

ALTERNATIVE STRATEGIES ECO-PESANTREN FOR THE DEVELOPMENT OF STUDENT-CENTRALIZED IN ISLAMIC BOARDING SCHOOLS PROBOLINGGO CITY

HABIB HADI ZAINAL ABIDIN

Doctoral Program of Environmental Science, Brawijaya University, Malang, Indonesia.

Email: habibhadizainal12@gmail.com.

NUHFIL HANANI

Department of Agricultural Economics, Agribusiness, Faculty of Agriculture, Brawijaya University, Malang, Indonesia.

MOH. KHUSAINI

Department of Economics, Faculty of Economics, Brawijaya University, Malang, Indonesia.

GATOT CIPTADI

Department of Biotechnology, Faculty of animal husbandry, Brawijaya University, Malang, Indonesia.

Abstract:

The development of Islamic education, such as Islamic boarding schools, has improved Indonesia's social climate. Islamic boarding schools continuously changes to meet the needs of the modern world. Islamic boarding schools of education must also shift considerably to adapt, particularly in the area of learning management through curriculum integration. Therefore, observations and interviews were conducted to gather information relevant to the description of learning management in an effort to meet the objectives that have been specified. Additionally, graduates of Islamic boarding schools of education are expected to be experts in two different scientific disciplines, namely general science and Islamic science with spiritual values, as well as additional knowledge that offers environmental nuances. This will enable them to integrate their social, emotional, and intellectual intelligence and to instill the characteristics of their environment.

Keywords: Islamic Boarding School Management, Educations, Eco-Pesantren

I. INTRODUCTION

Multicultural education become discussion subject that is always interesting and sustainable, especially in Islamic boarding schools such as the Islamic Boarding School which is admired by students. Islamic education goes into future options, and became a reference in developing the potential of learners and the embryo of world civilization; the progress of Islamic civilization was born of Islamic education quality. Therefore, islamic religious education should be managed professionally, based saintek and quality. Islamic educational system urgently reformulated in accordance with the dynamics of the times, the needs of the market, and based on local wisdom, thus bringing forth a superficial scientists clerics and scholars scientist.

The integration of the educational system, good educational system and system seed boarding school education, relevant done as an attempt to find the ideal model of

Islamic education and real in the era of globalization. It is generally accepted that education forms an important role in achieving a better future for both the individual and society. What constitutes education and its aims, however, remains contested depending upon diverse value orientations for resolution (Lahmar, 2019).

The value of the profane and transcendence are polar opposites in today's educational system. As a result, education output faces a number of challenges in the age of professional wrestling. On the other hand, there are two types of output: modern and traditional. Therefore, it is imperative to reformulate the convergence rhetoric of the Islamic educational system (Baharuddin & Sri, 2011). Islamic boarding schools have historically provided Islamic education in Indonesia that is still present and congruent with local culture; nevertheless, these schools tend to be stronger or are frequently referred to as going beyond education due to their lack of a global perspective (Wakhuddin, 1998).

Although this statement's appraisal may not be entirely accurate, it can serve as a "mirror" of how urgently necessary a resurrection of Islamic boarding schools is in order to meet contemporary demands. The aforementioned discussion is pertinent and important in order to carry out introspection, reflection, prospection, and projection when creating the Islamic educational system. Future Islamic education will depend on blending cultural competence with an international system that emphasizes rational relationships and is dynamic and competitive (Mastuhu, 1999). Islamic boarding school is faced by the acceleration of science and technology. Those are appropriately able to adapt and contribute the modern development. Besides, it has to maintain its own characterization as the basis of spiritual moral and its function in constructing the religious society. Islamic boarding school in the future is urgent to reformulate the system being the best choice in facing the globalization era. The development of SAINTEK has accelerated transformation, which necessitates a system that can adapt and contribute. Islamic beliefs, traditions, and developed cultures are being combined in this transition to ensure that education is integrative (Muchsin and Wahid, 2009).

As a result, the requirement for cooperation between an Islamic boarding school and a preferred school is a decision to maximize the strength and minimize the weakness (Muhaimin, 2009). Islamic boarding schools are evaluated first on the basis of their morals and religious commitment, followed by their academic performance and management. An alternative to the Islamic educational system that is tied to the dynamics and demands of the time is the synergistic combination of the two educational systems.

