

**THE EFFECT OF PESANTREN ENVIRONMENT AND TEACHER COMPETENCY  
OF THE FORMATION OF SANTRI CHARACTER OF PESANTREN ROUTLOTUL  
MUTA'ALIMIN 2 IN ACCORDANCE AND COMMUNITY DEVELOPMENT IN  
MALANGBONG DISTRICT, GARUT DISTRICT**

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**ABSTRACT**

Supervision of pesantren is important so that curriculum in pesantren can keep up with the changing times. Roudlotul Muta'alimin 2 Islamic Boarding School is one of the most prominent Islamic boarding schools in Malangbong, Garut Regency. In order to maintain its existence, the pesantren will strive for the learning environment in the pesantren and the competence of its teachers to be in line with the expectations of the community, which in turn will lead to the formation of the personal character of Islamic students and can follow the changing times. The purpose of this study is to find out the influence of the Islamic Boarding School Environment and Teacher Competence on the Character Building of Roudlotul Muta'alimin 2 Islamic Boarding School students' character in community development in Malangbong District, Garut Regency. This research uses a quantitative approach with multiple regression analysis. Data collection using a questionnaire. The research respondents were 140 students using simple random sampling techniques. The results showed that simultaneously or partially the Islamic Boarding School Environment and Teacher Competence had a significant effect on Character Building. In addition, the Pesantren Environment and Teacher Competence contributed 84.2% of the effect on Character Building, while the remaining 15.8% was the influence of other variables not examined.

*Keywords: Islamic Boarding School Environment, Teacher Competence, Character Building, Community Development.*

## A. INTRODUCTION

National Education System Law No. 20 of 2003, states that the purpose of holding education is to develop the potential of students to become human beings who have faith and be devoted to God Almighty, noble, healthy, knowledgeable, capable, creative, independent, and become citizens of a democratic and responsible .

In the world of education, both formal and non-formal educational institutions, are expected to be able to direct students into qualified individuals, by developing their full potential. including life skills in the form of skills and independence of a child, so that when a child graduates from school, he has life skills that can be implemented in a community that is not only useful for himself, but also useful for the surrounding community.

An Islamic boarding school or boarding school is an institution which is said to be a manifestation of the natural process of development of the national education system. The history of education in Indonesia records that the boarding school is the oldest form of indigenous education institution in Indonesia. Along with the rapid development of technological knowledge in the current global era, it was felt its influence in various fields of community life, especially in the field of education.

With the changes in the global era, the existence of boarding school educational institutions proved to be "resilient", still exist, and not squeezed by the existence of other educational institutions. For this reason, educational institutions, including Islamic boarding schools, need to make changes continuously in line with the development of technology and demands in society.

However, pesantren face many problems which are quite problematic especially in terms of financing. Islamic boarding school funding is always smaller when compared to schools in general, another problem is that pesantren are usually always located in a fairly remote area with students coming from a relatively weak economy. Both of these problems are the main problems in the development of Islamic boarding schools (Hasbullah, 2000)

The modernization of pesantren is important in order to produce quality students and of course reduce the wave of terrorism, this is because it often happens where pesantren are not well supervised by the government. Supervision of pesantren is important so that curriculum in pesantren can keep up with the changing times. However, the quality of Islamic boarding schools in Indonesia is still largely unregulated like in Thailand and the Philippines where they develop themselves without government supervision and are very vulnerable to fundamentalism (Kohn, 2009).

However, modernized pesantren have emerged in Indonesia, one of which is the Ma'had Aly pesantren in East Java where this pesantren is quite modern and gives students freedom of thought. By combining traditional Islamic learning and modern technology, better freedom of thought can be created at this pesantren. (Gazali, 2009)

Roudlotul Muta'alimin 2 Islamic Boarding School is one of the most prominent Islamic boarding schools in Malangbong, Garut Regency. In order to maintain its existence, pesantren will strive so that the learning environment in pesantren and the competence of its teachers can be in line with the expectations of the community, which in turn will lead to the formation of personal characteristics of Islamic students and can follow the changing times.

