# CHAPTER I
# INTRODUCTION

## A. Background of Study

Islamic education in Indonesia possesses a distinctive character, one of which is embodied in the existence of Islamic boarding school as the oldest educational institution in the country, Islamic boarding school has long demonstrated its significance and enduring contribution to the educational landscape, predating even Indonesia's independence. Over time, it has continued to evolve in parallel with broader developments in education, maintaining a pivotal role in shaping intellectual and moral discourse.

Islamic boarding schools, commonly known as *pondok pesantren*, are educational institutions that primarily focus on providing in-depth knowledge of Islamic studies. The students enrolled in these institutions are referred to as *santri*.[1] By upholding the preservation of cultural heritage, Islamic boarding schools have significantly advanced not only in terms of teaching methodologies but also in their administrative practices and educational systems.

These institutions instill in their students (*santri*) the values of tolerance within the framework of Islamic brotherhood (*ukhuwah Islamiyah*). However, various dynamics both positive and negative may arise within the environment of Islamic boarding school. It is within this context that Islamic boarding school play a critical role in managing these interactions toward constructive outcomes. Consequently, Islamic boarding school are required to continuously adapt and develop strategies to address challenges, whether related to interpersonal dynamics or educational concerns. The educational framework of Islamic boarding school is uniquely designed with a focus on achieving specific goals, both in the realm of education and in shaping students' lives.

[1] Agung Wijaksono and Taufik Rizki Sista, "Kultur Pesantren: Backround Kyai, Output Santri, dan Marketable Pesantren," 2023, 182.

Education, from any perspective, generally shares a common objective: to nurture and foster the growth and development of children.[2] In practice, all aspects of life within Islamic boarding schools are grounded in the principles of faith, Islamic teachings, and noble character, which are encapsulated in divine and humanistic values.[3] Education is an interaction between educators and students aimed at assisting students in achieving educational objectives.[4] To achieve excellence in educational outcomes, the inputs comprising educational processes, teachers, management, facilities, and supporting infrastructure must be aligned to support the attainment of superior educational objectives.

When considering the students of Islamic boarding school, distinct challenges arise before, during, and after the learning process. Prior to becoming a student, both the family and the individual must prepare physically and mentally, as unexpected challenges may occur during the educational journey. Establishing confidence in the Islamic boarding school as an educational institution is essential. Therefore, selecting the right Islamic boarding school becomes a critical decision for parents in shaping their child's future. In the contemporary era, there has been a rise in misleading educational institutions that falsely operate under the guise of Islamic boarding school. These institutions not only jeopardize the future of their students but also shatter the hopes of parents when graduates fail to achieve the expected outcomes.

In the educational process of students, empowerment plays a crucial role in achieving educational goals. The term 'empowerment' refers to efforts to enhance capabilities or strengthen individuals in attaining desired outcomes. The empowerment of student is oriented toward equipping them with the ability to adapt to the demands of advancements in science and technology (*Iptek*) as well as

[2] Akbar Aisya Billah and M Miftahul Ulum, "The Principle of Education According to The Perspective of Hasan Bin Ali Al-Hajjajy and John Dewey," *Educan : Jurnal Pendidikan Islam* 8, no. 1 (2024): 65, https://doi.org/10.21111/educan.v8i1.10789.

[3] Abd. Muqit, "Sistem, Paradigma Dan Dinamika Pesantren Sebagai Pendidikan Islam Alternatif," *Jurnal Pendidikan Islam Indonesia* 4, no. 1 (October 15, 2019): 90, https://doi.org/10.35316/jpii.v4i1.173.

[4] Riza Azhari, "Curriculum Based on Islamic Values," *EDUCATIO: Journal of Education* 7, no. 2 (Agustus 2022): 112.

the dynamic nature of societal changes.[5] The discipline implemented in Islamic boarding schools aims to shape the character of students to be courteous, capable of effectively managing their emotions, and adept at appropriately channeling those emotions.[6]

Islamic education is a process of nurturing students' creative potential with the aim of fostering personal faith and devotion to Allah, as well as developing high-level skills, a strong work ethic, noble character, independence, and a sense of responsibility toward oneself, society, the nation, and religion. In this context, Islamic education extends beyond purely religious aspects to include the cultivation of essential skills and character traits required for everyday life.