In order for students to balance mahdhah worship (relationship with God) and worship of ghairu mahdhah (relationships with creatures: humans and nature), the eco-pesantren model of education is expected to provide students with a balanced knowledge base between worldly knowledge (oriented to life in the world) and ukhrowi science (oriented to the afterlife) (welfare for all nature). Therefore, through conservation education programs based on the eco-pesantren idea, children must be

given contextual information about the environment and conservation. The eco-pesantren model of conservation education is a method of developing human resources with the knowledge, attitudes, skills, and motivation, as well as a commitment to assist in solving conservation and environmental problems and preventing environmental problems from happening.

Islamic boarding school in general have different arrangements, especially in environmental management, most boarding schools are identical to places that are less clean and a bit shabby, this is what makes some local residents do not want to send their children to cottages that are close to their areas. At this time we are faced with an environmental crisis which causes a lack of awareness of students and residents around about cleanliness. This environmental crisis is the source of the error of the modern paradigm which is characterized by personality and which is attached to students and local residents. Efforts to raise environmental awareness through environmental education have a great impact in preventing environmental destruction and even improving the environment that has already occurred, so this research aims at the implementation of Eco-Pesantren and a strategy for sustainable environmental management based on students in Islamic boarding schools in Probolinggo City.

II. THEORETICAL FRAMEWORK

Innovation is the process of introducing something new such as ideas, products, services, processes, methods, techniques, and inventions to solve current and future problems to meet the needs of society. According to Jackson (2014) innovation is an idea, practice, or object that is considered new by individuals. Meanwhile, states that innovation is a change from something, either slowly (bit by bit) or radically. So it can be seen that innovation is a step taken to make a new change in accordance with the needs of the environment and the surrounding community. However, innovation does not have to be something completely new but rather something that is new to the person or unit that implements the innovation. According to Glaab (2018), the criterion of an innovation is not science or technology, but changes in the economic and social environment, changes in people's behavior as other things such as consumers, producers, citizens, students, teachers and so on, so that innovation is not synonymous with new technology, but related to the creation of new value/wealth, or new potential for action.

The meaning of the word order consists of two words, namely that each has a different definition. Eco is taken from the word ecology or ecosystem which is a terminology that is closely related to the environment. Meanwhile, Islamic boarding school has a commonly understood definition, namely a typical educational institution in Indonesia with the teaching of deepening knowledge of religion. Eco-Pesantren programs and activities are in the form of environmental sustainability to provide a basis for togetherness about the importance of benefits that depend on environmental sustainability, as well as to increase awareness in the management of sustainable

resources in environmental management. Eco-pesantren which means an Islamic educational institution that has an emphasis on activities towards the environment.

- a) Character education teaches habits of thought and behavior that help individuals to live and work together as families, communities, and nations and help them make responsible decisions. There are at least six types of characters as follows: Trust, the form of character that makes a person: integrity, honesty, and loyalty
- b) Justice, forming a character that makes a person have an open mind and does not like to take advantage of others.
- c) Caring, a form of character that makes a person have an attitude of caring and caring for others and the social conditions of the environment.
- d) Respect, a form of character that makes someone always respect and appreciate others.
- e) Citizenship, a form of character that makes a person aware of laws and regulations as well as caring for the natural environment.
- f) Responsibility, a form of character that makes a person responsible, disciplined, and always doing things as well as possible.

Character education is important for the growth of individual human beings as a whole and must be done from an early age. But that doesn't mean that if you don't accommodate basic education in developing character, educational institutions don't feel the need to do that either. It is important for educational institutions to not only pay attention to the needs of students' academic competence, but also character development so that graduates become graduates who are academically ready and have good character. The desire to build student character has been poured into strategic planning and program design in a systematic and integrated manner (Kamaruddin, 2012).

