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CORRELATION BETWEEN ISLAMIC BOARDING SCHOOL AND MORAL CHARACTERISATION OF STUDENTS IN MA'HAD TAHFIDH QURAN (MTA) AL AMIEN PRENDUAN 2005

ABSTRACTION

It is an irrefutable fact that the world's hope of an ideal generation seems like a blurred portrait; still very far from its reality. Student brawls, drugs, rape, illegal drinking, promiscuity, and so on, is an act of physical and moral damage to students today. Today, this lifestyle has been considered a trend in itself.

Ishaq Ahmad Farhan (2002: 77) predicts that Islamic education will run parallel with the establishment of an Islamic personality of students, because Islam itself emphasizes greatly on the formation of a noble character for the people. Due to this, Indonesia has found a variety of the latest innovations in education such as schools running from morning till night, Islamic schools for junior high and senior high, and so forth (Bustomi in Luqman, 2004: 49), not surprisingly Islamic educational institutions have combined formal system and programs based on the Quran and Sunnah.

With this concept in mind we shall observe carefully and examine it, using the title **"Correlation between Islamic Boarding School and Moral Characterisation of Students in Ma'had Tahfidh Quran (MTA) Al Amien Prenduan"**, with the formulation of the problem as follows:

1. Is there any influence on the formation of an Islamic Boarding School towards student character in 'Ma'had Tahfidh Quran (MTA) Al Amien Prenduan'?
2. How extensive is the influence of an Islamic Boarding School on the formation of student character in 'Ma'had Tahfidh Quran (MTA) Al Amien Prenduan'?

To find out the problems the author used a correlation study with the questionnaire method, method of observation and interview methods as well as methods of documentation. While the authors data analysis using product moment correlation technique.

$$r_{xy} = \frac{\sum xy}{\sqrt{(x^2) \cdot (y^2)}}$$

The results of the analysis as follows:

1. Islamic Boarding School Education affects the moral formation of students Ma'had Tahfidh Quran (MTA) Al Amien Prenduan.
2. From the calculation of product moment correlation states that Islamic education highly correlated to the character and personality of students Ma'had Tahfidh Quran (MTA) Al Amien Prenduan.

In the last section, the author has explained the conclusions and some suggestions as well as information input for the development in implementing education-oriented on Islamic education.

Chapter I

PRELIMINARY

A. Background of the Problem

It is an irrefutable fact that the world's hope of an ideal generation seems like a blurred portrait; still very far from its reality. Student brawls, drugs, rape, illegal drinking, promiscuity, and so on, is an act of physical and moral damage to students today. Today, this lifestyle has been considered a trend in itself.

As we take Indonesia as an example, the Director General of Higher Education Ministry Sudharmadi WS has claimed, Indonesia's drug users has reached a number of 6.5 million people, 85% being youth, and approximately 50% are students or post-graduates (Kompas, 17 June 2002). This figure is quite alarming, considering the next 20 years it is they who shall be the leaders of this nation.

This phenomenon has almost erased the well-known 'noble spirit'; the basic foundation that improves a student's personality and also the only solution to minimising acts that damage morale in teenagers as early as possible. Therefore the role of an Islamic boarding school education is required in order to form a noble spirit for students. Islamic boarding school education was basically oriented on Shari'a (Islamic law). Ishaq Ahmad Farhan (2002: 77) predicts that Islamic education will run parallel with the establishment of an Islamic personality of students, because Islam itself emphasizes greatly on the formation of a noble character for the people. Due to this, Indonesia has found a variety of the latest innovations in education such as schools running from morning till night, Islamic schools for junior high and senior high, and so forth (Bustomi in Luqman, 2004: 49), not surprisingly Islamic educational institutions have combined formal system and programs based on the Quran and Sunnah.

Stepping from the main issue, it is interesting examining the extent to which Islamic boarding school education has influenced the formation of a character in the generation of today. With this concept in mind we shall observe carefully and examine it, using the title "**Correlation between Islamic Boarding School and Moral Characterisation of Students in Ma'had Tahfidh Quran (MTA) Al Amien Prenduan**". As an Islamic education located in the city of Sumenep, East Java Province of Indonesia that combines formal education, with programs orienting from

the Quran, it has been able to produce graduates who have the ideal personality and are able to fully grasp the knowledge in multiple fields of general science and religion.

B. Problem Formulation

Based on the explanation of the background of the above problems, the main points of this are:

1. Is there any influence on the formation of an Islamic Boarding School towards student character in 'Ma'had Tahfidh Quran (MTA) Al Amien Prenduan'?
2. How extensive is the influence of an Islamic Boarding School on the formation of student character in 'Ma'had Tahfidh Quran (MTA) Al Amien Prenduan'?

C. Research Objectives

The purpose of this study is to:

1. Know the influence of an Islamic Boarding School on the character formation of a student of Ma'had Tahfidh Quran (MTA) Al Amien Prenduan.
2. Know how much influence Islamic Boarding School education has on the student moral formation in Ma'had Tahfidh Quran (MTA) Al Amien Prenduan.

D. Assumptions

As the author of this study, it is necessary to explain the basic assumptions:

1. Morals are one of the goals of education in an Islamic Boarding School.
2. Morals will be obtained through a process of Islamic education in an Islamic Boarding School.
3. Morals are part of the process of Islamic education in an Islamic Boarding School.

