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The Effect of Independence Education in Islamic Boarding Development of Emotional Intelligence of Elementary

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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 of Elementary School of Al-Bahjah Cirebon. This research is a quantitative research using the post facto method. The data collection techniques used were 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, the result was 57.1%, meaning that there is an effect of independence education

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2 Abstrak

Tujuan penelitian ini adalah untuk mengetahui pengaruh pendidikan pondok pesantren terhadap perkembangan kecerdasan emosional siswa Islam Qur'ani (SDIQu) Al-Bahjah Cirebon. Jenis penelitian kuantitatif menggunakan metode *expost facto*. Teknik pengumpulan data penelitian ini menggunakan teknik observasi, angket, dan dokumentasi. Analisis data penelitian dianalisis melalui uji determinasi. Berdasarkan uji determinasi, pendidikan kemandirian di pondok pesantren terhadap perkembangan kecerdasan emosional dalam penelitian ini menunjukkan 57,1%, artinya pendidikan kemandirian di lingkungan pondok pesantren berpengaruh signifikan terhadap kecerdasan emosional siswa SDIQu Al-Bahjah Cirebon. Sedangkan sisanya dipengaruhi oleh faktor lain. Dengan demikian, diharapkan pendidikan kemandirian di pondok pesantren dapat menjadi role model dalam penerapan pendidikan kemandirian di seluruh lembaga pendidikan formal agar anak-anak bangsa 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. A boarding school is an educational institution which is based on the Islamic education system (Setiawan, 2016). The curriculum at Islamic boarding schools is different from the regular education system. In the regular education system, the curriculum is completed in the morning until the next afternoon. In Islamic boarding schools, the curriculum is completed in the morning until the next afternoon and evening. Islamic boarding schools usually live in a dormitory that is managed by teachers called *Kiai*. In addition to housing, boarding can also be used for educational programs specifically in the afternoon and evening (Setiawan, 2016). 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 Isl

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

¹⁸
Al-Bahjah Islamic boarding school is one of the Islamic boarding schools. This boarding school accepts students from the age of elementary school to Islamic School of Qur'ani (SD IQU). Like other Islamic boarding schools, students have to live in a dormitory that has been provided by the institution to provide good character in accordance with Islamic law (Halik, 2016). In general, Islamic boarding schools will be sad at first, even feeling that their parents are no longer anymore. However, over time, children will get used to and understand the actions taken by their parents are for the good of the child (Papworth, 2015). In boarding school, there is a saying "the method is far more important than the result" reinforced by the opinion Carpenter (2006) that the effectiveness of constructivist, active learning methods, meaning that a good method is one that allows students actively build their own understanding of the material being taught. To use various methods, students tend not to experience boredom or monotony 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 only for children to be independent from an early age. As the results of research show, positive behavior and interactions influence children's later development, positive interactions will affect children's development well, and vice versa, negative or unfavorable interactions will affect children's development becomes a problem (Sanusi, 2015). Age 6-12 years is the initial age range for children entering elementary school. In this family such as school and community environments. Often children feel nervous when entering this phase so that the role of parents is very important so that children can adapt to the new environment.

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Education refers to the process of transferring knowledge from that people who do not know become know. However, it is not just applying good norms to be able to behave morally. ⁶ Based on Law N national education is to develop skills and shape the nation's character intelligent. Educational objectives other than those mentioned above student independence. Solichin (2012) states that independence is a person who does not depend on others. Someone who has strong independence will also have a sense of responsibility too. This is also reinforced by the opinion of Wuryaningsih & Ambarwati (2016) that independence is one of the benchmarks for a quality individual. One of the characteristics of a quality human being is an independent person. Independence can lead someone to become an active person and can do things so that an independent person can achieve success. Independence is also a characteristic of creative and achievers, because independence is something fundamental for someone to be able to adapt to the environment and determine attitude.

Independence is very important because life is very complex and full of challenges. Students are expected to be able to solve their own problems without being helped by others (Sa'diyah, 2017). In this day, when technology is very rapidly developing, there are positive impacts of course there are also many negative impacts for students. Negative impacts include addiction to online games (Sanditaria, 2012), access to inappropriate content (Setianingsih & Sulianto, 2019), to cyber bullying often occur among students (Setianingsih & Sulianto, 2019). In addition, other negative effects also often occur such as dropping out of school, a lack of sensitivity to the surrounding environment and so on. Therefore, it is necessary to consider and the solution sought. Cultivation of independence in students is one of the ways to fortify students from these negative influences. Thus, students are expected to be able to resist bad things, and make decisions that are responsible for their actions. If students already have a high sense of independence, then this can affect their behavior.

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opinions and defend their decisions; 4) strong self control, which me and control emotions and can solve problems with another perspective

Independence is closely related to emotional intelligence independence means being able to master the conflicts within him. A (2001), EQ (Emotional Quotient) is a person's ability to filter inform emotions so that his actions and feelings can be controlled prop emotionally intelligent has a good emotional balance so that he intelligence (Jannah, 2013). Based on these explanations it can be s independent means having high emotional intelligence so that they c others through managing their own emotions.

