by the Chairman of the Women's Dormitory explained that,

"the dominant pillar of Islamic Studies in the dormitory, from waking up to sleeping again, such as dhikr, reading Al- Qur'an, then the delivery of Islamic Studies subjects such as fiqh, tajwid, and nisaiyah (daughterhood), moral cultivation then for the Interpersonal Skills Pillar is scheduled on weekends, for their own schedule in the dormitory using the academic calendar, where from Tuesday night to Saturday night, filled with Islamic studies and Arabic language activities, then for the weekend from Saturday after school until Sunday filled with interpersonal skills activities, Monday night filled with weekly evaluation activities, or evaluation week. For interpersonal skills itself consists of 13 sections, applied in the dormitory curriculum for 5 semesters, there are weekends

such as sports, cooking, depending on the semester schedule".(Result Interview, Nurbaiti Bahrudin, SMA IHHS Jakarta, 10 Juni 2020).

From the above analysis, the researcher can conclude that the implementation of the system *boarding school* in the dormitory is running well, namely with 24 -hour activities, through worship activities and the delivery of materials through subjects *Islamic Studies*. Which worship activities are more done in dormitories, namely through the refraction of worship such as congregational prayers, reading the Qur'an, dhkir and others. In the implementation of the system *boarding school* in an effort to form the spiritual attitude of students, efforts, efforts and ways to form the spiritual attitude of students, so that the goal of forming the spiritual attitude of students can be achieved. As explained by the head of the dormitory from the interview explained,

"With the study of Islamic Studies such as, jurisprudence, tajwid, nisaiyah (daughterhood) and Arabic as an effort made by dormitory teachers in shaping the spiritual attitude of students. The delivery of Islamic Studies materials in the dormitory is done every night after the congregational evening prayer activities located in the hall, which is delivered by the dormitory teacher, in accordance with the schedule that has been determined. In his delivery using various methods, including lecture method, lecture method delivered is not just ordinary lectures that are just to convey the material, but delivered with heart, xpaticence and philosophy that means that the material delivered can be embedded in the heart and become a lifeline. spiritual attitude performed by dormitory teachers by delivering Islamic Studies material, in the delivery of Islamic Studies material according to the message of Mr. Emil Abbas, that the delivery of Islamic Studies material is not just conveying theory, such as conveying fiqh material, what are the pillars of prayer, legal requirements of prayer, but also delivered using philosophy and delivered with the heart, by way of cultivating their awareness of spiritual attitudes, so not through coercion such as the growth of awareness of the importance of religion, religion is for what, prayer is for what. We convey the material with philosophy so as to cultivate the awareness of their spiritual attitude, and convey it not by force". ((Result Interview, Nurbaiti Bahrudin, SMA IHHS Jakarta, 10 Juni 2020).

The above explanation is in line with the explanation in the theoretical study that the appeal of the speaker is also determined from how an educator conveys and is also influenced by the figure of the speaker himself how personal the speaker is, and how the weight of the talk, what achievements have been produced. All of that will be the appeal of the talk delivered. One of the examples when explaining about the lesson of jurisprudence with the material of prayer, then the delivery with a lecture from the heart to be able to make children aware that prayer is an obligation.

In addition to lecture methods, it is also important to set an example for students, so not only the material presented but also provide examples and examples directly to students, it will make it easier for students to accept what is presented by the teacher, because they see directly the example of a the teacher. As explained in the study of theory, in the teachings of Islam, example is a necessity that must be possessed by an

educator, to be able to educate learners well and optimally. Allah SWT does not like even the wrath of mankind who are only able to say or teach something, which he himself is not able to do, so there is no harmony between what is said and what is done. Rasulullah SAW and other prophets and messengers carried out the prophetic task to invite his people to impress Allah and to perfect the attitude, behavior and morals of mankind, in carrying out his duties in addition to being provided with extensive and deep knowledge guided directly through revelation, and made himself a lesson.

In shaping the spiritual attitude of students requires patience, perseverance, giving love, guiding soul, directing, advising, controlling and creating a spiritual climate in the dormitory environment with worship activities, as the method described by Triantoro Safaria and Abudin Nata in shaping the spiritual attitude of students. In that case, the head of the girls' dormitory explained through an interview that,

"If in the case of special assistance that is to guide, monitor, direct and control the activities of students specifically using groups where each group is guided by one dormitory teacher or muaddib, and parental consultation is directed to group guidance teacher. Even when praying, when wudlu, how children line up for prayer or tidy up the prayer shaf, recite, etc., the dormitory teacher must really really understand the development of his students and really monitor our guidance children that they really perform worship, and control how their wudlu, right or wrong, we monitor in detail and thoroughly". ((Result Interview, Nurbaiti Bahrudin, SMA IHHS Jakarta, 10 Juni 2020).