## **B. FORMULATION OF THE PROBLEM**

The problems to be studied based on the background of the above problems can be formulated as follows:

1. How much influence does the pesantren environment have on the formation of the santri character of Roudlotul Muta'alimin 2 Pesantren in Community Development in Malangbong Sub-District, Garut Regency?

## **C. LITERATURE REVIEW**

### **a. Pesantren Environment**

According to Sabdulloh (2010: 196) that schools are educational environments that are deliberately designed and implemented with strict rules such as having to be tiered and continuous, so that they are called formal education and schools are special institutions, a vehicle, a place to organize education, which in it there is a process of teaching and learning to achieve certain educational goals.

School is an educational environment that is deliberately designed and implemented with strict rules such as having to be tiered and continuous so it is called formal education. In addition the school organizes a learning process to achieve educational goals. The school environment also concerns the academic environment, namely the means and implementation of teaching and learning activities, various curricular activities, and so on (Sukmadinata, 2014: 164). According to Surya (2014: 78) school environmental factors are as follows:

#### **a. Physical environment**

The physical environment of the school, including learning facilities and infrastructure, learning resources and learning media facilities.

#### **b. Social environment**

Social environment, involves the relationship of students with their friends, teachers and other school staff.

c. Academic environment

Academic environment, namely the atmosphere of the school and the implementation of teaching and learning activities and various extracurricular activities.

**b. Teacher Competency**

According to Sahahaman (2014: 73), teacher competence is the ability to carry out teaching and educating tasks obtained through education and training. Suparlan (2011: 85) argues that teacher competence performs a complex combination of knowledge, attitudes, skills and values that the teacher shows in the context of the performance given to him. According to Mulyasa (2009) there are several indicators of teacher competency, namely as follows:

- a. Professional competence is the ability to master the knowledge of the fields of science, technology and / or art that it supports.
- b. Social competence is the ability in terms of mastery of traits associated with society.
- c. Pedagogic ability is the ability in managing learning of students.
- d. Personality Ability is the ability in terms of mastery of personality traits.

**c. Character Building**

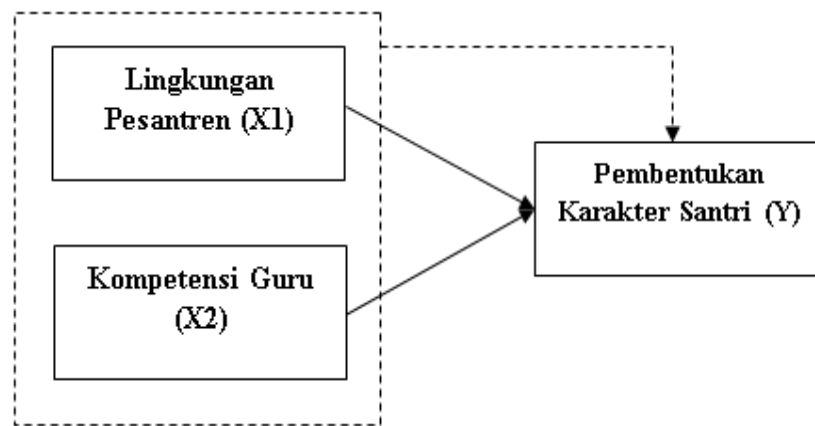
Character education according to Megawangi (2014: 95), an effort to educate children to be able to make wise decisions and practice them in daily life, so they can make a positive contribution to their environment. Another definition put forward by Gaffar (2010: 12) A process of transforming the values of life values to be developed in a person's personality so that it becomes one in the behavior of that person's life.