Leadership is a type of power in which a person has the ability to influence or change the values, beliefs, behavior and attitudes of others (Ganta and Manukonda, 2014). Someone with strong leadership skills will be a good example or role model for their employees, because leaders who are able to effectively achieve some good results or achievements, gain trust and admiration from their employees, and inadvertently change values, beliefs, behavior, and their attitude, because mimicry is a form of sincere flattery (Grint, 2007). This statement is also supported by Northouse (2009), which states that leaders who have strong leadership have the power to influence others to achieve organizational goals and objectives.

According to Jackson and Parry (2008), leadership is a process in which leaders use their skills and knowledge to lead and bring a group of employees in the desired direction that is relevant to their organizational goals and objectives. In addition, an effective leader who has strong leadership skills must also have certain characteristics,

such as passion, consistency, trust and vision; because only leaders who possess these characteristics can build trust in employees.

The environment must get attention and care so that there is adequate natural preservation, as well as grow the field of ability to provide skills which can grow the ability of all. Islam teaches its people to provide life preservation, especially to the environment side by side with one's faith. Ability to display environmentally friendly themes in Islamic boarding schools and support all activities that are accommodated in displaying roles in the surrounding environment. Islamic boarding school that have concern for the environment in particular and raise awareness of all elements to preserve environmental care in particular. The Islamic principle in maintaining the environment is related to the message of cleanliness and environmental health, as well as in order to realize cleanliness and provide happiness around it. In order not to cause disease that causes one of these factors. The environment for mankind is an influence for the welfare of its adequate elements.

Environmental ethics is an important concept to understand, because environmental ethics is a new study that discusses the relationship between philosophy and biology, especially the environment. Philosophy is used to think deeply about various aspects related to human life in nature, while environmental science is used to know and understand the earth system and the complex relationship between the layers of life (biotic) and non-living (abiotic) layers. Because humans are one of the important components in the environment, human behavior in their interactions with the environment as evidenced by their activities in processing and utilizing environmental resources must pay attention to environmental ethics. Ethics which we view as a spiritual and religious foundation of a culture is closely related to the environment and is very much needed in conjunction with ecological integrity. This is based on the fact that the relationship between ethics and nature and the relationship between humans as individuals, as group entities, and the state will determine the level of human existence as human beings.

III. RESEARCH METHODOLOGY

The research approach is designed to answer questions and objectives, through hypothesis testing. The research approach is the entire process needed in planning, and implementing research (Kerlinger, 1993). This research belongs to the type of explanatory research or confirmatory research, which is a study that aims to analyze the effect of one variable on another, or explain how one variable affects other variables (Ferdinand, 2006).

Based on the previous explanation, the sample taken must go through a representative procedure, which is related to two important aspects, namely accuracy and precision. The sample can be said to be accurate, if the sample statistics can predict population parameters correctly, while the sample has a precision aspect if it is able to accurately

reflect the reality of the population. In this study, the Slovin method was used to determine the sample size. The Slovin method used in this study with a precision of 5%.

$$n = \frac{N}{1 + N(e)^2}$$

Information:

n = The number of samples of the community, students, leaders and the government in the area of the Islamic boarding school environment in Probolinggo City.

N = The total population of the community, students, leaders and government in the area of the Islamic boarding school environment in Probolinggo City.

e = 5% error rate.

The next stage is to analyze the data to interpret and make conclusions from the collected raw data after the data from the questionnaire has been gathered. This study's analytical approach included qualitative analysis, which is helpful for interpreting the findings of quantitative research. Data analysis based on findings presented as descriptions is known as qualitative analysis. According to Kertajaya (2004), qualitative data is informational data that is described in prose and then combined with other data through quantitative analysis.

Using the justification from the previous chapter as a guide, we can say that the pattern of the relationship between the variables to be studied is the causal relationship of one or more independent variables to one or more dependent variables, as well as the relationship (correlation) between independent variables. In this study, we aim to look at how the four Santri Character factors relate to creating an Eco-Pesantren Islamic boarding school. Structural equation modeling is the most suited model to take this into account (SEM).