E. Hypothesis

The hypotheses of the author have been formulated, as follows:

1. Working hypothesis (H1)
The existence of an Islamic boarding school education has influenced the formation of student character in Ma'had Tahfidh Quran (MTA) Al Amien Prenduan.
2. Null hypothesis (H0)
The existence of Islamic Boarding School education does not affect the formation of student character in Ma'had Tahfidh Quran (MTA) Al Amien Prenduan.

F. Uses of Research Outcome

The uses of the results of this study include:

1. An input in an attempt to ward off juvenile delinquency.
2. As a contribution to science education.
3. As additional insight for writers in science education.

4. As information for the teachers in transferring knowledge in the classroom.
5. To be sent to the organising committee as a scientific writing competition organised by the Saudi Arabian Ministry of National Higher Education 2012.

G. Reasons for Choosing Title

The reason the author chose the title "Correlation between Islamic Boarding School and Moral Characterisation of Students in Ma'had Tahfidh Quran (MTA) Al Amien Prenduan", can be explained under the two headings:

1. Objective Reasons

- a. Moral problem is an actual problem that is always discussed in the neighborhood of Al Amien Islamic Boarding School. It is a very interesting study, especially for writers who have completed education in educational institutions.
- b. Islamic boarding school education is an education that operates in a place the author has in fact lived in, namely, Ma'had Tahfidh Quran (MTA) Al Amien Prenduan Sumenep East Java Province of Indonesia.
- c. Observers as far as the author of this title, this topic have not been investigated previously.

2. Subjective reasons

- a. The author researched the locations where he once lived, making it easier for other authors to reach out and save energy and costs.
- b. This title is in accordance with the education that the author has studied in Ma'had Tahfidh Quran (MTA) Al Amien Prenduan Sumenep East Java Province of Indonesia.
- c. Author's interest and desire to learn more about the correlation and the influence of education on the formation of student's morals in Islamic Boarding School Ma'had Tahfidh Quran (MTA) Al Amien Prenduan.

H. Scope of Discussion

In the title as stated above, the discussion is devoted to the influence of Islamic Boarding School on the formation of the morals of students in Ma'had Tahfidh Quran (MTA) Al Amien Prenduan.

In the discussion on Islamic Boarding School education, the author focuses on *Sorogan* methods, *Bandongan* methods, *Musyawah* methods (بحث المسائل), methods of Study touring, method of memorization (التحفيظ), demonstration method / practice of worship, methods of *muhawarah* / *muhadatsah*, considering each method (المذاكرة).

In the discussion of morals, the author focuses on aspects of islamic mindset maturation (العقلية الاسلامية) and aspects of islamic spirit maturation (النفسية الاسلامية).

I. Affirmation of Title

To facilitate the reader's understanding of the research entitled "**Correlation between Islamic Boarding School and Moral Characterisation of Students in Ma'had Tahfidh Quran (MTA) Al Amien Prenduan**", the author would need to affirm the boundaries of the title term research.

1. Correlation

The relationship between the two phenomenas (Sadaly in Suparman, 2000: 6)

2. Islamic School of Education

"Education is portrayed outwardly in an Islamic Boarding School as an activity of reciting books, although inwardly contains values extremely important in the formation of character of students of the future" (Maksum, 2003: 28)

3. Formation

"Process" (KBBI, 2000: 136).

4. Morals

According to Ishaq Ahmad Farhan (2002:75):

"Morals are the fruit of the teachings of Islam that are picked up for people and the whole of humanity, which makes life and living wonderful, sweet and charming. Without morals as a foundation, the social aspects of an individual soul and the human community shall become indistinguishable from the animal communities. "

J. Discussion and Research Methods

1. The Discussion Method

Given the title above the aim of the study is to determine the relationship and influences between the two cases, and so the author shall use a quantitative correlative method.

2. Methods of Determining the Object of Research

Al Amien is one of the largest boarding schools in Indonesia. located in Prenduan regency, city of Sumenep, East Java Province, Indonesia. Al Amien Boarding School Prenduan has three institutions namely: Institute of Dirosat Al Islamiyah (equivalent to college level), Tarbiyatul Mu'allimin Al Islamiyah (consisting of junior and senior high school), Ma'had Tahfidh Quran (consisting of junior high, high school and high school for Islamic religion).

The object of this research is the population of student MAK. MAK is equivalent to high school, but that sets it apart is the basic high school curriculum and derived from the Ministry of Religion of Indonesia, while the high school came from the Ministry of Higher Education.

The population in this study were students of MAK Ma'had tahfidh Quran (MTA) Al Amien Prenduan Sumenep, Province of East Java Indonesia, were totaling 54 people, all from different regions, with class I MAK totaling 17 people, a class of 15 people in MAK II and class III MAK amounted to 22 people. The author shall describe the object of the research in the chapter III on the data presentation stage.

With the total population of the above in mind, the author concluded that the research should be implemented by taking the population of the number of students as a whole. Determination of the above study population is in accordance with Arikunto's opinion (2007: 107), "is a mere shadow when the subjects amount to less than 100 (one hundred) it is better to just take them all, so the research represents the study population. Furthermore, if the subject is more than 100 (one hundred), it can be taken between 10-15% or 20-25% or more.

