

SOCIAL SUPPORT PATTERNS OF PARENTS IN THE EDUCATION PROCESS OF CHILDREN IN PONDOK PESANTREN (A PHENOMENOLOGICAL STUDY AT PONDOK PESANTREN TEBUIRENG, JOMBANG)

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ABSTRACT

This research aims to analyze parental social support for children who reside at Pondok Pesantren Tebuireng in Jombang, focusing on parental support motives, forms of social support, and efforts to enhance this support. The research methodology employed a qualitative interpretative phenomenology approach with data collection techniques including interviews, participatory observation, and document analysis. The study's findings reveal two main factors in parental support motives: the development of Islamic education and the significance of historical figures. The development of Islamic education encompasses comprehensive religious education, character development, and the facilitation of talent development. The role of historical figures involves reverence for figures such as KH. Hasyim Asy'ari and Abdurrahman Wahid, as well as the connection to Nahdlatul Ulama and the *Ablussunah Wal-Jamaah* tradition. Parental social support includes four main aspects: academic support, motivational support, emotional-psychological support, and instrumental support. This encompasses monitoring academic progress, providing motivation, fostering emotional bonds, and offering financial assistance. Efforts to enhance parental support involve intensive communication, collaboration with teachers, creating a supportive learning environment, providing positive reinforcement, and offering specialized support during puberty transitions. Parents play a crucial role in supporting the adaptation and academic achievement of their children in the pesantren.

Keywords: Keywords: Social Support, Parents, Pondok Pesantren

INTRODUCTION

Pondok pesantren plays a central role in shaping the character, morals, and religious understanding of its students. According to Mujamil Qomar (2002), pesantren is an Islamic religious education institution that has grown and is recognized by the local community. Pesantren involves a complex boarding system where students receive religious education through teaching that is entirely under the control of one or several Kyai using a boarding system. The boarding system in pondok pesantren requires the students to undergo their learning process within the pesantren environment. The obligation to stay in the pesantren dormitory is a primary requirement for students who want to study in pondok pesantren,

with the hope that the students can concentrate more in the learning process (Abdul Tolib, 2015: 60-66).

Living and residing in the pondok pesantren environment demands that students adapt to all activities, culture, and habits that exist in the pesantren, which are often different from the habits at home. Although students have to reside in the pesantren and are separated from their parents, in their developmental process, the education of students does not only depend on the pesantren itself, but is also greatly influenced by parental support (Nur Azizah, 2013). One of the roles of parents in the success of their children's education is to provide social support, especially support for their children's learning activities (Efrianus Ruli, 2020). Parental social support in education at pondok pesantren covers various aspects, such as emotional support, financial support, and support in overcoming learning barriers for children. This aligns with the concept of social support defined by Sarason (1983) as the presence or availability of parents who care, value, and love. Parental support in the context of home education, participation in school activities, and communication with the school are also important elements in the child's educational process (Hoover-Dempsey and Sandler, 1995; Joyce L. Epstein, 2018).

The impact of parental support on the student learning process has a significant effect. Many previous studies show that parents who are positively involved in their children's education tend to have children with better learning outcomes (Amirah Diniaty, 2017; Desy Rosmalinda & Marni Zulyanty, 2019; Fredericksen Victoranto Amseke, 2018). Parental support in education at pondok pesantren not only impacts the academic achievement of students but also their psychological development, in line with John Bowlby's *Attachment theory* (1988).

Based on the explanation above, this research is written as a response to the importance of a deeper understanding of parental social support for their children in the educational process at pondok pesantren. This phenomenological study explores and analyzes various models of parental support for their children who are pursuing education at Pondok Pesantren Tebuireng.

METHOD

This study employs a qualitative research methodology based on field research. Field research is a method conducted at the actual location or in the real situation where the phenomenon or object of study occurs. This method involves direct data collection from the field, either through direct observation, interviews, or observation of participants in a relevant environment or context. (John W. Creswell & J. David Creswell, 2017). The purpose of field studies is to understand, explain, or gather in-depth information about a particular phenomenon, often in a complex social, cultural, or environmental context.

The stages of this research include data collection through interviews, observation, or document studies. Subsequently, the data is condensed by selecting and eliminating irrelevant information. The data preparation stage involves transcribing interviews, coding data, and creating reflective notes. Next, theme mapping is conducted to identify the main patterns emerging during the data reduction process, in line with the thematic analysis approach. The results of data reduction are then presented using tables, graphs, or diagrams for ease of understanding. The data verification process is carried out to ensure the accuracy

and reliability of the data, involving triangulation and member checks. Conclusions are drawn by summarizing findings based on themes, concepts, or theories emerging from the data. The conclusion verification stage aims to ensure that the conclusions drawn are appropriate and supported by the data, also involving triangulation and member checks. Finally, the analysis results are presented in an article in accordance with qualitative research conventions.