According to Zubaedi (2011: 15), Character Education is a deliberate (conscious) effort to realize virtue, namely objectively good human qualities, not only good for individual individuals, but also good for society as a whole. The process of character education is seen as a conscious and planned effort, not a business that is accidental in nature. On this basis, character education is a genuine effort to understand, shape, foster ethical values, both for oneself and for all citizens or citizens as a whole. Ministry of National Education (2010: 10) where there are indicators of national character formation as material for applying character building to students:

1. Religious is an obedient attitude and behavior in carrying out the teachings of the religion it adheres to, tolerant of the implementation of the worship of other religions, as well as living in harmony with followers of other religions,
2. Honest is a behavior that is based on efforts to make himself a person who can always be trusted in words, actions, and work,
3. Tolerance is the attitudes and actions that respect differences in religion, ethnicity, ethnicity, opinions, attitudes, and actions of others who are different from him,
4. Discipline is an action that shows orderly and compliant behavior with various provisions and regulations,
5. Hard work is behavior that shows earnest effort in overcoming various barriers to learning, tasks and completing tasks as well as possible.
6. Independent is the attitude and behavior that is not easily dependent on others in completing tasks.
7. Democratic, is a way of thinking, behaving, and acting that values the rights and obligations of himself and others,
8. Respect for achievement, is the attitude and action that drives him to produce something that is useful for the community, recognize, and respect the success of others,
9. Friendly / communicative, is an action that shows a sense of pleasure in talking, socializing, and cooperating with others.
10. Caring for the environment, is the attitude and action that always seeks to prevent damage to the surrounding natural environment and develop efforts to repair natural damage that has already occurred.
11. Social care, is the attitude and actions that always want to provide assistance to others and communities in need,
12. Responsibility, is the attitude and behavior of a person to carry out their duties and obligations, which he should do, towards oneself, society, environment (natural, social and cultural), the state and God Almighty.

**d. Framework**

According to Sugiyono (2015: 89), the framework of thought is a synthesis of the relationship between variables compiled from various theories that have been described. The following framework is structured in this study:



According to Sugiyono (2014: 96), the hypothesis is a temporary answer to the formulation of research problems, where the formulation of research problems has been stated in the form of questions. It is said to be temporary because the answers given are only based on theory. Hypotheses are formulated on the basis of a framework of thought which is a temporary answer to the problem being formulated. The following hypotheses in this study:

- H<sub>1</sub>: There is an influence of the pesantren environment on the formation of Roudlotul Muta'alimin 2 pesantren students in Community Development in Malangbong District Garut Regency
- H<sub>2</sub>: There is an effect of teacher competence on the formation of students in the Roudlotul Muta'alimin 2 Islamic Boarding School in Community Development in Malangbong District, Garut Regency
- H<sub>3</sub>: There is an influence of the pesantren environment and teacher competence on the formation of students of Roudlotul Muta'alimin 2 Pesantren in Community Development in Malangbong District, Garut Regency.

#### **D. RESEARCH METHODOLOGY**

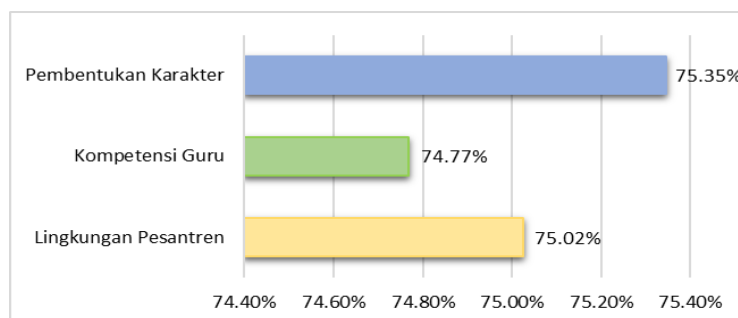
This study uses a quantitative approach. The method used by the authors in this study is descriptive verification method. Descriptive research is literally research that aims to make a description of situations or events. While the verification method, according to Sugiyono (2015: 62) is a research question that is asking between two or more variables. The purpose of this research is to test or verify a theory rather than develop it. So in this research there needs to be a theory proposed. The researcher determines this research as a quantitative study because the research to be conducted is to find the truth whether there is an influence of the pesantren environment and teacher competence on the formation of the santri character of the

Roudlotul Muta'alimin 2 Pesantren in community development in Malangbong District, Garut Regency.