3. Method of Data Collection and Data Analysis

A. Method of Data Collection

According to the framework of data collection, the author uses the techniques of the questionnaire method, observation method, interview method, and methods of documentation. The fourth method is chosen by the author to determine the extent of the influence of Islamic Boarding School education to the students' moral formation in Ma'had Tahfidh Quran (MTA) Al Amien Prenduan Sumenep East Java Province of indonesia. To obtain concrete data, the author has carried out the data collection as follows:

A. Method of Observation

Observation is an activity focusing on an object by using all senses such as sight and hearing, etc. (Arikunto, 2002: 146).

Observations used in this study, using non-systematic observation methods or not use the guidelines as an instrument of observation. Observation method was used to observe events as well as support and complement the questionnaire.

B. The questionnaire

Questionnaire method is a number of written questions used to obtain information from respondents in terms of reports about him or other matters that he knew (Arikunto, 2002: 120). The way a questionnaire is to be answered can be of two, namely:

- a) Open questionnaire; giving respondents the opportunity to answer in their own terms and language.

- b) Enclosed questionnaire; which is a questionnaire that provides answers, so that respondents may only choose.

In this study the author used the enclosed questionnaire method, in consideration of matter, mind, energy, and time.

C. Method of Interview

An interview is what is commonly known as a list of questions asked and the dialogue conducted by the interviewer to obtain information (Arikunto, 2002: 145). This method the author has used to obtain data about the efforts of Ma'had Tahfidh Quran (MTA) Al Amien Prenduan in matters of education and morals.

D. Method of Documentation

The author collected data using quotes, analysis, and obtaining information that has been documented by Ma'had Tahfidh Quran (MTA) Al Amien Prenduan using this as a way to find and collect the identities of the object of research in order to strengthen the data.

B. Data Analysis

"Analysis of the data is a series of reviewing, grouping, interpreting, and verifying data so that a phenomenon has a social, academic and scientific value" (Suprayogo, 2001: 191).

Analysis of the data used in the research on the influence of Islamic Boarding School education on formation of character, is a qualitative one using the product moment formula:

$$r_{xy} = \frac{\sum xy}{\sqrt{(x^2) \cdot (y^2)}}$$

$$x^2 = (x - \bar{x})^2$$

$$y^2 = (y - \bar{y})^2$$

$\sum xy$ = the number of times x and y .

Explanation:

r_{xy} = The index number correlating " r " is the product moment.

x^2 = Number of deviation score " x " after the first squared.

y^2 = Total deviation score " y " after the first squared.

The author uses the product moment analysis technique, because the author wanted to determine whether there is any correlation between education in an Islamic Boarding School with the formation of student character in Ma'had Tahfidh Quran (MTA) Al Amien Prenduan Sumenep Madura.

Chapter II

STUDIES LIBRARY

A. Theoretical Overview About Islamic Educational Boarding School

The methods of learning in an Islamic Boarding School are traditional, meaning organised learning methods are in accordance with the customs that have long been used in Pesantren (Islamic Boarding School) although there are also modern methods. Mentioned below are the traditional learning methods:

1. *Sorogan* Method

According to Maksum (2003: 74) the Sorogan method has the sense of "learning activities for students and is focused on developing the ability of any one person (individual), under the guidance of a teacher".

2. *Bandongan* Method

The method performed by a soaring instructor 'bandongan' towards a group of learners or students, is listening and comprehending his recitation from a book (2003: 86)

3. *Musyawaharah* Method

Also known as *Bahtsul masail* (بحث المسائل) interpreted as "a group or a certain number of students forming a *haloqah* (circle) led by a teacher, or perhaps a senior student, in order to discuss or examine a previously determined issue" (2003: 92).

4. *Pengajian* Method

In this method of learning, the students assess certain materials and present it towards a teacher. This is carried out by a group of students in an ongoing fashion under a specified period of time (2003:96).

5. Method of memorizing (التحفيظ)

Here, the student memorises a particular text under the supervision of a teacher (2003: 100).

6. Demonstration Method

This method can be interpreted as a way of learning whereby a skill implementing a particular service in order to seek knowledge or carrying out an act of worship is demonstrated amongst students, and under the supervision of a teacher. (2003: 102).

7. Study Tour (الرحلة العلمية) Method

This method is an activity known as organized learning wherein visits to a certain place are conducted in order to seek knowledge (2003, 104-105).

8. Muhawarah (المحاورة) Method

Muhawarah method is an exercise where conversations using the Arabic language are compulsory upon students of the Islamic Boarding School during their stay there (2003:106).

9. Mudzakah (المذاكرة) Method

Mudzakah method is a religious meeting where discussions are held on religious worship, aqeedah, and the issue of religion in general (2003: 109).

B. Theoretical Overview About Morals

An Nabhani (2001: 184) tells us about the moral argument, that "Morality is part of the Shari'a (Islamic Law). It is part of the commandments of God and His prohibitions. Morals must be there and apparent in every Muslim, in order to perfect all his/her deeds with Islam, and to perfect the carrying out of the commandments of God". According to Ishaq Ahmad Farhan (2002: 75), "Morals are the fruits of the teachings of Islam that is picked up for people and humanity, which makes life and living wonderful, sweet and charming. Without morals as a foundation, the social aspects of an individual soul and the human community shall become indistinguishable from the animal communities". Honesty, trust, discipline and respect are all values of a noble moral. They are values upheld by human beings regardless of religion, race, ethnicity, and gender. However, when a Muslim applies these precious values, it is not because it is driven by a motivation that they are universal values, but because it is a commandment of God. In other words a Muslim's morality is a reflection of his implementation of Shari'a. All of his actions are performed with understanding of situations. Situations that call out for honesty and trustworthiness to be apparent such as when buying and selling, they are apparent. On the other hand, in the situation of a war, he shall not portray honesty that shall result with the defeat of the Muslims (Ramadan, 2004: 52).

