

The Influence of Islamic Boarding School (*Pondok Pesantren*) Culture on Hopelessness Behaviors to Students

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Keywords: Behavior, student hopelessness behavior, Islamic boarding school culture.

Abstract: Hopelessness is the state of cognitively tired condition and also hopeless feeling caused by several factors and shows it in behaviors. The influence and the affect of it will be shows around them. This study examines the students' hopelessness behavior in one of Islamic boarding school in Gresik region. Those behaviors are influenced by various factors, including the educational background from the construction of the school as it is an Islamic boarding school and the culture of the institution also one factor of hopelessness for the students. The purpose of this study is discovering the student hopelessness's causes, especially the influence of Islamic Boarding School culture. This research used interviews, observations, and documentations also research's method is qualitative descriptive research. The result was shown by losing focus, indolence, sleeping in the classroom, daydreaming, anxiety, feeling fatigues, etc. Hopelessness behavior factors are the reasons of students who live in boarding school for having burdens in their study (both at school and in the boarding house), inability to socialize with others and express their feelings, and asocial behaviors. Solutions or actions given to students are giving nurturance, showing understanding, maintaining good communication with students and school boards.

1 INTRODUCTION

Hopelessness condition is translated as self-despair that causes loss of hopes and aspiration. Hopelessness occurs due to the lack of some supportive areas in life that cause individuals to feel effete and easily give up when dealing with problems or because of something that is not desired, then there is tension, then arises resentment and despair from within. Desperate people seem to behave slowly, rigidly, stupidly and are reluctant to engage in activities (Baran, 2015). That behavior can occur to everyone with different causes and impacts on each person. There are many factors influence it and it is very interesting to explore further.

Hopelessness causes anxiety, inability to picture one self's future, do something meaningful in life and empower itself (Davison, et al, 2013). It can create a feeling of emptiness in him, and eliminate the passion for the activity, arises feelings of sadness, guilt, slow thinking, decreases body endurance, even easily fall ill because there is only a blank view as being

squeezed by a very heavy burden (Davison, et al, 2013).

Hopelessness conditions can be experienced by anyone from different ages as well as various backgrounds including the students. Each student has unique and interesting behaviors that have been fully formed from their environment since childhood. In addition, cultures and environments can influence how he/she faces problems. Culture, parenting style, environment, and association influence the way students think, behave, and act.

This research was conducted at Daruttaqwa Vocational High School in Gresik, where there are students who exhibit hopelessness behavior. Which the aim of this study is to examine the form of student's hopelessness behavior and the factors affect the behavior.

As information, activities in the school are done continuously every day. The case of hopelessness in this study was found in two students of grade XI Clothes Making Department. School works and the burdens as an Islamic boarding school student that start at 3.00 am and end at 11.00 pm bring hopelessness behavior.

It is also mentioned that students are isolated from the outside world. They are not allowed to have any communication tools and electronic gadgets in any form. It seems that the daily activities undertaken are portraits of refraction. The influences from outside of students are suspected to be the cause hopelessness behavior emerges.

Hopelessness can be caused by various things, not just because of the insecurity of the individual. The case brought up by the researchers recalled that hopelessness in individuals can be influenced by various factors such as therefore the behaviors shown are varying. What is interesting in this case is that students who experience hopelessness have orderly religious life in the boarding school, where Islamic "Shari'ah" is very thick, accompanying steps of life. Therefore, the social backgrounds, the religious environment around the students are able to influence their behaviors. This can be easily seen in their attitudes.

2 RESEARCH METHODS

This research uses descriptive qualitative research method. The aim is to make a systematic, factual and accurate description or picture about the facts, characteristics, and relationships between phenomena (Nazir in Sari, 2016). Qualitative research is conducted naturally as the objective conditions in the field and the condition of the type of data collected without any manipulation, especially qualitative data. The method produces data in the form of description taken from observations, interviews, and documentations. Furthermore, qualitative data were obtained through data collection techniques in the form of triangulation of the above three research instruments. The main subjects of this study are two students of Daruttaqwa Vocational High School Gresik who are also members of the dormitory provided. In order to dig deeper information, sources of data also extracted from supporting informants such as school counselor, homeroom teacher, and principal.