The research data was obtained using a questionnaire / questionnaire. The population in this study were students in Roudlotul Muta'alimin 2 Islamic Boarding School as many as 215 students. The sampling technique used in this study is simple random sampling, which is a random sampling technique. By using the Slovin formula at a level of 5% the sample size was taken at 140 students in the Malangbong District, Garut Regency.

## E. RESEARCH RESULT

Based on the descriptive analysis conducted, the mean value obtained from each pesantren environment variable, teacher competency and character formation is shown in Figure 1.



**Figure 1. Average Value Percentage Score of Each Variable**

In Figure 1. It shows that the pesantren environment, teacher competence and character building so that the statements from the questionnaire submitted to respondents of these three variables show good / high criteria.

### a. Multiple Regression Analysis

This analysis was carried out to determine whether the environment of pesantren and teacher competence had an influence on the formation of students of the Roudlotul Muta'alimin 2 Islamic boarding school in community development in Malangbong Subdistrict, Garut Regency. A series of data analysis processes using multiple linear regression analysis include testing classic assumptions, regression models, correlation coefficient analysis, coefficient of determination analysis, simultaneous test (f-test), and partial test (t-test). Some assumptions that must be fulfilled are Normality Test, Multicollinearity Test, Heteroscedasticity Test and Autocorrelation Test.

A good regression model should have a normally distributed residue, to test whether the data distribution is normal or not, the way to detect it, namely by statistical tests with

the Kolmogorov-Smirnov test. If the probability value obtained is greater than 0.05, it can be concluded that the residuals in the regression model are normally distributed.

		Unstandardized Residual
N		140
Normal Parameters <sup>a,b</sup>	Mean	.0000000
	Std. Deviation	3.57950447
Most Extreme Differences	Absolute	.071
	Positive	.071
	Negative	-.051
Test Statistic		.071
Asymp. Sig. (2-tailed)		.083 <sup>c</sup>

### Data Normality Test Results

Based on the Kolmogorov Smirnov test it appears that the significance value of 0.096 is greater than 0.05. Then it can be concluded that the data is normally distributed.

In detecting multicollinearity problems can be seen from the VIF value. If the VIF value is less than 10, it can be concluded that the model is free from multicollinearity problems.

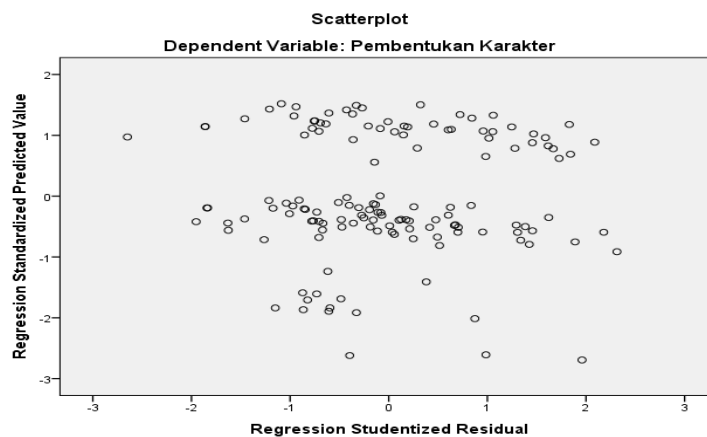
**Table 1. Multicollinearity Test Results**

Model	Collinearity Statistics	
	Tolerance	VIF
1 (Constant)		
Lingkungan Pesantren	0.158	6.333
Kompetensi	0.158	6.333

Based on the table above, it can be seen that the VIF value on each variable is less than 10. These results indicate that there is no multicollinearity problem between the independent variables in the model.

Heteroscedasticity test aims to test the homogeneity of residual variance in a regression model. One way to detect heteroscedasticity is to look at the scatterplot graph between the predicted value of the dependent variable (ZPRED) and the residual value (SRESID).