Also described by An Nabhani (2001: 184), "The nature of Islam encourages honesty, trustworthiness, kind faced, shyness, dutifulness to parents, maintaining ties with the family, helping others in need, loving one's brother more than loving oneself, and other examples are considered encouragements to follow the teachings of God. " The two character-forming aspects of these encouragements are:

1. Aspects of Islamic Mindset maturation (العقلية الإسلامية)

Maturation of this aspect can be achieved by doing several things, such as reading, memorising, reviewing, and understanding the verses that have been delivered by the Prophet. In the Quran there are verses that relate to economy/trade (Surah Al Muthaffifin [83]: 1-3), verses dealing with the issue of Riba' (usury) (Surah Ar Rum [30]: 39), verses dealing with bad customs (social aspects) such as

(Surah At Takwer [81]: 8-9), which is associated with a constellation of foreign policy (Surah Ar Rum [30]: 1-6) and others (HTI, 2003: 60) .

There are many other verses and they all invite man to interact with the social problems of society, economy, trade, foreign policy and contrary ideologies with the Islamic conception. Signs of Allah have led Muslims towards a very broad vision, a universal one, and not just a spiritual study.

2. Aspects of Islamic Spirit maturation (النفسية الإسلامية)

Maturation of this aspect can be achieved to attain closeness (التقرب) towards God as performed by the Companions with the Prophet almost every single night. The Companions were also encouraged to perform the voluntary acts of worship (النافلة), example being the custom of freeing slaves every week conducted by Uthman ibn Affan, as well as giving charity, *Ziyaarah* (visiting each other and empathising), reading and memorising the verses of the Quran that have been revealed (HTI, 2003: 60)

C. Theoretical Overview About the Influence of Education Pesantren (Islamic boarding school) Formation Against Morals

According to Imam Al-Ghazali (2002: 38), science is "the virtue and value that exceeds the value of pleasure and enjoyment of wealth and property". But a moderate Islamic personality is actually the ultimate achievement, and that is the goal of Islamic education. This can be proven by revising Islamic education as has been described previously. Likewise, moral character, written by Ishaq Ahmad Farhan (2002: 24) in a work which states that, "Islamic Education is a moral education that emphasises the change for noble behavior". Farhan then continued (2002: 77), that the "fundamental of moral education in Islam is so a Muslim is consistent in performing good deeds and staying away from bad deeds. It is also closely related to the achievement of the great objectives of Islamic education, namely piety and fear of Allah.

Chapter III

Results of the Research Report

Research as a scholarly activity refers to a system that is planned, systematic, steady, sourced from accurate and reliable data, and results in a viable research, one that is presentable. And so the author shall report and explain matters relating to field activities that include:

A. Preparation Phase

At this stage the author described a variety of things pertaining to the preparation in reporting research results. And they are as follows:

1. Submit the title and then later consult further issues related to the title of the research. Such as the preparation of the background of the issue, aim of the study, formulation of the problem, uses of the study, reasons for choosing the title, the limit of terms in the title, the scope of the discussion, postulate (assumption), hypothesis, research methods and systematic discussion. Alongside, the author also conducted a previous concise study with regard to the title of the research, and conducted library research from various sources relating to the matter being addressed in the preparation of this scientific paper.
2. The author has asked for permission to write about the Ma'had Tahfidh Quran (MTA) Al Amien Prenduan, to conduct research on the correlation between education in an Islamic Boarding School (boarding school) with the formation of a student's character in Ma'had Tahfidh Quran (MTA) Al Amien Prenduan.
3. The author filed a written request to the principal to conduct this research on Ma'had Tahfidh Quran (MTA) Al Amien Prenduan.
4. The author made a data collection structure.

- a. Observation

The author used observation to support the research in understanding the personality of the students. Where the observation used by the author without the use of a routine, simply paying attention to the events occurring at an Islamic Boarding School, education had a strong effect on character that consists of three aspects, of them, the Islamic mindset, the Islamic spirit and noble character. And with regards to topic selection or material, setting the aim, the use of methods, evaluation techniques without the use of the existing system.

- b. Questionnaire

The author compiled a questionnaire based on problems relating to the research being written, and has prepared ten question items relating to the education in the Islamic Boarding School. Similarly, matters relating to the formation of character, the author also compiled ten question items. The questionnaires has been approved by the School's Director of Ma'had Tahfidh Quran, Zainullah Rais MA. The author also used the multiple choice method, giving three alternative answers, namely:

1. a = Great Answer receives a score of 3 (three)
2. b = Good Answer receives a score of 2 (two)
3. c = Weak Answer receives a score of 1 (one)

c. Interview

After the author prepared the interview technique, he conducted interviews with the teachers of the Qur'an in Tahfidh Ma'had (MTA) Al Amien Prenduan so as to obtain the data supporting the research process.

d. Documentation

Author used the method of documentation as a reinforcement of existing techniques. All the data and documents pertaining to the subject or object of the study were collected by the author in the documentation method and satisfying existing routines.

B. Implementation Phase

After going through the stages of preparation, the author moved to the next stage, the implementation phase, which consists of providing the questionnaires to the respondents, then collecting the answered questionnaires, and then tabulating the data that has been entered and giving a score on each item response accordingly.