Data collection techniques used in this study is interviews, observation, and documentation. The credibility test of the data utilizes the triangulation techniques and triangulation of sources. Data analysis technique used in this research is Miles and Huberman's model which includes data reduction, data display, and drawing conclusions.

3 RESULTS AND DISCUSSION

The results of the research on the influence of boarding school culture on student hopelessness behavior show that there is influence between the two where the influence is evidenced by the demonstration of forms of hopelessness behavior. Some other factors also affect student hopelessness behavior.

3.1 Forms of Students Hopelessness Behavior

3.1.1 Difficult to Concentrate

Poor concentration was shown by both students when they were in class. Students seemed to have difficulties in focusing and concentrating on one task. Observations result that students are only able to concentrate in a very short time or less than five minutes. After that, students will do other things that are not related to classroom activities, such as playing their cell phones, chatting with friends, even joking until laughing loudly while the teacher was giving lessons in the classroom.

3.1.2 Being Lazy

Students were more enthusiastic to learn in the classroom when the lesson was the Clothes Making practice. This lesson requires students to directly practice their skills in the laboratory. Other than this lesson, they appeared lazy and unenthusiastic. Researchers did not observe any actions taken by teachers to deal with these behaviors. However, in the Clothes Making lesson, the teacher scolded students who seemed to work slower and left behind from their classmates.

3.1.3 Falling Asleep in Class

Falling asleep in the classroom is the behavior of students which often appeared. Students rested their heads on the tables and closed their eyes for a while and possibly until the end of the lesson. Students showed this behavior even in the morning classes. It would be worse as the time approaching the afternoon. Students tended to lean forward on the table soon after the teacher opened the lesson. Teachers looked unmotivated to scold students who did. The teachers preferred to continue lecturing.

3.1.4 Day Dreaming

During the observations, students were often seen daydreaming. It is different from having lack of concentration. In this behavior, the students had blank stares and did nothing. While students were daydreaming, neither the teacher nor the classmates were aware of it. That was why the teacher did not scold them. Because of this, they were unable to grasp the lesson well.

3.1.5 Anxiety

The behavior of these students appeared after the first break or during the 5-6th lesson. As the day went closer to afternoon, students got more tired and sleepy. Other factors supported this behavior. Through the interview, we found out that they think through how tired the life as members of the boarding school and want to go home to their parents.

3.1.6 Feeling Fatigue

Students appeared lethargic and gloomy as they entered the school gate in the morning. It didn't happen every day, it happened quite often. This behavior was shown by a grim face and leans on the table in longer period of time during the lesson.

3.1.7 Escaping from the Class

Several times, students escaped from the class. They brought their bags with them and did not come back until the lessons ended in the afternoon. The teacher's responses, in this case, were asking their friends where they were. There were no serious actions taken other than that.

3.1.8 Self-Injuring

Self-injuring is a serious action from hopelessness behavior done by students. However, no one recognized it besides the students themselves. One of the students in this study had injured himself in terms of his hopelessness.

Observations made were direct observations where researchers attended the teaching and learning activities conducted every day.

It can be inferred that the results of the studies mentioned and described above are in line with the hopelessness behaviors proposed by Abramson (1989), namely; (1) unmotivated (2) long drawn depression (3) being apathy (4) Difficult mood, (5) Sleep disorders, (6) Difficult concentration, (7) Not

energized, (8) Suicidal tendency (shown in this case by self-injuring).

3.2 Factors Causing Hopelessness Behavior in Students

In this sub-chapter, it is discovered that the culture of the Islamic boarding school and hopelessness behavior in students are related. In addition to this research, other factors are also found. We examined that they are parts of the boarding school culture as well.

3.2.1 Reasons for Students Staying in Dormitory

Both subjects have different reasons when deciding to stay and study at boarding school. One of the students has been living in a dormitory since he was in MTs (Islamic-based junior high school). Living in a dormitory was not his decision but his parents. It made him feel being forced to live in a dormitory. Moreover, he failed to make himself feels comfortable because of the routines and other "santri's" living together with him in the dormitory. The other student started living in dormitory as he entered vocational high school. The reason he lives and studies were his parent's instruction. The student stated that he felt compelled and half-hearted to do so. In addition, the routines and limitation to access the outside world make him uncomfortable. Moreover, he found that it is difficult for him to adapt to the continuous activities and routines of the boarding school. It leads him to feel depressed and show hopelessness behavior.