In an effort to discipline students in the formation of students' spiritual attitude requires solidarity between dormitory chairmen and other dormitory teachers, the chairperson's duties are exaggerated in terms of guiding other teachers, the rest of the duties in guiding students are the same as other dormitory teachers. So it is not only the head of the dormitory who moves to discipline but the cooperation and support of other teachers. Because in the implementation, there must be students who break the rules. For students who violate it will be given punishment, as well as students who are diligent in terms of spiritual attitude, there is also a *reward* given to the student. In connection with this, *reward* and *punishment* is one of the methods that can be used in shaping the spiritual attitude of students. As stated by Abudin Nata, that *reward* (*reward*) and *punishment* (*punishment*) as a consequence or in terms of Islamic education is *Tarhib wa Tarhibavoids the*, when a person carries out the order and prohibition, then for him there is a reward (*Tarhib*) and vice versa if a person ignores the order and violates his prohibition, then he will be punished (*Tarhib*). As the purpose of the method of punishment and reward is to educate children to always do their responsibilities as human beings. So the method of punishment will give a sense of restraint for the teenagers. Both methods are applied in shaping the spiritual attitude of students at SMA *International Islamic High School* (IIHS), as explained by the head of the girls' dormitory from the interview,

"Like the sadness of being the head of the dormitory, the same as the dormitory teacher, the difference is that the head of responsibility is greater , not only educating

children but guiding friends under our coordination. In disciplining them the efforts made by dormitory teachers in such a way that every activity must be absent, there is assessment for them, so that they feel appreciated, and for students who do not implement and violate of course we give punishment, some in the form of individual punishment, some in the form of group punishment, depending on the error or violation committed. If individual punishment does not deter then group punishment is used, if one of the groups makes a mistake then one group gets punishment, with the aim of instilling a sense of responsibility among them to remind each other. And keep each other to obey and not to break. Punishment is done in the form of revocation of their rights, such as the right to use laptops, mobile phones when there are certain activities that require laptops or mobile phones. For those who violate the prayer, the punishment is in the form of reading the letter of yasin and when they repeat it will be given an additional punishment to read the letter of yasin several times, their punishment will continue to be increased until they are restrained. There are also rewards given to children who are diligent and disciplined in spiritual matters, the reward is to be allowed to check out once, the use of mobile phones at a certain time, to refresh them, so as not to be saturated in carrying out activities. For those who fast, the reward is given in the form of being able to order food through the grab food application, or go food, with the purpose of pleasing the fasting person, by choosing a different menu, but not everyone takes the reward. There are also conditional rewards, such as being given extra time to check out ". ((Result Interview, Nurbaiti Bahrudin, SMA IHHS Jakarta, 10 Juni 2020).

From the above analysis it can be concluded that the implementation of the system *boarding school* at SMA *International Islamic High School* (IIHS) in shaping the spiritual attitude of students is done by using various methods, such as lecture methods, exemplary methods, guidance methods, advice, commands and prohibitions methods that are always associated with *reward* and *punishment*. Various efforts are also made by dormitory teachers in shaping the spiritual attitude of students, such as conducting control, the absence of any activity, and monitoring done with discipline. All of that aims to enable students to understand and carry out the commandments of their religion well.

Implementation of *Boarding System School* in Forming the Spiritual Attitude of Students in School

The implementation of system *boarding school* in the formation of spiritual attitude of students in school is done from morning to afternoon, with the learning of subjects *Islamic Studies*, which include subjects, hadith, jurisprudence, morality and interpretation, and with the practice of worship. As explained by the Teacher *Islamic Studies* in the interview,

"the formation of spiritual attitudes in school with the delivery of Islamic Studies subjects in the classroom and with the practice of worship. The large portion of Islamic Studies subjects in SMA IIHS, thus making a wide opportunity to instill spiritual

values to students, as well as support from school administrators in Islamic activities. "The formation of students' spiritual attitudes with the practice of worship, such as, obligatory prayers and sunnah prayers, special sunnah prayers (tarawih sunnah prayers, eclipse, Eid al-Adha), special prayers such as supernatural prayers, Friday prayers, recitation of the Qur'an, weekly donations every Friday, donations regardless of disaster or humanity and visits to orphanage ". (Result Interview, Dedi Nugraha, SMA IHHS Jakarta, 15 Juni 2020).