1. The author distributed questionnaires to students in grade I, II, and III of Ma'had Tahfidh Quran (MTA) Al Amien Prenduan, and allocated sufficient time to complete the questionnaire.
2. The author collected the questionnaires which had already contained the answers of the respondents.
3. After the questionnaires were collected, the author tabulated the data entered by giving scores on each of the existing items, coupled with the observation of each questionnaire that had been entered from the respondents. As for determining whether there is any correlation a data analysis must be carried out.
4. The author conducted interviews with the teachers of the Qur'an in Tahfidh Ma'had (MTA) Al Amien Prenduan in order to know the activities that have been organised by teachers in delivering the subject matter.
5. Collected other data relating to education and other files.

C. Data Presentation Stage

After undergoing the two previous stages, we have arrived at the third stage which is the data presentation stage, where the author shall describe matters pertaining to the object of research namely the Ma'had Tahfidh Quran (MTA) Al Amien Prenduan Sumenep East Java Province of Indonesia, both the school and the dormitories.

Object Research

The ones that become the object of research are the students of Ma'had Tahfidh Quran (MTA) Al Amien Prenduan entirely, totaling to 75 students as a whole

1) Educational Activities

In order to simplify the evaluation, the above programs are grouped into three categories of activities:

1. Intra Curricular

Formed within the outlines of the teaching program alongside a specific curriculum reference and keeping within the constraints of the class number.

The intra-curricular activities carried out with a classical system by teachers under the coordination of the teaching during the hours of formal lessons in the morning. The purpose and instructional objectives of each subject are optimally programmed, as well as an attempt to hone the intellectual skills, students are also equipped with various "foundation keys of every subject there is".

2. Co Curricular

Undertaken outside the school hours under the guidance of teachers and senior students such as:

- Everyday Worship
- Construction and development of three languages
- Studying at night
- The practice of Leading and sermon

The program is conducted outside school hours under the guidance of teachers and senior students, takes place in a dynamic, creative and orderly atmosphere. In order to keep things under control, preparation instructions on the implementation of any program are then held, and that includes:

a. Extensive Learning

Efforts to support the success of teaching and learning program activities in the morning, a group of teachers obligate upon students to follow the evening program of study with direct guidance from the homeroom teacher.

b. Practice and Guidance

Practice and guidance is implemented within the dynamics of coaching classes for students in teaching and learning activities and dynamics of the rooms of students regarding the various issues that are personal and social. In addition, the guidance program is implemented by the Qur'an memorisers (الحفاظ) for memorising the Quran and so on.

c. Everyday Worship

In supporting the smooth day-to-day worship, the worship has been doing a lot of new breakthroughs including the practice of praying in congregation, promoting the evening prayer program (احياء الليل) Duha prayer in congregation and congregational activities implemented after the memorising of the Quran in the morning.

3. Extra Curricular

Formed within the outlines of student organisations and programs and conducted outside of school hours by student affairs administrators.

a. Exercising and Practicing Organisation

As a training tool for students in the organisation, each student in class II was mandated by the school to take charge of the organisation, whose activities are related to the daily activities of students under the direct supervision of teachers. The organisation is also a means for students to assist the school program to run in its due course. As additional support for this program, class organisations, consultates, and other interest groups were formed.

b. Courses and Exercises

To assist students in preparing them with facing the future, the Ma'had Tahfidh Quran (MTA) Al Amien Prenduan has been offering various courses and interest groups, including computer courses, scouting, calligraphy, art and craft groups and the like.

2) Teachers of Ma'had Tahfidh Quran (MTA) Al Amien Prenduan

In addition to being the transformers of science and heirs to the noble values, teaching must also be exemplary in every dimension of life, involving both intellectual breadth, honesty, and its Islamic personal charm.

Similarly, in Ma'had Tahfidh Quran (MTA) Al Amien Prenduan, the teacher becomes the main central, directing the students towards a better standard of living and the noble and the maturation of a more mature self, and because of that teachers are required to always develop their self-sharpening quality to a more optimal level.

The teachers in Ma'had Tahfidh Quran (MTA) Al Amien Prenduan have three main functions; they are educators, managers, and the seekers of knowledge.

As educators, teachers are nurtured to become good educators through teaching obligations or by way of building language skills groups and studies and so forth, so it is already a duty of teachers to resemble good role models, concerning day-to-day behavior.

As a manager, through the structural position of teachers it is expected to become executives of education. These positions are adjusted to their potentials, talents and interests as well as the tendency of the teachers. So as to create an enjoyment in their work, or in other words, teachers do not feel compelled to implement the task or feel that it is a requirement.

And as for seekers of knowledge, teachers are obliged to develop his intellect to its most optimal level. And with this they realise that the best approach to learning

is to teach (teaching while learning). In addition they are also given the opportunity to lecture at the Institute Of Islamic Studies, Al Amien (IDIA) for free.

3) Program Evaluation

To find out the extent to which the success of the programs implemented have reached, then the evaluation of both the core programs, the Quran and the school held each mid semester and the semester as attached to the picture on the exam results page appendix. Proof that the Quran does not interfere, moreover its existence increasingly helps. It is proven from the data of successful alumni who continue their education to a higher education either in their home country or abroad.