Islamic boarding schools have a strategic position in educating the next generation of Muslims who are friendly and care about the surrounding environment. In this case, the pesantren is a non-governmental Islamic educational institution that is independent in its role and can also make an important contribution to environmental care, both now and in the future, because this institution is a place to galvanize a cadre of students who are expected to be able to answer the challenges of the needs of religious knowledge which includes knowledge regarding the environment. In addition, Islamic boarding schools have become the attention of the world community because they can be considered as nodes of cultural encounters and cultural brokers for the flow of modernization ideas from the city (Puglisi & Buitendag, 2020). The potential possessed by Islamic boarding schools made the Ministry of the Environment of the Republic of Indonesia in 2008 proposed an Eco Pesantren which rewards Islamic boarding schools that have initiatives and innovations in participating in environmental conservation which is the focus of this paper on the aspect of eco boarding school management.

Islamic boarding schools is a forum for institutions in which the main citizens are students and elements of the board. The potential volume of waste generation at Islamic Boarding Schools is very high, both from organic and inorganic waste as the rest of the daily activities of students. Waste management from the source needs to be done by taking several approaches according to the type of waste. Currently, the existing mechanism for managing waste in Islamic boarding schools is relatively good with the role of students as sources of waste coordinated by elements of the boarding school board. The dynamics of the life of students in the Islamic boarding school environment, especially regarding garbage/waste, are growing day by day. So there are also some students who state that there needs to be attention to garbage/waste so as not to pollute the environment. For this reason, several Islamic boarding schools have begun to manage and utilize waste to be recycled and processed in such a way as to produce products that have economic value and are more meaningful, both organic and inorganic waste.

IV. DISCUSSION

Based on the results of the SEM analysis, a model with a GFI value of 0.938 was obtained which is included in a good model so that based on these results it can be said that the model in growing the character of students towards Eco-Pesantren is feasible to be developed. Based on the results of the SEM analysis that has been carried out, in detail it can be seen that the coefficient of influence of exogenous variables on endogenous variables in each variable explains the magnitude of the coefficient of influence. The findings will assist the Ministry of Higher Education and the Higher Education Development Program in creating policies that are appropriate and emphasizing this recent paradigm shift in the future while resolving the major issues to guarantee the success of implementation. Having a broad understanding of outcome-based education and student-centered learning would be beneficial to lecturers as well (Katawazai, 2021).

This demonstrates how the Student's Character can operate as a mediating factor between the management of Islamic boarding schools and Eco-Pesantren, such that with a strong Student's Character, the management of Islamic boarding schools will have an impact on the growth of Eco-Pesantren. A coefficient of 0.047 was obtained for the indirect impact of leadership innovation on eco-pesantren through the intermediary of Student's Character. If the indirect effect of leadership innovation on Student's Characters and Student's Characters on Eco-Pesantren are both found to be significant, then the indirect effect of leadership innovation on Eco-Pesantren via the intermediary of Student's Character is also found to be significant. This demonstrates how important the direct and indirect effects of government policy, management at Islamic boarding schools, and leadership innovation are on eco-pesantren, which continues to increase the realization of eco-pesantren in Probolinggo City. Without the Student's Character, it is possible to change government programs, but the results are feeble. As a result, it is vital to mediate the santri character for the Islamic boarding school to become an Eco-

Pesantren. Additionally, there are products in the form of the use of biopori using recycled water for ablution as a bridge for students to practice the theoretical knowledge that has already been acquired, as well as alternative strategies in locating and developing the character growth of students so that they are competent and based on the environment so that it will make a sustainable Islamic boarding school.