Where all students are required and accustomed to participate in worship activities in school, such as; dluha congregational prayers, after which read the Qur'an together, then tausiyah performed by teachers *Islamic Studies* and by students of SMA *International Islamic High School* (IIHS) boys who have been rotated and scheduled. The implementation of worship activities in schools in order to form the spiritual attitude of students at SMA *International Islamic High School* (IIHS) runs with discipline, for example if there is a noise when tausiyah activities are taking place, then teachers *Islamic Studies* immediately give warnings and reprimands to the noisy students. , is also not reluctant to establish the student, and if with reprimands and advice still violate then do not hesitate to give educational punishment to students who violate, it is a form of responsibility, where the discipline is the responsibility of teachers *Islamic Studies*, as executors discipline in the formation of spiritual attitudes in IIHS High School assisted by other faculty members. As in the study of theory it is explained that advice is a source of explanation of something that is right and good, with the aim of keeping teenagers away from wrongdoing and showing something that is really useful. Similarly, when there are children who are disciplined in prayer in school, then the will be given *reward* to the child with verbal appreciation. Giving verbal rewards is one of the principles in giving rewards, which is explained in the study of theory, that the best alternative form of gift is not in the form of material, but in the form of verbal attention, can be in the form of praise, such as "*subhanallah*", "*Alhamdulillah*" is very smart, or by giving additional value to the child. While the gift of physical attention in the form of a thumbs up. As stated in an interview with teachers *Islamic Studies*, namely,

"Efforts made by Islamic Studies teachers in disciplining students in terms of spiritual attitudes if there are students who violate is to reprimand, advise, and sometimes provide educational punishment. Giving rewards with verbal appreciation in the form of praise in front of friends during tausiyah, or by providing additional value for academics ".

In shaping the spiritual attitude of students is certainly done by using various methods. Methods in education are ways that are done to achieve an educational goal. Similarly, the implementation of the existing system *boarding school* at SMA *International Islamic High School* (IIHS) in shaping the spiritual attitude of students, by using several methods including: lecture methods, advice, example, habituation, and methods *reward* and *punishment*. In carrying out these methods, it is certainly inseparable from the various efforts made by teachers *Islamic Studies* so that what they

convey can enter the hearts of students, and convey with the heart is one of the methods that can be used in shaping the spiritual attitude of students. Because with enough love and affection is the main source in the development of their spiritual attitude and will make the teacher close to the students and make what the teacher conveys will easily reach the hearts of students. There is a term that says, that if we convey something with the heart, then it will reach the heart as well, so be it. And that is also the effort made by teachers *Islamic Studies* in presenting the material in class. As explained by the teacher *Islamic Studies* from the results of the interview, namely,

"Convey the educational load from the heart, based on love and desire to make students good, and give students a real example or role model of what the teacher said, so that until to the students not only theory, but also real practice that they see from the teacher (exemplary) ". The method applied in shaping the spiritual attitude of students with the method of lectures, or tausiyah and personal dialogue.

In the implementation of the system *boarding school* both in dormitories and schools in shaping the spiritual attitude of students, there are certainly steps taken so that the implementation of the system *boarding school* in shaping the spiritual attitude of students runs well, including by conducting supervision and evaluation in worship activities aimed at activities worship goes well. As explained by the teacher *Islamic Studies* in the interview results as follows,

"... Steps taken in shaping the spiritual attitude of students in school that is by conducting supervision and evaluation to ensure the worship program runs smoothly".

From the above analysis, researchers can conclude that the implementation of the system *boarding school* in shaping the spiritual attitude of students who walk in school runs well, namely learning from morning to afternoon, through the delivery of subjects *Islamic Studies* in the classroom and the implementation of worship activities in school. The large portion of subjects *Islamic Studies* in schools facilitates teachers in their efforts to form students' spiritual attitudes. Implemented by using various methods and various efforts such as evaluating, controlling which aims to ensure that worship activities in schools run smoothly.

Spiritual Attitudes of Class XI Science Students After being formed through the Implementation of the System *Boarding School* at SMA *International Islamic High School* (IIHS) Jakarta

Attitudes possessed by individuals are actually not formed by themselves but are much influenced by themselves, their environment, and their life experiences. Attitudes will change according to the existing influences, especially the environment, which has great potential for the formation of attitudes, either through interaction, culture, values, norms, and so on. Attitudes will change over time according to the influence and experience a person has. In accordance with this explanation, after carrying out various kinds of spiritual attitude activities both material and practical, namely through learning *Islamic Studies* and worship activities carried out in the system *boarding school* at SMA *International Islamic High School* (IIHS), which is applied in dormitories and schools,

using various methods, by carrying out various efforts, coaching, directing, controlling, evaluating, approaching, advising, habituation, punishment and rewards, affection, and examples carried out by boarding teachers and teachers *Islamic Studies* both in dormitories and schools, will certainly produce results from what has been done and worked.