DISCUSSION

Motives of Parental Social Support for Children in Pondok Pesantren

Parents' motives for supporting their children's education at the Tebuireng Islamic Boarding School are divided into two factors; First, the development factor of the Islamic boarding school, which includes comprehensive religious education, the development of the students' character, and the facilitation of talent and interest development through various extracurricular activities. Second, the factor of figures and history includes respect for KH. Hasyim Asy'ari and Abdurrahman Wahid, and the renowned position of Tebuireng as one of the Pondok Pesantren affiliated with the Nahdlatul Ulama organization, following the Ahlussunah Wal-Jamaah school of thought.

First, the Islamic Boarding School Development Factor. As part of non-formal education, Pondok Pesantren have a grand vision of producing a generation that balances deep religious knowledge and character, as envisioned by the Tebuireng Islamic Boarding School: *"to create individuals who are not only knowledgeable in religious aspects but also possess good personality."*

Having deep religious knowledge in the context of the Tebuireng Islamic Boarding School is realized through various religious activities and learning, such as studies of the Quran, Hadith, Tafsir, and other religious materials. Additionally, the Tebuireng Islamic Boarding School emphasizes the importance of character education for the students. M. Mutahar (2001) states that Pondok Pesantren prioritize character and moral education by integrating Islamic teachings with discipline.

This balance motivates parents to support their children in Pondok Pesantren, as education is not just about transferring knowledge but also about shaping the character and morals of the students. This motive is reinforced by the research of Hidayat Kurniawan & Rosyada (2020), which found that parents send their children to Pondok Pesantren for more intensive religious education and good character development. Moreover, the development of students' talents and interests through various extracurricular activities at the Tebuireng Islamic Boarding School is an integral part of the student development process. Various extracurricular options, such as dance, band, and others, provide a space for students to develop their talents. This facilitation of non-academic activities is one of the parents' motives for supporting their children in Pondok Pesantren.

Second, the Figures and History Factor. Parents' motives for supporting their children to study at the Tebuireng Islamic Boarding School are also influenced by figures such as KH. Hasyim Asy'ari, a pioneer of Nahdlatul Ulama, and Abdurrahman Wahid, a national figure. For parents, one way to honor these two figures is by sending their children to the Tebuireng Islamic Boarding School. Another factor is the long history of Tebuireng, which is ingrained in the public mind as the NU's boarding school that always promotes moderate Islamic

values as a guideline for educating students and as a source of religious and national attitudes.

Patterns of Parental Social Support for Their Children's Education in Pondok Pesantren

Parental social support is a crucial aspect for the growth and development of children in Pondok Pesantren. According to Sarafino (2014), parental social support refers to the assistance provided by parents to their children in the form of motivational, *emotional*, instrumental, and informational support, offering warmth, care, appreciation, guidance, and advice. In this study, various forms of parental support for children's education at Tebuireng Islamic Boarding School include:

Academic Support

According to Bandura (1991), academic support refers to factors that support a student in achieving and completing study tasks with predetermined results and time targets. In the context of Tebuireng Islamic Boarding School, this includes active parental involvement in their children's academic development. Parents regularly monitor their learning progress and provide learning facilities such as supporting books, religious texts, and other learning materials.

Parents are also aware of the challenges and obstacles their children might face in the learning process at school and in the boarding school activities. They not only identify these issues but also seek solutions and strategies to address them. This support includes concrete problem-solving to ensure children can overcome academic obstacles.

Parental involvement not only positively impacts children's academic progress but also their learning motivation. Emotional support and evaluation of learning progress provided by parents also play a crucial role in helping children achieve academic success. Thus, the academic support provided by parents is significant for the academic success and learning motivation of children at Tebuireng Islamic Boarding School. Active and continuous parental involvement helps create an educational environment that supports the growth and development of children.

Motivational Support

Motivational support is the assistance, encouragement, or positive response given by others to promote an individual's motivation in various activities (Robert J. Vallerand et al., 1992). Parental motivational support for their children at Tebuireng Islamic Boarding School involves giving encouragement, spirit, and motivation. This includes discussions about children's learning goals and identifying achievements they wish to attain.

This support is facilitated through intensive communication between parents and their children via media such as WhatsApp or telephone. Physical presence of parents through regular visits is also a form of motivational support. Additionally, this support is manifested in the form of praise and appreciation for the child's achievements, such as giving rewards for their hard work in learning.

Emotional-Psychological Support

Parental support for their children at Tebuireng Islamic Boarding School significantly impacts their psychological well-being and development in the boarding school.

In situations where children undergo a significant transition from home to a different boarding school environment, emotional and psychological support from parents is crucial. This includes understanding, close communication, moral support, and wise advice. Parents strive to create a stable emotional bond with their children, despite the distance.

Parents use various approaches to provide emotional and psychological support to their children. These include using communication technologies like phone calls and video calls to maintain close communication. They also offer moral support and words of encouragement to help children feel supported in their spiritual journey and education. Some parents are more actively involved in their children's educational development, including monitoring their learning progress and helping them cope with academic or social pressures.