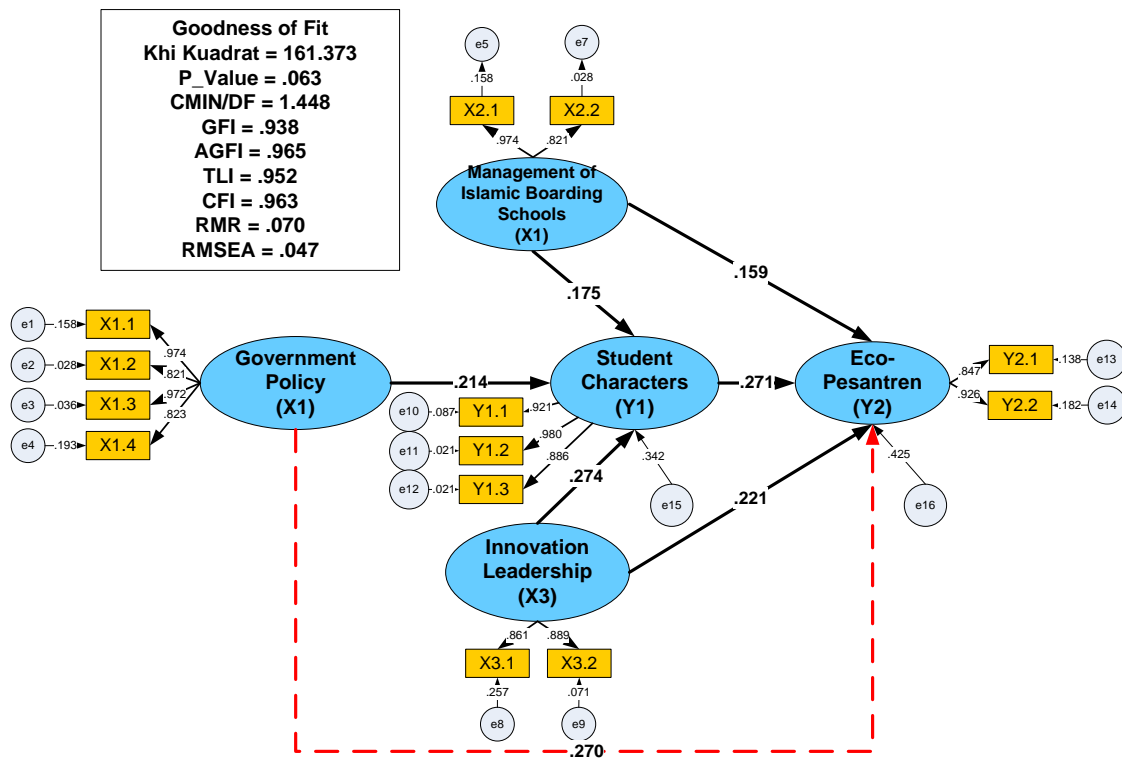


Figure 1: Path Analysis Results SEM Analysis

Environmental development engagement could be done through two kinds of approaches. First is by project approach and the second is motivation approach or it could be both of them in integrated way. The second approach (motivation), although relatively spend longer time, it will effected more positive because the target will gradually change their attitude and behavior in persuasive manner. The behavior of ignoring environmental problem will turn into dynamically attitudes that will always grow and culminate in stability of environmental engagement (Dunlap et al., 2000).

Nature conservation activities by Islamic boarding schools will be very useful in building understanding and increasing public awareness about the environment. This program is created through a stakeholder collaboration method. The strategy used does not stop at socialization; It also requires the involvement and cooperation of the Islamic boarding school community and related institutions. The initial step for community involvement is to conduct field research on the economic, social, and cultural aspects of Islamic boarding schools and their management environment. The next stage is to convey

knowledge about how to implement the idea of green Islamic boarding school through waste management, clean and healthy campaigns, land exploration for productive and medicinal plants, and green curriculum programs.