The primary decision of Islamic education is to cultivate individuals who are faithful, morally upright, and capable of making meaningful contributions to society and the nation. Students are expected to navigate various challenges in achieving these educational goals, including adapting to the learning environment in Islamic boarding school, understanding the essence of education, preparing themselves to embrace learning, readiness for professional development after graduation, and addressing the impacts of technological advancements and societal changes in the current era of globalization.

The general public continues to perceive "religion and science" as two distinct entities that cannot be reconciled.[7] Support and contributions from kyai, teachers, and students are essential to help students navigate the challenges posed by the digital era while reinforcing the foundational principles of Islamic education.

[5] Subhan Ansori, "Strategi Kiai dalam Pemberdayaan Santri di Pondok Pesantren Apis Sanan Gondang Blitar," *Jurnal Pendidikan : Riset dan Konseptual* 3, no. 2 (April 30, 2019): 131, https://doi.org/10.28926/riset_konseptual.v3i2.118.

[6] Ilham Dwi Sista, Ikhwan Mahmudi, and Taufik Rizki Sista, "HUBUNGAN KECERDASAN EMOSIONAL DAN KECERDASAN SPIRITUAL DENGAN PRESTASI AKADEMIK SISWA KELAS V KMI PONDOK MODERN DARUSSALAM GONTOR PONOROGO KAMPUS 1 TAHUN AJARAN 2020-2021" 9 (2023): 1212.

[7] Taufik Rizki Sista, "(Studi Komparasi Pemikiran Bacharuddin Jusuf Habibie dan K.H. Imam Zarkasyi)" 8 (2022): 1098.

One critical factor in achieving the educational objectives of Islamic boarding school lies in students themselves. Whether students engage in learning out of personal initiative or merely follow the process passively significantly impacts the outcomes. A key element in achieving learning objectives is the student's learning independence. Within the Islamic boarding school environment, learning independence serves as a primary measure of educational success. It reflects whether students are solely reliant on their teachers and kyai or capable of independently analyzing and applying the education they receive in the Islamic boarding school.

Students are considered capable of effective learning when they possess strong intrinsic motivation, independence in learning that is both efficient and reflective, metacognitive skills to manage their learning processes, self-regulation abilities, critical thinking skills for analyzing information, active engagement in the learning process, and support of a conducive learning environment.

However, field observations reveal that some Islamic boarding school still exhibit relatively low levels of self-directed learning. This was corroborated through an interview with Alfian Amrullah, S.Ag., conducted on March 15, 2024, in his capacity as both a students' caregiver and class advisor. He stated, "Some students continue to exhibit a lack of independence, self-confidence, time management skills, and discipline in organizing personal belongings, whether in their rooms or during activities. They also show poor learning independence in various situations and insufficient responsibility in coordination." Further observations by researchers identified several students demonstrating careless learning behaviors, such as falling asleep during classes or guided night study sessions, and displaying an overly casual attitude toward their academic responsibilities. Moreover, factors such as busyness, lack of motivation, and uncertainty also contribute significantly.[8] Additionally, many students struggle

[8] Abu Darda and Moh Al Ahyar, "Leadership Education with Structured Assignments For Student Class Five KMI In Darussalam Gontor Islamic Boarding School," *Educan : Jurnal Pendidikan Islam* 4, no. 2 (August 1, 2020): 167, https://doi.org/10.21111/educan.v4i2.5252.

with time management, as evidenced by frequent tardiness to class, a tendency toward idleness, and a lack of productivity in their daily routines.

This issue is further supported by findings from an interview conducted at another institution, Al-Iman Islamic boarding school Ponorogo. In a discussion with Hafiz Diaz Adi Ashada on March 22, 2024, regarding the emotional intelligence of students, he stated, "…some students have experienced difficulties in interacting with their peers, excessive anxiety, challenges in managing their emotions effectively, and occasional struggles in resolving personal or collective problems." Additionally, previous research, including research conducted by Siti Rohmah at an Islamic Junior High School (*MTS*) in Malang, East Java, revealed that several factors hinder learning programs. These factors include differences in students' memorization abilities, lack of family support, semester breaks, and a sense of laziness."[9]

The findings above indicate that not all students have fully developed learning independence capabilities. This is reflected in numerous complaints from teachers as well as individual mistakes observed within the learning environment. This raises a critical question: why have students not yet fully acquired learning independence skills? Learning independence is closely intertwined with intelligence, as both contribute significantly to the learning process and individual development. The ability to learn independently enables individuals to optimize their intellectual potential in a more flexible and personalized manner.