3.2.2 Responsibilities of Learning both in the Vocational School and in the Boarding School

"Santri's" activities do not stop after school hours. They have a series of start at 03:00 am until 11.00 pm every day. As what they said it is exhausting both physically and mentally. They have very restricted time to rest. The boarding school curriculum includes "madrasah diniyah". It is a compulsory learning activity for all "santri's" containing certain materials such as Arabic, "fiqh", "Kitab Kuning" (traditional old books containing Islam studies and social studies commonly used in Islamic boarding schools), memorizing books and others. "Madrasah diniyah" is conducted after 06.00 p.m. until late at night. They also have some homework from school. These efforts for students' improvements by the boarding school had made "santri's" bored and depressed. These

depressing situations are supported by the limited tools provided by the vocational high school. They do not have the freedom to find materials for their vocational lesson outside the dormitory. This is very much stressful. Things which considered unnecessary and less important do impact on students' hopelessness. This is how students show up hopelessness behaviors at school and at the dormitory.

3.2.3 Inability to Socialize

The result of observation and interview showed that both students with hopelessness behavior have low ability to socialize. This is shown by the tendency of students close to only one or two friends in the class and less open to others. Students with hopelessness behaviors appear to isolate themselves from classmates and members of the dorm and less diffuse with the society. Both students appear being alone more frequent than other students or with one or two friends only.

From the results of observation and interviews it is found out that their low ability to socialize has added more factors for them to experience hopelessness. It matches Abramson's hopelessness theory that the absence of others who support or become their reinforcement can make their hopelessness worse.

3.2.4 Students Being Introvert

From the observation activity, we found that the students shut themselves out of the society. This is evidenced by the less interaction they have with others. The interaction shown by the students is only a formal interaction in the classroom. This matches to the phenomenon of hopelessness and characteristic of hopelessness behavior in Abramson's theory. It is approved that being introverted also become a factor of reinforcing the emergence of hopelessness behavior in students.

3.2.5 Inability to Express Feelings

As factors of hopelessness have been mentioned in previous points, we can see that the students are also unable to express their feelings for what they have been through. This brings difficulties for people around them to recognize their hopelessness and make it impossible to find help. From the observation, it is found that the student seemed to cover and express less clearly what they felt. This became one indication that students have a stressor that makes it more falling on the condition of hopelessness. This is

a factor that greatly influences the emergence of hopelessness behavior in students.

Through the results of observations and interviews that have been described we concluded several factors that cause students to experience and show hopelessness behavior. We also inferred that factors that influence it arise from within and outside the students themselves. These factors affect each other and strengthen the emergence of hopelessness student behavior.

With the factors causing hopelessness and the emergence of hopelessness behavior is in line with the theory of behavior by Kurt Lewin. Mentioned in behavioral theory that behavior is the functional characteristics of an individual with the society.

Individual characteristics here consists of various variables, such as motives, values, traits/personality, and interaction with each other's, and then interactions with environments factors in determining behavior.

Environmental factors have a great influence on behavior, sometimes even in spite of the individual characteristics themselves, which makes predictions of individual behavior more complex. From the theory of hopelessness by Abramson, we can understand that there are factors that influence the emergence of hopelessness. The first factor is the stability of mind where in this case students showed by constantly thinking about the difficulties they have been facing. It is indicated by the individual, or students in this case, indicate that the stability of thinking is shown in the form of behavior. This is related to the factor or behavioral background mentioned in Kurt Lewin's behavior theory.

4 CONCLUSIONS

The form of hopelessness behaviors that students exhibit, can influence the learning activities of the students and others around them. It is related to the field of guidance and counseling that is personal, social, and learning guidance which related to each other. Considering that students are in the age group of adolescents who are vulnerable to outside influences and the self-identity fluctuations, students are deemed to be in great need of assistance in the area of counseling and guidance. It is important to see hopelessness and the behaviors are a serious case and help is needed to take care it properly and correctly. Related to this matter, it is known that the forms of behavior shown by the students are as follow study difficulties, psychosomatics, and some of different behavior with their social commons. The emergence of hopelessness behavior is mainly caused by the

condition and feeling of hopelessness. Hopelessness itself arises caused by several factors including design of Islamic boarding school, the teacher treatments, internal factor of student (personality, social interaction, and their reason for study).

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