**Figure 2. Heteroscedasticity Test Results**

From the picture above it can be seen that in the model there is no heteroscedasticity because there are no clear patterns in the picture, and the points spread above and below the number 0 on the Y axis. So the assumption of no heteroscedasticity or homoscedasticity has been fulfilled for the regression equation.

Autocorrelation test is used to determine whether or not there is a deviation from the classic assumption of autocorrelation, which is the correlation that occurs between residuals in one observation with other observations in the model.

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.919 <sup>a</sup>	.844	.842	3.60554	2.028

**Table 2. Autocorrelation Test Results**

Based on Table 2 above, it is found that  $DW = 2,017$ , with a level of 5% and  $n = 98$ , a  $dU$  value of 1.71 is obtained. Based on the decision making previously stated, it is obtained  $dU (1.71) < DW (2,017) < 4-dU (2.29)$ , it can be concluded that there is no autocorrelation in the model. The results of this study have met all four assumptions, then the regression model that was formed has produced estimates that meet the BLUE (best linear unbiased estimated) criteria. By using SPSS, the output of calculation results is obtained:

**Table 3. Regression Coefficients**

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	2.996	1.465		2.050	0.040
1 Lingkungan Pesantren	0.661	0.166	0.338	3.990	0.000
Kompetensi	0.904	0.128	0.598	7.050	0.000

Value of constants and regression coefficients so that multiple linear regression equations can be formed as follows:

$$Y = 2.996 + 0.661 (X_1) + 0.904(X_2)$$

The equation of the multiple regression analysis presented above can be explained as follows:

- a) The constant of 2,996 shows the average score of Character Building if the Islamic Boarding School and Teacher Competency scores are zero.
- b) Regression coefficient for the Pesantren Environment variable (X1) is 0.661 which shows the average change in the score of Character Building which is influenced by the Pesantren Environment, a positive sign indicates the influence that occurs is in the same direction meaning that every increase in score in the Pesantren Environment variable is 1 unit and Other variables are considered constant, so Character Formation is predicted to increase by 0.661 units
- c) Regression coefficient for Teacher Competence variable (X2) is 0.904 which shows the magnitude of the change in the average Character Building score that is influenced by Teacher Competence, a positive sign indicates the influence that occurs is in the same direction meaning that each increase in the Teacher Competence variable is 1 unit and the variable others are considered
- d) constant, so Character Building is predicted to increase by 0.904 units

**b. Partial Test (t test)**

Hypothesis testing is done by comparing the probability value (sig.) At the SPSS output with a significance level ( $\alpha$ ) of 5%. Based on the regression coefficient table obtained that:

The results of testing the first hypothesis of the Islamic Boarding School Environment towards Character Building, obtained sig. (0.000) <0.05 so H0 is rejected, which means that the environment of the pesantren has a positive and significant effect on the formation of the character of the pesantren students of Roudlotul Muta'alimin 2 in

community development in Malangbong sub-district, Garut regency, with a positive direction indicating that the better the pesantren environment will have an impact on The higher the formation of characters, the more the pesantren environment is not good, the lower the character formation.

The results of testing the second hypothesis of Teacher Competence for Character Building, obtained sig. (0.000) <0.05 so H<sub>0</sub> is rejected, which means that Teacher Competence has a positive and significant effect on the Character Building of Roudlotul Muta'alimin 2 Islamic Boarding School Students in Community Development in Malangbong Subdistrict, Garut Regency, with a positive direction which indicates that the better Teacher Competence will have an impact on The higher the Character Formation, the lower the Teacher Competency, the lower the Character Building.

#### Simultaneous Test (F Test)

The regression significance test in this study using SPSS is as follows:

**Table 4. Test Results for Meaning Regression**

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	9649.287	2	4824.644	371.129	.000 <sup>b</sup>
Residual	1780.986	137	13.000		
Total	11430.274	139			

Based on the table above obtained sig. (0,000) <0.05 so H<sub>0</sub> is rejected. Thus, this study shows that there is a significant influence between the Islamic Boarding School Environment and Teacher Competence simultaneously on the Character Building of Roudlotul Muta'alimin 2 Islamic Boarding School students in Community Development in Malangbong Sub-District, Garut Regency.