An individual referred to as an educated person must understand and appreciate the values embedded in the history, worldview, and cultural arts of their own nation. Familiarity with these values not only enriches their life experience

[9] Siti Rohmah, "IMPLEMENTASI PROGRAM TAHFIDZ AL-QUR'AN DALAM MENINGKATKAN KEMANDIRIAN BELAJAR SISWA DI MTS PUTRI AL- HUDA MALANG SKRIPSI," April 13, 2020, 78, http://etheses.uin-malang.ac.id/id/eprint/16546.

but also enables them to spend their leisure time in more fulfilling and meaningful ways.[10]

The learning process in schools serves a critical role in fostering the intelligence of students. According to Gardner, intelligence must be developed to its fullest potential so that students who exhibit lower proficiency in certain types of intelligence can be guided and supported to improve through appropriate educational methods. Gardner introduced the concept of "multiple intelligences" to illustrate the breadth and diversity of human intelligence. Over time, as scientific knowledge advanced, the types of intelligence identified under this framework expanded. Initially, the theory of multiple intelligence identified seven types of intelligence, which later evolved to encompass nine distinct forms. In the book *Frames of Mind: "The Theory of Multiple Intelligences"*, nine distinct types of intelligence are outlined, namely linguistic intelligence, logical-mathematical intelligence, visual-spatial intelligence, kinesthetic intelligence, musical intelligence, interpersonal intelligence, intrapersonal intelligence, naturalistic intelligence, existential intelligence.[11] Among the nine types of intelligence identified by Gardner, interpersonal and intrapersonal intelligence are closely related to emotional intelligence.

Based on the findings outlined above, the researcher demonstrates a particular interest in examining the underlying processes and analyzing the extent to which emotional intelligence influences students learning independence. In this study, the focus is on fifth and sixth-grade KMI students, not only because they possess a higher level of cognitive maturity but also due to their preparation for upcoming graduation exams and the consideration of their readiness to choose future career paths. This research aims to examine how Islamic boarding schools can enhance students' learning independence through various teaching methods and supportive interventions. This raises the question of whether the current

[10] Taufik Rizki Sista, Farida Saifullah, and Faridah Aryahiyyah, "The Implementation of Lifelong Education in Non-formal Education," *Educan : Jurnal Pendidikan Islam* 2, no. 1 (February 28, 2018): 37, https://doi.org/10.21111/educan.v2i1.1901.

[11] Amalia Zulfa, "Manajemen Hubungan Masyarakat dalam Pembelajaran PAI Berbasis Multiple Intelligences di SD Negeri 02 Kesesi" 01 (n.d.): 96.

educational system and curriculum significantly impact students on an individual level, particularly given the distinct differences in activities and learning materials for fifth and sixth-grade KMI students compared to other grades. Furthermore, the disparity between teachers' perceptions of students with low learning independence and how they manage their emotional intelligence presents an intriguing area for investigation. Interestingly, phenomenological observations by local teachers indicate that fifth and sixth-grade KMI students exhibit relatively strong emotional intelligence. Learning independence is essential not only in academic contexts but also in the broader scope of personal development. It encompasses crucial aspects such as time management, intrinsic motivation, and self-confidence, all of which are integral to the holistic growth of students.

This study is motivated by a desire to better understand and analyze the effect of emotional intelligence on the learning independence of fifth and sixth-grade KMI students at Modern Islamic Institution Darussalam Gontor Campus 2. Emotional intelligence serves as the central focus of this research due to its critical role in the learning process. The researcher considers the importance of cognitive control skills for each student, as these can significantly impact their character and learning abilities independence, which are becoming increasingly dynamic and complex. Moreover, the empowerment of individuals is essential to ensure their continued learning, growth, and rapid adaptation, all aimed at optimizing the educational objectives of the Islamic boarding school.

Thus, the researcher seeks to investigate the emotional intelligence of fifth and sixth-grade KMI students at Modern Islamic Institution Darussalam Gontor Campus 2, and how their emotional intelligence influences their learning independence. The lack of factual measurements of emotional intelligence and learning independence abilities serves as a driving force for the researcher to conduct this study using a relevant questionnaire. The results of this research are expected to provide insights into how emotional intelligence impacts students' learning independence in an Islamic boarding school with a strong history and well-established structure. Additionally, this study aims to make a significant

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contribution to both theoretical and practical understanding of the correlation between emotional intelligence and learning Independence. It will also offer relevant recommendations for educational program developers at Modern Islamic Institution Darussalam Gontor Campus 2.