Emotional and psychological support involves not just words of encouragement but also open communication approaches. Parents always listen to their children when they have problems or concerns, creating an atmosphere where children feel comfortable discussing the difficulties they face. This emotional-psychological support not only impacts children's well-being but also their development in the boarding school environment. It helps children cope with stress, build self-confidence, and feel supported in their activities at the boarding school.

Instrumental Support

Instrumental support is a type of social support that includes actual actions, concrete assistance, or material resources provided by an individual or group to others to help them overcome problems or achieve specific goals. This support can take the form of financial assistance, physical labor, practical advice, or other direct actions that help someone in a particular situation or task (Ilze Zigurs & Bonnie K. Buckland, 1998). In the context of Tebuireng Islamic Boarding School, parental instrumental support includes financial support covering all the needs of their children at the school, such as tuition fees, meal and dormitory expenses, and extracurricular activity costs.

An important aspect of financial support is the parents' view that education is a future investment for their children. Parents understand that education at the boarding school will shape their children into better individuals morally and spiritually. This belief motivates parents to willingly provide full financial support.

Efforts to Enhance Parental Support for Children in Pondok Pesantren

Efforts to enhance parental support for children residing in Tebuireng Islamic Boarding School can be seen from various aspects, such as communication, parental cooperation with the boarding school, parental involvement in children's education, and flexibility in maintaining communication with the child. Parents at Tebuireng Islamic Boarding School highly prioritize communication with their children by scheduling communication times in accordance with the boarding school's schedule, such as phone calls on Tuesdays and visits on Fridays. As Emilsyah Nur (2017) stated, open and intensive communication between parents and children can improve family relationship quality and help children overcome various problems, including learning difficulties.

Parents also demonstrate their efforts through close cooperation with teachers and dormitory supervisors. When children face learning difficulties, parents coordinate with teachers or ustadz (Islamic teachers) to find appropriate solutions to their children's problems. At certain points, parents even provide private tutoring for children who struggle

academically. This step reflects the parents' commitment to actively participate in their children's education and development.

During school holidays, children tend to desire more free playtime. As a support effort, parents establish specific times for study, create a distraction-free environment, and limit excessive use of mobile phones. Maintaining consistency during holidays is a challenge for parents, who must balance children's desire for freedom and the distractions of gadgets. However, parents strive to ensure that their children remain focused on learning and religious practices as taught in the boarding school. Parents also encourage children to apply the knowledge they have learned at the boarding school in their surroundings, such as giving sermons or teaching Quranic lessons to their younger siblings.

Providing positive reinforcement and appreciation is an important aspect of parental efforts to enhance support for their children. Parents who offer positive reinforcement and appreciation play a crucial role in supporting the development and academic achievements of the students. Positive reinforcement can include prayers, motivation, rewards like food or sweets, and providing necessary facilities for study. This helps build the students' motivation and self-confidence at the boarding school. From the perspective of Attachment Parenting, parents who provide strong emotional, physical, and moral support to their children tend to raise individuals who are confident and capable of achieving in various aspects of life (John Bowlby, 1969). These enhancement efforts are also needed for students entering puberty, a crucial phase in adolescent development in Pondok Pesantren. In this regard, parents provide appropriate support and guidance to their children in facing the challenges that arise during puberty, including managing interest in the opposite gender.

All these efforts made by parents help students navigate their life in the boarding school effectively. Parents play a significant role in supporting the development and education of their children in the boarding school environment. Social support, as explained in the interviews, can have a significant impact on the development and adaptation of students in the boarding school environment. With appropriate support, children can grow into high-achieving individuals with strong characters, aligned with the religious and moral values taught in the Pondok Pesantren.

CONCLUSION

From the explanation above, it can be concluded that the motives for parents' support for their children at Tebuireng Pondok Pesantren can be classified into two factors: the first factor is the development of Islamic education, and the second factor is the role model and historical factors. The motive for the development of Islamic education includes comprehensive religious education, character development of the students, and facilitating the development of talents and interests through extracurricular activities. Meanwhile, the role model and historical factors include respect for figures such as KH. Hasyim Asy'ari and Abdurrahman Wahid, as well as Tebuireng's relationship with Nahdlatul Ulama and *the Ahlussunah Wal-Jamaah* school of thought.

The pattern of parental social support for their children's education at Tebuireng Pondok Pesantren includes: First, Academic Support: Parents actively monitor their child's academic progress, provide learning facilities, and help overcome academic challenges. Second, Motivational Support: Parents provide encouragement, motivation, and identify

their child's learning goals. Third, Emotional-Psychological Support: Parents create stable emotional bonds, listen to their children when they have problems, and provide moral support and advice. Fourth, Instrumental Support: Parents provide financial support to meet their child's needs at the Islamic boarding school, such as school fees and meals.

Efforts to improve parental support involve intensive communication with the child, cooperation with teachers and dormitory supervisors, creating a supportive learning environment, providing positive reinforcement and appreciation, and offering specific support during the child's puberty transition.

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