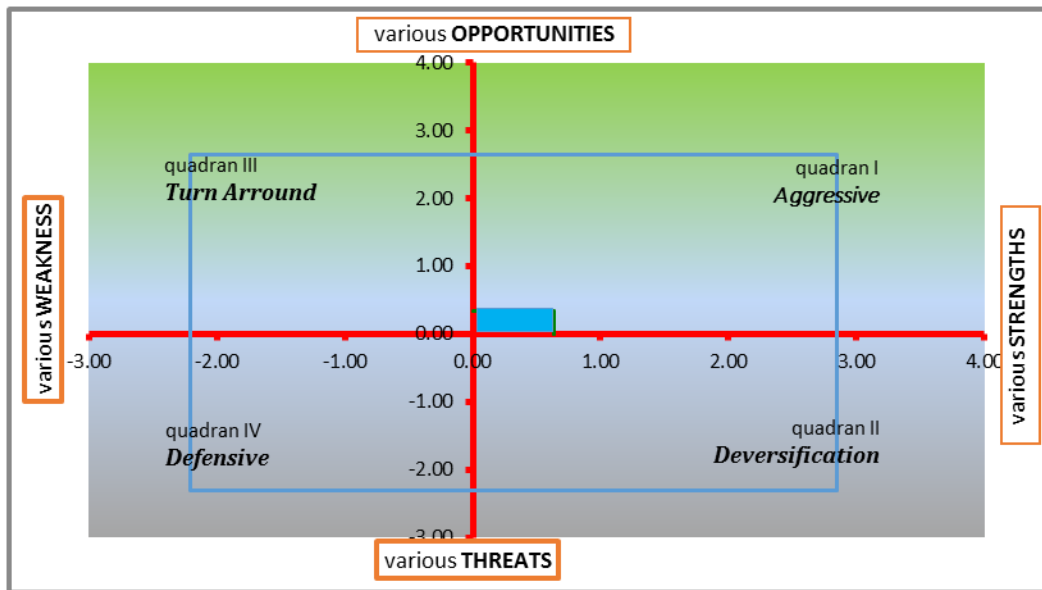


Figure 2: SWOT Analysis Results

This initiative is organized in collaboration with Islamic boarding schools and community stakeholders. This program is important because it not only regulates green Islamic boarding schools by changing the mentality of the surrounding community who are less concerned about the environment, but also as a motivation for community environmental awareness. To achieve the goals of the Adiwiyata program, madrasas must strive to meet four indicators:

- a) Development of environmentally friendly school policies
- b) Development of an environment-based curriculum;
- c) Development of participatory based activities; and
- d) Management of environmentally friendly supporting infrastructure.

To realize the growth of environmental awareness in Islamic education, a management that supports the implementation of environmental education by all school members is needed based on the essential principles of the adiwiyata program, namely participatory and sustainable. Environmentally-minded madrasa policies aim to develop madrasah residents, especially students, who have a caring attitude and are environmentally cultured, namely students who have knowledge and can act in an environmentally friendly manner. The existence of madrasas that are environmentally sound can help in mitigating environmental damage that occurs today and in the future.

It is clear from the SWOT quadrant matrix in the picture that quadrant I represents the role that student character development plays in the implementation of the Eco-Pesantren program. The pupils' character development toward Eco-Pesantren (depicted by the blue box) is in a strong position and has the chance to improve, as indicated by this position. The suggested approach is aggressive, which means that it is very likely to carry on with efforts to raise the percentage of students attending Islamic boarding schools that are Eco-Pesantren who are environmentally cultured with the help of the local community, government, and boarding school leaders. This is because the character development of these students is in a steady (good) condition. Environmentally friendly policies, curriculum that is focused on the environment, environmental activities that are participatory in nature, and administration of environmentally friendly supporting infrastructure are just a few significant ideas that can be achieved in Eco-Pesantren.

V. CONCLUSION

Based on observations made at the research site, it was discovered that Islamic boarding schools contributed to the formation and preparation of students who are environmentally conscious toward Eco-Pesantren with a process-tracing approach, specifically by applying environmental knowledge learned during environmental studies, including applying biopori utilization of former ablution water as support. According to the findings of the SEM analysis, it is possible to develop a sustainable Eco-Pesantren with the potential to develop environmental awareness in students, making it possible to create an Eco-Pesantren Islamic boarding school. This development can be carried out collectively in all aspects. Government involvement is there in order to implement government policies in the development of Eco-Pesantren in Probolinggo City. Additionally, innovation is required so that students can be environmentally conscious and care about the environment, enabling the implementation and sustainability of Eco-Pesantren.

Based on the SWOT quadrant matrix in the figure, it is clear that quadrant I is where character development for kids as they implement the Eco-Pesantren curriculum belongs. With regard to Eco-Pesantren (identified by the blue box), this position suggests that pupils' character development is progressing well. and the potential for development. The suggested approach is aggressive, which means that it is very likely to continue to put forth effort to raise the level of environmentally literate students in Islamic boarding schools with the support of the local community, government, boarding school leader's pesantren, and students as environmental cadres. Character development of these students is in a steady (good) condition. Environmentally friendly policies, curriculum that is focused on the environment, environmental activities that are participatory in nature, and administration of environmentally friendly supporting infrastructure are just a few significant ideas that can be achieved in Eco-Pesantren.

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