

The Role Of Musyrifah In Providing Informative Social Support To Students In Islamic Boarding School

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Abstract

Islamic boarding schools are educational institutions that include formal, non-formal and informal education. In Islamic boarding schools, the figure of Musyrifah is used as a caregiver for the students who has the role of guiding the students. The musyrifah who guides the students must provide attention, care, advice, support and good problem solving to the students. The approach given to students must also be appropriate, students prefer musyrifah who can be friends and provide sufficient attention. However, in reality there are musyrifah who make mistakes in their approach to students, so that the students feel uncomfortable in the presence of musyrifah. In response to this, Musyrifah needs the correct method of approach to students so that students are comfortable with Musyrifah's presence, can be open to Musyrifah, and also the support provided by Musyrifah can be channeled well. Apart from that, students need informative social support in the form of suggestions, advice, ideas, input, and providing internet access to support students while they are at the Islamic boarding school. This research uses a qualitative research method with a phenomenological approach. This research is located at the Ar-Rohmah Putri Islamic Boarding School. The research subjects chosen were based on predetermined criteria, namely musyrifah and santri. In this research, researchers used data collection techniques in the form of observation, interviews and documentation. This research also uses technical triangulation and time triangulation to obtain valid research results. The results of this research, the role of a musyrifah in providing informative social support, can have an impact on the openness of students to musyrifah and make it easier for students to be able to face Islamic boarding school life which includes school activities and dormitory activities. The purpose of this research is that the researcher wants to find out how much impact the role of a musyrifah has in providing informative social support to students in Islamic boarding schools, and also the researchers want to know what kind of role of a musyrifah the students can accept well.

Keywords: The Role of Musyrifah, Santri, Informative Social Support

1. Introduction

Every parent definitely wants the best for their child, especially in terms of education. Not a few parents are willing to spend a lot of money to provide an excellent education for their children. The existence of Islamic boarding schools in Indonesia since the arrival of Islam into the country adopted a religious education system which actually developed long before the arrival of Islam into the country (Sulaiman, 2016).

Islamic boarding schools are educational institutions that require students to live together to study various religious and other sciences. While at the Islamic boarding school, the santri students will always be supervised by caregivers who are usually called Musyrif (male caregiver) and Musyrifah (female caregiver).

The main task of caring for the students is to assist the Islamic boarding school leadership in organizing the students' activities outside of the students' school hours, from

waking up to going back to sleep, especially participating in various activities at the Islamic boarding school and obeying the applicable regulations (Dasir & Munawiroh, 2020).

The role of a musyrifah is very necessary, especially sufficient attention from a musyrifah. But not all musyrifah are willing to give their role to the students, even just in the form of attention, sometimes they are not given it. Giving advice is also needed by santri, this is because santri are teenagers who are still at an unstable age who need someone who can guide them so that they stay on the right path.

An opportunity to access the internet as well as input provided by musyrifah is very much needed for students.

The presence of musyrifah who always provides students with access to information via the internet is really needed, this is because if students are already in the dormitory it will be difficult for them to get information that is not in textbooks or in the library.

Seeing the problems that occur in Islamic boarding schools related to the provision of informative social support in the form of providing access to information via the internet and also providing suggestions and input, this results in a lack of closeness, so that the distribution of informative social support in the form of providing suggestions, advice, input and access to information is greatly hampered.

2. Method

In this research, researchers will use qualitative research methods. Qualitative research is a research method that aims to understand reality through an inductive thinking process (Adlini et al., 2022).

This research was conducted using a phenomenological approach. The phenomenological approach is an approach that focuses on direct experience and subjective views of phenomena. The phenomenological approach itself aims to understand the perspective of the individual experiencing it. The phenomenological research approach is a method that emphasizes the subject's experience as the center of the research (Endang Werdiningsih & Abdul Hamid B, 2022).

3. Results and Discussion

3.1 Result

There are findings that meet the indicators in the research focus related to the role of musyrifah in providing informative social support to students to answer the research objectives. The role of a musyrifah is given based on the needs of the students. Students who are in Islamic boarding schools are far from their parents, so they don't get the attention given by their parents when they are in Islamic boarding schools.

One of the roles of a musyrifah for students in Islamic boarding schools is attention. The intensity of meetings between santri and musyrifah will foster the nature of attention from a musyrifah to the santri, this is because the more frequent interactions between santri and musyrifah will grow the trust of the santri in the musyrifah, so that the musyrifah can understand the portion needed by the santri to be able to provide attention. Apart from that,

the attention given by the musyrifah to the students also indicates that there is concern between the musyrifah and the students.