#### c. Coefficient of Determination

The coefficient of determination (R<sup>2</sup>) aims to measure how far the model's ability to explain the variation of the dependent variable. A value of R<sup>2</sup> close to one means that the independent variables provide almost all the information needed to predict variations in the dependent variable (Ghozali, 2005).

**Table 5. Results of the Determination Coefficient Analysis**

Model Summary <sup>b</sup>					
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.919 <sup>a</sup>	.844	.842	3.60554	2.028

Based on the table above it appears that from the calculation results obtained Adjusted R Square (R<sup>2</sup>) value of 0.842, in other words it shows that the percentage variation of Character Formation that can be explained by variations of the three independent variables namely Pesantren Environment and Teacher Competence is 84.2% , while the rest of (1-R<sup>2</sup>) = 15.8% is explained by other causes outside the model.

To find out the coefficient of determination partially between Pesantren Environment and Teacher Competence variables towards Character Formation can be seen through the table and calculation process with the following formula (Gujarati, 2003: 172):

$$KD = B \times \text{Zero Order} \times 100\%$$

Information:

B = Regression Coefficient (b<sub>1</sub> and b<sub>2</sub>)

Zero Order = Free Variable Correlation Matrix with Bound

By using the help of the IBM SPSS 23 program application we get the standardized coefficient beta and zero-order outputs as follows:

**Table 6. Beta and Zero-Order Coefficient Values**

Model	Standardized Coefficients	Correlations
	Beta	Zero-order
1 (Constant)		
Lingkungan Pesantren	.338	.887
Kompetensi	.598	.909

So the calculation results are as follows,

Pesantren Environment Variables :  $0.338 \times 0.887 = 0.3 \times 100\% = 30\%$

Teacher Competency Variable :  $0.598 \times 0.909 = 0.544 \times 100\% = 54.4\%$

From the calculation above it is known that the magnitude of the influence of the Islamic Boarding School Environment on Character Formation is 26.8% while the magnitude of the effect of Teacher Competence on Character Formation is 46.6%. So that Teacher Competence is the dominant variable that influences the Character Building of Santri Roudlotul Muta'alimin 2 Islamic Boarding School students in Community Development in Malangbong District, Garut Regency.

Basically the pattern of santri life in Garut Regency is exactly the same as the santri cultural elements in Indonesia, especially those in Madura where there are 3 main elements, namely pesantren which represent elements of national Islamic education, nahdatululama representing Islamic organizations and clerics representing Islamic figures. The three

components are very closely related in order to make a positive contribution to community development. (Private, 2013)

Broadly speaking, there are various efforts that can be done so that the development of pesantren graduates can be better from time to time, namely pesantren students must learn multicultural various cultures in order to increase respect for other cultures. The next step is the management of the pesantren and its curriculum which must be improved so that the quality of the santri is not inferior to school students in general (Raihani, 2012).

## **F. CONCLUSIONS AND RECOMMENDATIONS**

Based on the results of data analysis, it can be concluded that partially or simultaneously the Islamic Boarding School Environment and Teacher Competence have an influence on Character Building. In addition, a determination coefficient of 0.842 was obtained, meaning that the Islamic Boarding School Environment and Teacher Competence contributed an influence of 84.2% on Character Building, while the remaining 15.8% was the influence of other variables not examined.

There are also suggestions that researchers will point out that for the Roudlotul Muta'alimin 2 Islamic Boarding School, it is necessary to strive to continue to develop positive student characters to get to the characters as expected. By paying attention and continuing to improve aspects of the character of students who are judged lacking. Teachers can help students to provide direction or guidance in shaping the character of students. This can be done by providing learning about behavior, not only providing learning but teachers must also explain the importance of forming the character of students.

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