Chapter IV DATA ANALYSIS

The data that has been determined from studies has been presented in previous chapters has not yet proven the hypothesis. In order for that to occur, data needs to be processed and analysed further. In this case the author shall use the product moment analysis technique with the following formula:

1. $X = \frac{\sum x}{N}$
2. $Y = \frac{\sum y}{N}$
3. $x^2 = (x - x)^2$
4. $y^2 = (y - y)^2$
5. Correlation $r_{xy} = \frac{\sum xy}{\sqrt{(x^2).(y^2)}}$

Explanation:

- a. r_{xy} = Coefficient between x and y
- b. $\sum xy$ = Number of results x and y
- c. x^2 = Amount of deviation squaring x
- d. y^2 = Amount of deviation squaring y

Prior to the formula being used a preparation table with the following steps must be prepared in this fashion:

- a. Number the subject (respondent)
- b. Sum the score values by calculating the mean of variable X X
- c. Finding the score variable Y by calculating the mean Y
- d. Calculate the deviation of each score X and Y
- e. Squaring the deviation x

- f. Squaring the deviations y
- g. Multiplying variables x with variables y (xy)

Table I

Tables For The Product Moment Correlation Coefficient

N	X	Y	X	Y	x ²	y ²	xy
1	28	27	-0.74	-1.78	0.55	3.17	1.74
2	30	30	1.26	1.22	1.59	1.49	2.36
3	28	28	-0.74	-0.78	0.55	0.61	0.33
4	29	29	0.26	0.22	0.07	0.05	0
5	29	30	0.26	1.22	0.07	1.49	0.1
6	28	28	-0.74	-0.78	0.55	0.61	0.33
7	27	27	-1.74	-1.78	3.03	3.17	9.59
8	30	30	1.26	1.22	1.59	1.49	2.36
9	28	28	-0.74	-0.78	0.55	0.61	2.36
10	30	30	1.26	1.22	1.59	1.49	2.36
11	30	30	1.26	1.22	1.59	1.49	2.36
12	28	28	-0.74	-0.78	0.55	0.61	0.33
13	28	29	-0.74	0.22	0.55	0.05	0.03
14	29	28	0.26	-0.78	0.07	0.61	0.04
15	28	28	-0.74	-0.78	0.55	0.61	0.33
16	30	30	1.26	1.22	1.59	1.49	2.36
17	27	27	-1.74	-1.78	3.03	3.17	9.59
18	30	30	1.26	1.22	1.59	1.49	2.36
19	27	27	-1.74	-1.78	3.03	3.17	9.59
20	30	30	1.26	1.22	1.59	1.49	2.36
21	28	28	-0.74	-0.78	0.55	0.61	0.33
22	30	30	1.26	1.22	1.59	1.49	2.36
23	27	27	-1.74	-1.78	3.03	3.17	9.59
24	29	29	0.26	0.22	0.07	0.05	0
25	27	27	-1.74	-1.78	3.03	3.17	9.59
26	30	30	1.26	1.22	1.59	1.49	2.36
27	29	29	0.26	0.22	0.07	0.05	0
28	30	30	1.26	1.22	1.59	1.49	2.36
29	27	28	-1.74	-0.78	3.03	0.61	1.48
30	28	29	-0.74	0.22	0.55	0.05	0.03
31	29	29	-0.74	0.22	0.07	0.05	0

32	28	28	-0.74	-0.78	0.55	0.61	0.33
33	30	30	1.26	1.22	1.59	1.49	2.36
34	28	29	-0.74	0.22	0.55	0.05	0.03
35	30	30	1.26	1.22	1.59	1.49	2.36
36	29	29	0.26	0.22	0.07	0.05	0
37	30	30	1.26	1.22	1.59	1.49	2.36
38	27	27	-1.74	-1.78	3.03	3.17	9.59
39	30	30	1.26	1.22	1.59	1.49	2.36
40	30	30	1.26	1.22	1.59	1.49	2.36
41	29	29	0.26	0.22	0.07	0.05	0
42	30	30	1.26	1.22	1.59	1.49	2.36
43	29	29	0.26	0.22	0.07	0.05	0
44	28	29	-0.74	0.22	0.55	0.05	0.03
45	27	27	-1.74	-1.78	3.03	3.17	9.59
46	30	30	1.26	1.22	1.59	1.49	2.36
47	28	28	-0.74	-0.78	0.55	0.61	0.33
48	30	30	1.26	1.22	1.59	1.49	2.36
49	29	28	0.26	-0.78	0.07	0.61	0.04
50	28	28	-0.74	-0.78	0.55	0.61	0.33
51	29	29	0.26	0.22	0.07	0.05	0
52	29	29	0.26	0.22	0.07	0.05	0
53	29	28	0.26	-0.78	0.07	0.61	0.04
54	27	27	-1.74	-1.78	3.03	3.17	9.59
Total	1552	154	0.04	-0.12	64.37	65.33	126.21

After the data collected has been allocated into the table, then it is further analysed in order to prove the proposed hypothesis. Then calculate the deviation of each score with the formula and use of each deviation, after it is inserted in the product moment as follows:

a. $N = 56$

b. $X = \frac{\sum x}{N} = \frac{1552}{54} = 28.74$

c. $Y = \frac{\sum y}{N} = \frac{1554}{54} = 28.74$

d. $\sum_x 2 = 64.37$

e. $\sum_y 2 = 65.33$

f. $\sum xy = 126.21$

Furthermore, from the above results, incorporate them into the product moment formula as follows:

$$\begin{aligned}
 r_{xy} &= \frac{\sum xy}{\sqrt{(x^2) \cdot (y^2)}} \\
 &= \frac{126.21}{\sqrt{(64.37) \cdot (65.33)}} \\
 &= \frac{126.21}{\sqrt{4205.30}} \\
 &= \frac{126.21}{64.84} \\
 &= 1.946
 \end{aligned}$$