Informed by the background and the issues described above, the author seeks to conduct research titled: "The Effect of Emotional Intelligence on Learning Independence of Fifth and Sixth-Grade KMI Students in Modern Islamic Institution Darussalam Gontor Campus 2."

B. Problem Formulation

Building on the background, this research will focus on analyzing the effect of emotional intelligence on the learning independence of fifth and sixth-grade KMI students in Modern Islamic Institution Darussalam Gontor Campus 2. The following below is the formulation of the problem for this research:

1. Is there a significant effect, whether positive or negative, of emotional intelligence on the learning independence of fifth and sixth-grade KMI students at Modern Islamic Institution Darussalam Gontor Campus 2?
2. What is the level of emotional intelligence among fifth and sixth-grade KMI students at Modern Islamic Institution Darussalam Gontor Campus 2?
3. What is the level of learning independence among fifth and sixth-grade KMI students at Modern Islamic Institution Darussalam Gontor Campus 2?

C. Research Objective

The objectives of this research are as follows:

1. To examine the effect of emotional intelligence, whether positive or negative, on the learning independence of fifth and sixth-grade KMI students at Modern Islamic Institution Gontor Darussalam Campus 2.

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2. To determine the level of emotional intelligence among fifth and sixth-grade KMI students at Modern Islamic Institution Darussalam Gontor Campus 2.
3. To assess the level of learning independence among fifth and sixth-grade KMI students at Modern Islamic Institution Darussalam Gontor Campus 2.

D. Significance of the Research

Through this study, the researcher aims to derive the anticipated benefits from its findings, recognizing the significance of these objectives as outlined below:

1. Theoretical Benefits

The outcomes of this study are expected to provide significant insights into the effect and relationship between emotional intelligence and learning independence among fifth and sixth-grade KMI students at Modern Islamic Institution Darussalam Gontor Campus 2. Additionally, the research provides information that can serve as a foundation for developing learning independence programs for students in general and educators in particular. Furthermore, it offers guidance for teachers and parents in fostering students' emotional intelligence and learning independence.

2. Practical Benefits
   a. For Future Researchers,

      This study provides valuable insights into the effect of emotional intelligence on the learning independence of fifth and sixth-grade KMI students.

   b. For Teachers,

      It enhances teachers' ability to analyze students' learning independence and the factors effecting it, particularly emotional intelligence.

   c. For Students,

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The research also aims to improve students' capacities to recall, comprehend, apply, analyze, evaluate, and further develop their emotional intelligence and learning independence.

d. For Schools,

The findings can serve as a benchmark for identifying students' strengths and weaknesses in these areas, thereby supporting the relevance and effectiveness of learning processes, enhancing overall educational quality, and offering a practical foundation for the improvement and development of the school's educational system.

e. For Readers,

Moreover, this study serves as a reference for future research, providing a framework for researchers to explore and expand students' emotional intelligence while examining the extent of its impact on their learning independence.

## E. Structure of Thesis

This thesis is structured into five chapters, each containing systematically organized sections. The chapters include the introduction, which encompasses the background of the study, problem formulation, research objectives, and research benefits. Subsequently, it covers the literature review and theoretical framework. The methodology section elaborates on the type of research, research methods, data sources and approaches utilized, techniques for data collection, sampling locations, research population, and subject details. Additionally, data analysis methods and the systematic structure of the discussion are presented. The detailed organization of these components is outlined as follows:

Chapter I, Introduction, discusses the background of the problem, problem formulation, research objectives, research benefits, and the systematic structure of the writing.

Chapter II, Theoretical Framework, explores the definitions of emotional intelligence, learning independence, the effects and benefits of emotional

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intelligence, as well as a review of previous studies, the conceptual framework, and the hypothesis.

Chapter III, Research Methodology, outlines the research design, research location and timeline, research stages, data and data sources, data collection techniques, data analysis methods, and statistical hypothesis testing.

Chapter IV, Data Analysis and Discussion, presents the data presentation, which includes both general and specific data. It also provides analysis of the research data, covering descriptive analysis, analysis requirement testing, hypothesis testing, and a discussion of the research findings.

Chapter V, Conclusion, provides overall conclusions and recommendations based on the findings of the study.

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