The description of emotional intelligence was also stated by Ca (2016) that emotional intelligence has the meaning of self-awareness in regulating themselves in interacting with others. This opinion is reinfo (2017) that ²⁹emotional intelligence is the ability to motivate yourself yourself so that you are not easily discouraged, manage your heart emotions, can manage feelings and be able to deal with stresses so discouraged.

In essence, emotional intelligence (EQ) ⁶has a very important r life (Cherniss, 2002). Emotional intelligence can help children f interests. Emotional intelligence can also help children in socializing A child needs to be equipped with emotional intelligence early on in to the environment and be able to achieve maximum success (Perbow

Emotional intelligence is in the inner brain which functions t center and can develop earlier than other intelligences (Arora & Rang intelligence regulates emotional activity but synchronizes with intellec Barreyro & Injoque-Ricle, 2018). The factors that affect a pers

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outcomes in both academic and non-academic fields between boarding schools (Papworth, 2015). While the results of Mukarromah & Sobri are differences in learning habits that affect learning outcomes significantly who live in Islamic boarding schools and those outside Islamic boarding based on the results of Herawati & Yunita's research (2014), there are are held in Islamic boarding schools that are comprehensive, development affective and psychomotor optimally so that the independence and Islamic boarding schools is formed. Based on some of the research there are several factors that influence the intellectual development of have discussed specifically, such as independence education factor strategies in Islamic boarding schools is the development of independence aims to determine the effect of independence education in Islamic development of emotional intelligence of elementary school students.

METHODS

This research is a type of quantitative research using the post aims to reveal the possible influence of independence education on the development without any manipulation. This research was conducted at Islamic Elementary School (SDIQU) Cirebon with a population of all 29 students. Determination of the sample in this study using saturation technique is used because the population is relatively small, less than (2017).

Observation, questionnaire and documentation techniques were observations were made to observe the independence education. The collect data about students' emotional intelligence. Retrieval of data then done with a *likert* scale by putting a check mark on each statement. Further

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RESULTS AND DISCUSSION

Independence Education in Islamic Boarding School

Based on several indicators and criteria for independence Masrun (1986) applied in Al-Bahjah Cirebon Islamic boarding school obtained:

Tabel 1. The Indicator of Independence Education

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

The results of observations on the independence education students in the Al-Bahjah Islamic boarding school in Cirebon against indicators "responsible", "autonomy", "initiative" and "strong self-control" that has been presented it can be described that the indicator responsible 57 or 49% with very good criteria. Furthermore, the indicator autonomy of 55 or 47.5% with good criteria. Meanwhile, for the indicator initiative 4 or 3.5% with sufficient criteria, while the indicator strong self-control 0 so that the percentage is also 0% with less criteria. Based on the data the conclusion is that the level of independence of elementary school 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 reservation consistent with the opinion Montalvo & Torres (2004); Sari & Deliana (2011) have independence have characteristics, including having high responsibility, confidence, taking the initiative.

The Development of Emotional Intelligence

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Based on recapitulation of data, to find out the scale of response of emotional intelligence of elementary school students who were guided by 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 (30 items, the ideal score obtained for the questionnaire was 30 items x 29 score of each item) = 3480. It is known that the total score in accordance with the distribution data on emotional intelligence is 2704. The percentage was calculated with the following formula:

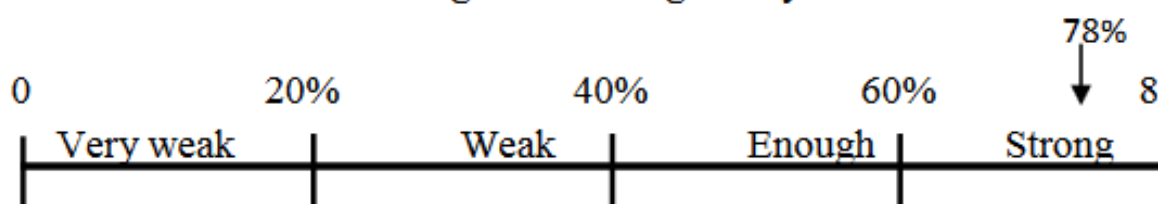
$$\text{Total score of questionnaire} = 2704$$

$$\text{Standard of highest score} = 3480$$

So, The percentage is,

$$\frac{2704}{3480} \times 100 \% = 78\%$$

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



²⁷Based on the results of the percentage of emotional intelligence of 78% or in the strong category. This indicates that elementary school students who are housed in Islamic Boarding School have high emotional intelligence. When in Islamic boarding schools students must adapt to the environment. In addition, students must be able to break away from emotional dependence (Wulandari & Rustika, 2016).¹⁶ Emotional intelligence can be another