The advice of a musyrifah is really needed by santri, this is because the santri are teenagers who are still at an unstable age. When a student feels hopeless, musyrifah has an obligation to provide advice and motivation to raise the spirit of the student.

For a musyrifah, students at this unstable age need a lot of attention and good advice. The advice given by a musyrifah is not only for students who make mistakes, but the musyrifah can give advice when the students are relaxed and accompanied by sharing of experience. When a musyrifah shares experiences with students, the students will take the good side of the experiences told by the musyrifah.

Students in Islamic boarding schools also have limited access to internet use. When a student needs internet access, the student will ask musyrifah for help to provide internet access. However, not everything that students ask for internet access will be provided by the musyrifah.

When a student wants to contact their parents outside of the predetermined schedule, the student needs a musyrifah to help him contact his parents, but because Islamic boarding school regulations prohibit this, the student is only allowed if it is really important and urgent, outside of this the musyrifah will not provide access to the students.

3.2 Discussion

The role of a musyrifah in Islamic boarding schools also has an impact on students who are in the adaptation period, this is because students who are in their first year still need someone who can support them, validate their emotions, and give them reinforcement so they can adapt to Islamic boarding schools more quickly. This can also make students confident that in the new environment they live in, there is still someone who can act like their parents while they are not yet at the Islamic boarding school.

The role of a musyrifah as a figure who can help students in solving problems also needs to be involved, unless the problem is personal. The way a musyrifah handles student problems is by investigating the root of the problem. Activities to investigate the root of students' problems can also be asked to students who are their roommates or close friends at the Islamic boarding school.

Apart from that, informative social support in the form of advice and motivation provided by musyrifah can also increase students' learning motivation. Informative social support provided by educators can increase students' academic motivation, reduce achievement anxiety, and encourage active participation in the learning process (Hidajat et al., 2020).

Giving good advice to students is like sharing experiences so that you can see the good and bad sides of the experience. Advice can be interpreted as providing information on how to achieve a certain goal or complete a certain task (TOLSDORF, 1976).

The activities carried out by the students while they are at the Islamic boarding school, apart from formal schooling, the students also carry out the Islamic boarding school which

studies religious knowledge non-formally. The main problem for students is the difficulty of students in meeting memorization targets. In response to this, a musyrifah is expected to be able to provide input to students and provide motivation so that students have the enthusiasm to achieve their targets. The input needed by students is also varied and based on the students' needs, but the main thing that students need is tips to be able to memorize quickly.

While at the Islamic boarding school, students are very limited in providing internet access. This is because Islamic boarding school regulations prohibit students from using internet access except at certain times. Internet use is permitted for students only when they are at a formal school when the ustadzah permits this access.

Students who need internet access when in the dormitory sometimes use it to find answers to assignments given by the ustadzah, students also sometimes need internet access when holding certain events. Events organized by students require ideas obtained from the internet, because the internet will provide various recommendations and inspiration for creating the event.

Providing internet access by Musyrifah can provide a solution for students who need internet access, this is because when students do not have inspiration from the Islamic boarding school community, students have to look for inspiration from the internet. Providing internet access by musyrifah can also reduce the stress levels experienced by students. Lack of information support can lead to feelings of loss of control over stressful situations, which can further exacerbate the effects of stress (Summergrad, 1994).

When students want to contact their parents outside of the scheduled telephone call, the students must ask Musyrifah for help to contact the students' parents. However, as a musyrifah you also have to filter out which requests the students feel are really important.

If the student's interests are related to the student's life while at the Islamic boarding school, the student is allowed to contact the student's parents outside of the telephone schedule. However, Musyrifah also filters which ones can only be contacted via chat and which ones can be contacted via telephone.

4. Conclusion

After conducting research, the conclusion that can be drawn from the results of this research is that a musyrifah has an important role in the lives of students in Islamic boarding schools. The informative social support provided by musyrifah to students can be in the form of advice, ideas, input, and also access to information from the internet.

Students in Islamic boarding schools are very limited in providing internet access. However, at certain times, students really need internet access to support students' needs, such as looking for universities, looking for answers from students, and even looking for inspiration to create an event. Musyrifah as someone who has access to use the internet freely is expected to be able to encourage students to search for information on the internet based on the students' urgency.

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