After the testing and analysis of the data, the author interprets the results so they can be measured in two ways:

1. Match with the conservative value table

Table II
Table of Conservative Value

Sizes	Interpretation
0.800 – 1.000	High correlation
0.600 – 0.800	Quite Correlation
0.400 – 0.600	Rather low correlation
0.200 – 0.400	Low correlation
0.000 – 0.200	Very low correlation (not correlated)

2. Matching the values of "r"(the price of criticism of the value of r product moment)

As for criticism of the price table product moment correlation for N = 54, ie for 95% significance level is 0.266 and as for 99% significance level is 0.345.

Table III
Table of the Price of Criticism of the Value of r Product Moment

N	Interpretation 95%	Interpretation 99%
54	0.266	0.345

By matching the values in these tables for the product moment correlation coefficient value of 54 being a 95% significance level for 0.266 and the 99% significance level for 0.345. Meanwhile the results obtained from calculations for 1946, so the calculation of product moment correlation significance level greater than 95% and 99% significance level.

Chapter V COVER

A. Conclusion

From the description of the research results the author has conveyed his conclusion as follows:

1. The role of the Islamic Boarding School education has a significant correlation to the formation of character, with pointed criticism of the price of labor $r = 1.946$ is above the 95% confidence level = 99% = 0.266 and 0.345. So that H1 (Working Hypothesis), which reported an Islamic Boarding School education has influenced the formation of student character Ma'had Tafidh Quran (MTA) Al Amien Prenduan, accepted. Moderate H0 (Null Hypothesis) which states Islamic Boarding School education does not affect the formation of student character Ma'had Tahfidh AL Quran (MTA) Al Amien Prenduan, rejected.
2. The role of Islamic education has a high correlation when seen from the table with a conservative measure of the size ranges above 0.800 up to 1000.

B. Suggestions

1. To the faculty council
 - To be able to evaluate the overall activities of students and better able to familiarise students with the practices that exist in the Quran and Sunnah.
 - In order to make every program and activity for students based on or leaning towards moral education, so that the noble spirit can be used as guidelines for both the Quran and Sunnah in educating students.
2. To all students
 - In order to obtain finer knowledge, it is expected for all students to continue to assess all the lessons beyond teaching and learning activities without expecting too much guidance from the teachers.
 - Repeating the Quran recitation and revision as often as possible and constantly reviewing the existing sciences in the Qur'an.
3. To All Muslims
 - To always hold fast to the Quran and Sunnah and make it as the ultimate foundation of life.
 - Perfecting the noble spirit and to form a good Muslim personality.

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ATTACHMENT I

QUESTIONNAIRE

Correlation between Islamic Boarding School and Moral Characterisation of Students in Ma'had Tahfidh Quran (MTA) Al Amien Prenduan

A. Islamic Boarding School (Variable X)

1. Is it with the Sorogan method, students behave morally towards his/her teacher?
c. No b. Sometimes a. Yes
2. Has the *Bandongan* method taught students to be a “good” person?
c. No b. Sometimes a. Yes
3. Is it with *bahtsul masail* a student learns to tolerate?
c. No b. Sometimes a. Yes
4. Is it the *Pengajian* method that teaches students to be consistent in their good behaviour?
c. No b. Sometimes a. Yes
5. Is it with the memorisation of the Quran, a student is able to work for his religion and community?
c. No b. Sometimes a. Yes
6. According to you, is worshipping able to straighten a student’s mindset and character?
c. No b. Sometimes a. Yes
7. Is it with the study tour a student is able to broaden his mindset within the aspects of seeking knowledge?
c. No b. Sometimes a. Yes
8. Is it with the *Muhawarah* method that a student is taught to communicate effectively while socialising?
c. No b. Sometimes a. Yes
9. Is it with *Mudzakarah* a student is able to raise his basic principle to an optimum level in thinking right?
c. No b. Sometimes a. Yes
10. Is it with *Riyadhah* a student is able to adapt his emotion and maturity such as stabilising oneself, being respectful etc.?
c. No b. Sometimes a. Yes

B. Morals Characterisation (Variable Y)

1. Have you ever performed *Tahajjud* (Night Prayer)?
 c. No b. Sometimes a. Yes
2. Have you ever performed rituals in the remembrance of Allah?
 c. No b. Sometimes a. Yes
3. Have you ever read or memorised Quran?
 c. No b. Sometimes a. Yes
4. Have you ever contemplated the knowledge within the Quran?
 c. No b. Sometimes a. Yes
5. Have you ever contemplated the *Hadeeth* of Rasulullah?
 c. No b. Sometimes a. Yes
6. Have you ever performed *musyawarah* (Discussion) or anything of the like?
 c. No b. Sometimes a. Yes
7. Have you ever portrayed good morals and behaviour when dealing with others?
 c. No b. Sometimes a. Yes
8. Do you hold steadfast with honesty when socialising with others?
 c. No b. Sometimes a. Yes
9. Have you ever respected somebody older than you?
 c. No b. Sometimes a. Yes
10. Have you ever fulfilled a promise that you had made?
 c. No b. Sometimes a. Yes