The main goal is that students are able to understand the teachings of their religion well, bring students closer to their religion, and carry out religious orders well, stay away from His prohibitions, run them with sincerity and hope for the pleasure of Allah SWT. Guiding and equipping students in spiritual matters, both material and life, and also equipping them spiritually. In the provision of life in the dormitory, the pillars of also applied *Interpersonal Skills* are, such as cooking and sports, and also taught about social care and socializing among students, such as weekly donations every Friday, disaster or humanitarian donations and visits to orphanages. Learning socialization between students is through the division of groups in guidance, in these groups are directed to support each other and remind each other as well as interaction between individuals every day. This is in line with the aspects of the formation of students' spiritual attitudes in the material of Islamic Religious Education, namely aspects, spiritual faith, interpersonal spirituality, spiritual worship and social spirituality. This is certainly felt by the students of class XI IPA SMA *International Islamic High School* (IIHS), who undergo and carry out various activities in the formation of students' spiritual attitudes. Where their goal is to enter the *International Islamic High School High School* (IIHS) is to renew their religious knowledge and want to migrate for the better. As the results of interviews stated by two students and one student of class XI IPA SMA *International Islamic High School* (IIHS), namely Gladys Larasati, Hafiz Nurhan, and Rais Amaral Haq as follows;

“Gladys; My goal to enter IIHS High School is to renew my religious knowledge, I want to be istiqamah in wearing the hijab, and to migrate to be better, and thank God the environment at IIHS High School supports me wearing the hijab, deepening my knowledge of the Qur'an, because at IIHS High School we are every day reading the Qur'an so surely my goal to deepen the knowledge of the Qur'an is achieved”.

“Amar; My goal is to enter IIHS High School because I am two years old, and pursue religion because when I was in junior high school, I didn't go to an Islamic school, and now at IIHS High School it is an Islamic school.”

“Hafiz; The motivation is because I was educated by my parents from a young age with Islamic schools educated strictly about religion, I want to be someone who is very religious”.

And after they underwent a series of spiritual attitude education both at school and dormitory they said that the result was that they succeeded in forming their spiritual attitude, which could help them become even better than before entering SMA *International Islamic High School* (IIHS). As they said from the interview,

“Gladys; After school at IIHS, I often read the Qur'an and did the sunnah prayer dluha, for the tahajjud prayer it was a long time ago”.

“Amar; In terms of the spiritual attitude that has changed, it must be the prayer, right in the dormitory so the prayers are really monitored, if the prayers such as the Duha prayer and the caretaker prayer are routine and fasting is sunnah because there are some who fast so they like to join, sometimes they join sometimes no”.

“Hafiz; Before entering IIHS High School, I was often ignorant, I was rich in leaving prayer, leaving fasting, drinking because I was influenced by association, but after I entered IIHS High School, my worship improved, I often became a prayer priest, led dhikr after prayer, thanks to the teachings of Muaddib, I changed Ms.

“Gladys; In my opinion, after undergoing a series of spiritual attitude education in dormitories and schools, it has succeeded in shaping my spiritual attitude, especially the issue of istiqomah wearing the hijab, praying dhuha and reading the Qur'an, it helped realize my goal of entering IIHS High School”.

“Amar; Help how to do better, more good than bad.

“Hafiz; What I feel after undergoing a series of spiritual attitude education in dormitories and schools is successful, Ms., it really helped me improve myself, changed me a lot who used to like to leave prayer, fast, like to be difficult to advise my parents, and like to drink, because I was influenced by association, now I am not rich anymore, I have become better and more according to my parents, and thanks to the prayers of my parents, I am currently undergoing Rehab at the RSPI”.

From the analysis above, it shows that the implementation of the system *boarding school* at SMA *International Islamic High School* (IIHS) has succeeded in shaping the spiritual attitude of class XI science students and can help students in class XI science become better than before. This is evidenced by students who are istiqomah in wearing headscarves, students are better at worshipping, more istiqomah in reading and studying the Qur'an, being able to become imams of prayer, leading, and being able to fortify themselves from bad associations. With the implementation of this system *boarding school*, namely through the delivery of material *Islamic Studies* and habituation of worship. Through various methods, methods, and efforts that are based on love and convey with the heart so that what is taught can become a guide for life for students.