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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 Islamic boarding schools on the development of emotional intelligence, a simple regression test was conducted. The simple regression test results are as follows:

Tabel 3. Correlation Coefficient Test

Model		Unstandardized Coefficients		Standardized Coefficients Beta
		B	Std. Error	
1	(Constant)	47.157	5.067	
	Independence Education	.351	.058	

a. Dependent Variable: Emotional Intelligence

The simple regression calculation results above show a constant term and the coefficient of the independent variable (X) of 0.351, so that the regression equation $47.157 + 0.351X$ is obtained. The table above also shows the value of the t-statistic for the independent variable is 6.052, which is greater than the critical value of 2.014, so 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 ^b				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.756 ^a	.571	.556	2.014

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

In the table 4 above there is an R Square of 0.571 (the square of the correlation coefficient of 0.756). R Square is called the determinant coefficient which in this value it can be interpreted that 57.1% of the influence of independence education on the emotional intelligence of elementary school students is explained by the independent variable.

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with less criteria. After being analyzed, the emotional intelligence of the SDIQU Al-Bahjah Cirebon was classified as high, namely 78%.²³ The hypothesis test also showed a significance value of 0,000 less than 0.05¹ meaning that there was an influence of independence education environment on the emotional intelligence of elementary school students in Cirebon. The results of this study support previous findings by Setiawan (2015) that independence education can equip students to be able to adapt to their environment from the activities and programs carried out in the hostel. The motivation and discipline in the dormitory environment, the physical, mental and emotional intelligence are honed so that students are accustomed to facing difficult conditions and solving their problems themselves.

Students who study at Islamic boarding schools have religious education that can increase emotional intelligence. In the Islamic view, if a person can manage his emotions and is not easily discouraged or formed in dealing with problems and not easily discouraged (Nurmalita, 2015). Someone who can manage emotions will be able to see the problem and solve it so it is not easy to be emotional and believe that all problems come from Allah. There will definitely be a solution, as explained in the Koran that as long as a person is patient and Allah will not give problems to the creature beyond its ability. So, one can deal with the problem calmly. Thus, someone who has good emotional intelligence can respond to the environment and manage his emotions well and full of confidence.

In addition, emotional intelligence can help someone in facing difficulties and not trigger anxiety and tension to be more calm (Rahayu, 2015). The higher the emotional intelligence, a person will be able to reduce his emotions so as not to cause conflict with others. Someone with high emotional intelligence will better respond to the environment through introspection, as the word of Allah in the Qur'an Surah Al-Fushilat: 3

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Islamic boarding schools on emotional intelligence of elementary sch
 1 Al-Bahjah Cirebon while the rest were influenced by other factors. 7
 opinion expressed by Wulandari & Rustika (2016) that the mental r
 influence the ability to face and solve problems with themselves with
 This is closely related to the ability of individuals to achieve inde
 according to Wijaya (2015) is the ability to manage good human
 eliminate bad traits not to be displayed in behaving and behavin
 Independence is a skill that develops throughout the life span of an indi
 influenced by factors of experience and education. Students who have
 know how to use cognitive abilities, know how to formulate ideas, o
 mental processes to achieve their goals, have a high degree of motiv
 that they will usually achieve high academic achievement because
 control and modify , and adjust 24 to the demands of the task and learni
 independence is also directly proportional to the ability to manage tim
 for completing tasks, and understand how to create a learning environn
 2004), and can assess the level of ability needed to solve the problems t
 2014).

Attending boarding schools represent 7 a challenge, to varyin
 students, as it is quite different from a student's home environ
 Dormitory life requires students to be able to adjust not only to the co
 also with the residents of the dormitory namely the supervisors of th
 adjustment forms the independence of the santri. Independence is one
 potential for human success, as argues Lumbantobing (2019), 5 inde
 potential that is very influential in success in humans. The terms of inc
 used include independence, autonomy and self regulation. The inde
 reflected in everyday life in Islamic boarding schools. The students ar

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adjust to hostel conditions that require students to be far from parents protracted sadness when separating from parents (Arabaci, Akgul, . Students with good independence also find it easier to adjust to the do things without relying on others (Düşek & Ayhan, 2014).

CONCLUSION

Based on research findings that have been presented, it can independence education in Al-Bahjah Cirebon Islamic boarding school can influence the level of emotional intelligence development intelligence⁶ has an important role in the process of education for the i in Islamic boarding schools. This is because²⁰ emotional intelligence person in achieving life success through managing emotions and the a so that they do not easily give up in facing all the problems of life empathy and environmentally sensitive attitudes to achieve harm Through the independence education program implemented in Al-boarding school, it can produce students who are able to apply Islam t able to compete in the development of general knowledge acco technology, so that students have good independence and responsibi that independence education in the boarding school environment can the application of independence education in all formal education Indonesian children become independent generations who have high e

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