ATTACHMENT II

TABLE OF VARIABLE X

No.	1	2	3	4	5	6	7	8	9	10	Total
1	3	3	2	3	3	2	3	3	3	3	28
2	3	3	3	3	3	3	3	3	3	3	30
3	3	3	3	3	3	2	3	2	3	3	28
4	3	3	3	3	3	3	3	3	2	3	29
5	3	3	3	3	3	3	3	3	3	2	29
6	3	2	2	3	3	3	3	3	3	3	28
7	3	3	3	3	2	2	3	3	2	3	27
8	3	3	3	3	3	3	3	3	3	3	30
9	3	3	3	3	3	3	3	3	3	1	28
10	3	3	3	3	3	3	3	3	3	3	30
11	3	3	3	3	3	3	3	3	3	3	30
12	2	3	3	3	2	3	3	3	3	3	28
13	3	3	3	3	3	3	1	3	3	3	28
14	3	3	3	3	3	3	3	2	3	3	29
15	3	3	2	3	3	3	3	2	3	3	28
16	3	3	3	3	3	3	3	3	3	3	30
17	3	3	2	3	3	1	3	3	3	3	27
18	3	3	3	3	3	3	3	3	3	3	30
19	3	3	3	2	3	3	3	3	3	1	27
20	3	3	3	3	3	3	3	3	3	3	30
21	3	3	3	3	2	3	3	3	2	3	28
22	3	3	3	3	3	3	3	3	3	3	30
23	3	3	3	3	3	2	3	3	1	3	27
24	3	3	3	3	3	3	3	3	3	3	29
25	2	3	3	1	3	3	3	3	3	3	27
26	3	3	3	3	3	3	3	3	3	3	30
27	3	3	3	3	3	3	3	2	3	3	29
28	3	3	3	3	3	3	3	3	3	3	30
29	3	3	2	3	3	3	3	3	1	3	27
30	3	3	3	3	3	3	3	3	1	3	28
31	3	3	3	3	3	3	2	3	3	3	29
32	3	2	3	2	3	3	3	3	3	3	28

TABLE OF VARIABLE Y

No.	1	2	3	4	5	6	7	8	9	10	Total
1	3	2	3	3	2	3	2	3	3	3	27
2	3	3	3	3	3	3	3	3	3	3	30
3	3	2	3	3	2	3	3	3	3	3	28
4	3	3	3	3	3	3	3	3	2	3	29
5	3	3	3	3	3	3	3	3	3	3	30
6	3	3	3	3	2	3	3	3	2	3	28
7	3	2	3	3	2	3	3	3	2	3	27
8	3	3	3	3	3	3	3	3	3	3	30
9	3	3	2	3	3	3	3	3	3	2	28
10	3	3	3	3	3	3	3	3	3	3	30
11	3	3	3	3	3	3	3	3	3	3	30
12	3	3	3	3	1	3	3	3	3	3	28
13	3	3	3	3	3	3	3	3	2	3	29
14	3	3	3	3	3	3	3	3	3	1	28
15	3	3	3	3	3	3	1	3	3	3	28
16	3	3	3	3	3	3	3	3	3	3	30
17	3	3	3	3	2	3	1	3	3	3	27
18	3	3	3	3	3	3	3	3	3	3	30
19	3	3	2	3	2	3	3	2	3	3	27
20	3	3	3	3	3	3	3	3	3	3	30
21	3	2	3	3	3	2	3	3	3	3	28
22	3	3	3	3	3	3	3	3	3	3	30
23	3	3	2	3	3	1	3	3	3	3	27
24	3	3	3	3	3	3	2	3	3	3	29
25	3	3	2	3	1	3	3	3	3	3	27
26	3	3	3	3	3	3	3	3	3	3	30
27	3	3	2	3	3	3	3	3	3	3	29
28	3	3	3	3	3	3	3	3	3	3	30
29	3	2	3	3	2	3	3	3	3	3	28
30	3	3	3	3	3	3	3	2	3	3	29
31	3	3	3	3	3	3	2	3	3	3	29
32	3	3	3	3	3	1	3	3	3	3	28
33	3	3	3	3	3	3	3	3	3	3	30
34	3	3	3	3	3	3	3	2	3	3	29

35	3	3	3	3	3	3	3	3	3	3	30
36	3	3	3	3	3	3	3	2	3	3	29
37	3	3	3	3	3	3	3	3	3	3	30
38	3	3	2	3	1	3	3	3	3	3	27
39	3	3	3	3	3	3	3	3	3	3	30
40	3	3	3	3	3	3	3	3	3	3	30
41	3	3	3	3	3	3	3	2	3	3	29
42	3	3	3	3	3	3	3	3	3	3	30
43	3	3	3	3	2	3	3	3	3	3	29
44	3	3	3	3	2	3	3	3	3	3	29
45	3	2	3	3	3	3	3	3	1	3	27
46	3	3	3	3	3	3	3	3	3	3	30
47	3	3	3	3	3	3	3	3	1	3	28
48	3	3	3	3	3	3	3	3	3	3	30
49	3	3	3	3	2	3	3	2	3	3	28
50	3	3	3	3	3	2	3	2	3	3	28
51	3	3	3	3	3	3	3	3	3	2	29
52	3	3	3	3	3	3	3	3	3	3	29
53	3	3	3	1	3	3	3	3	3	3	28
54	3	2	3	3	3	3	3	1	3	3	27
Total											1554