The finding of this research showed that the Implementation of the system *boarding school* at SMA *International Islamic High School* (IIHS) Jakarta in shaping students' spiritual attitudes using various methods, including the lecture method, which is used when delivering subject matter *Islamic Studies*, both in dormitories and at school. The command and prohibition method or known as the *reward* and *punishment*, method is *reward* used to reward students who are diligent or excel in spiritual attitudes, on the other hand method is *punishment* used when there are students who violate spiritual attitudes. Then the method of guidance, advice, discussion in the form of personal dialogue, the method of habituation that is carried out by habituation of daily worship. Furthermore, the exemplary method which is a method in the form of giving an example or example from a teacher to students, this method is considered effective in shaping the spiritual attitude of students at SMA *International Islamic High School*

(IIHS) Jakarta. With the implementation of various methods and efforts that are adapted to the character and personality of students in the formation of students' spiritual attitudes at SMA *International Islamic High School* (IIHS) Jakarta, and formed with patience, patience in guiding and educating students. Delivering educational content with a heart to educate students to be better based on a sense of love and a sincere soul in guiding students in terms of spiritual attitudes. So it can be concluded that the implementation of the system *boarding school* at SMA *International Islamic High School* (IIHS) Jakarta succeeded in shaping the spiritual attitude of students, and helped make students better than before. This is evidenced by students who are istiqomah in wearing the hijab, students are better at worshipping, are more consistent in reading and studying the Qur'an, being able to become imams of prayer, leading dhikr, and being able to fortify themselves from bad associations.

This finding was strengthened by Hartono, et al., (2018) which states that if students' spiritual attitudes have been formed, they will produce students who are faithful and pious. So based on this, learning with a scientific approach will be able to improve students' spiritual attitudes. While other research show that attitudes are not only formed through learning that takes place in the classroom, there are also other factors that influence the formation of attitude that is family (Pio & Tampi, 2018; Yunus, et al., 2018). In the same residence and each family member feels an inner bond so that there is mutual influence, mutual concern, and mutual surrender. Based on this, the student's family as a place for students to interact more is responsible for the development of students' knowledge and morals. Families always facilitate student learning needs, provide motivation in student learning, guide and instill attitudes that reflect students with noble character (Yolanda & Kailola, 2021; Kurniawan, 2021).

Other finding showed that spiritual attitudes can be raised in learning, especially in early activities by getting students to pray before learning, providing motivation to students; in the core activity the teacher can provide a stimulus to students to awaken spiritual attitudes by linking learning to the divine aspect and in the closing section by giving advice or moral messages to students related to spiritual aspects (Ross, et al., 2018; Komalasari, 2013). Social attitudes can be more raised in core activities. Research conducted by Alivermana Wiguna (2017) "Efforts to Develop Spiritual and Social Attitudes of Students Based on Positive Psychology in Schools". The results of the study stated that efforts were needed to be made by teachers to develop spiritual and social attitudes in order to form positive characters and personalities in students. And develop spiritual attitudes and social learners is a very important component in the curriculum in 2013 to realize the goal of national education and prepare good citizens, responsible, love of the homeland, and the fear of God Almighty results of national journals in a study conducted ole Gustiani (2016) with the title "Analysis of the Emergence of Spiritual Attitudes and Social Attitudes in Science Learning Activities for Grade IV Elementary Schools Using KTSP and Curriculum 2013". In the study, it was stated that spiritual attitude is an attitude related to morals that is able to provide an

understanding to distinguish something right and wrong based on faith and piety to God.

CONCLUSION

The implementation of the system *boarding school* at SMA *International Islamic High School* (IIHS) Jakarta in shaping students' spiritual attitudes goes well, through learning for 24 hours, morning to evening at school. and the evening in the dormitory, which is based on the 5 Pillars of IIEC or the *International Islamic Education Council*. In the formation of spiritual attitudes, students are more dominant in the dormitory, with 2 and a half pillars running in the dormitory, namely the Pillar of *Islamic Studies*, the Pillar of Language, namely Arabic, and the Pillar of *Interpersonal Skills*. Meanwhile, at school, the focus is on the *Academic Excellence* Pillar, the Language Pillar, namely English and the Pillar *Overseas Program*. It is carried out through learning material *Islamic Studies* as a theory of spiritual knowledge and through habituation of daily worship both at school and in dormitories. Worship activities are more dominantly carried out in dormitories, because students spend more time in dormitories and the pillars of *Islamic Studies* are focused on dormitories.

ACKNOWLEDGEMENT

The authors would like thank to the various parties who have helped in completing this research. Thank also for teachers, school principle at SMA International Islamic High School (IIHS) Jakarta.

AUTHOR CONTRIBUTION STATEMENT

The authors had participated in the research and approved the final version of the manuscript.

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