Independence-Based Character Education at Muhammadiyah Al-Munawwaroh Islamic Boarding School Malang

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Abstract. This study aimed to analyze the reasons and implementation of applying independence-based character education in Muhammadiyah Al-Munawwaroh Islamic Boarding School Malang. Researcher used a qualitativeapproach. The data were collected through interviews, documentation, and observations. The data were analyzed by three stages of Miles and Haberman: data reduction, data display, and conclusion. The result indicates that the reason of Muhammadiyah Al-Munawwarah Islamic boarding school Malang applying independence-based character education is to prepare students for future challenges. In addition, it is also to prepare student to actively participate in society when they have finished their studies for example by providing meaning and benefit of Islam. The implementation of independence-based character education at Muhammadiyah Al-Munawwarah Islamic boarding school Malang is continuously and comprehensively through habituation and task in school activities and students' daily life in a dormitory. The evaluation aims to assess the process of implementation of independence-based character education from students' school activities.

Keywords: Education; Independence-based Character; Islamic Boarding School

INTRODUCTION

The importance of cultivating character education in Indonesia actually originates from the values of Pancasila, the 1945 Constitution, socio-cultural norms and some religious studies believed in Indonesia (Zubaedi, 2012). Furthermore, the Act of the Republic of Indonesia no. 20 of 2003 concerning the National Education System states that " The National Education functions to develop the capability, character, and civilization of the nation for enhancing its intellectual capacity, and is aimed at

developing learners' potentials so that they become persons imbued with human values who are faithful and pious to one and only God; who possess morals and noble character; who are healthy, knowledgeable, competent, creative, independent; and as citizens, are democratic and responsible. " (Undang-Undang No.20 Tahun 2003 Tentang Sistem Pendidikan Nasional, 2003). Thus, education becomes the focus to improve a better quality of society.

The generation is recently facing a social crisis and moral degradation (Kurniawan et al., 2019). It shows at the increasing level of Corruption, Collusion, and Nepotism (KKN) in Indonesia. In 2020, based on data from TII (*Transparency International Indonesia*), Indonesia was ranked 102nd out of 180 countries in the world about free countries from corruption (Suyatmiko, 2021). In other words, Indonesia was the 78th most corrupted country in the world. Moral degradation becomes a threat for the generations, such as brawls, drugs, and free sex. This phenomenon shows that the government with its character education movement has not been proportionated with the results.

Therefore, Indonesian educational institutions give some responses and one of them is through the National Mental Revolution Movement (*Gerakan Nasional Revolusi Mental or GNRM)* which was launched in 2017. It is tated in Presidential Decree Number 87 year 2017 about Strengthening Character Education (*Penguatan Pendidikan Karakter or PPK*) and Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 20 year 2018 concerning about strengthening character education in formal education from primary schoool to higher education levels(Peraturan Menteri Pendidikan Dan Kebudayaan Republik Indonesia Nomor 20 Tahun 2018, 2018). Although the task of strengthening character is only clearly aimed at formal education institutions in this movement, the role of non-formal and informal educational institutions is also needed (Inanna, 2018; Kamar et al., 2020).

One of the non-formal educations in Indonesia is Islamic boarding schools. Islamic boarding school is one of the religious institutions considered as the oldest Islamic educational institution which grew from the culture of Indonesian society (Zuhriy, 2011). Islamic boarding schools are not only seen as religious institutions, but also social institutions. As a social institution, Islamic boarding schools have and become a guideline for society's ethics and morality.

Forming a noble character indeed become a main goal in Islamic boarding school education. As an Islamic educational institution, the main goal of Islamic boarding school education is to deepen *tafaqquh fi ad-din* or Islamic religious knowledge (Mastuhu, 1994) and to implement it in daily life (Muksin, 2016), by emphasizing the importance of morals in social life (Dhofier, 1981). Thus, Islamic boarding schools are known as educational institutions for studying, understanding, and practicing Islamic knowledge by building students' character and morality.

In tradition, Islamic boarding school is believed to be able to implement the character education and to produce output who has noble character and morals(Haris & Amin, 2020). Islamic boarding school education does not just focus on cognitive knowledge, but is also implemented in daily attitudes and activities (Zuhriy, 2011).). To create a qualified personality, the school is also supported by the building of Islamic boarding schools which have the main facilities such as teachers (Kyai), mosques and dormitories (Bawani, 1993; Zarkasyi, 1990).

The dormitory (*asrama*) where the students live, besides the students are easier

accommodated by *Kyai*, it is also possible to build a psychological relationship between Kyai and students, either as a teacher and student or father and son. Dormitories' location, generally separated from the outside community, support an integrated coaching pattern between the students' daily life and knowledge from teaching and learning process or lecturing in forums. The mosque, as a place for teaching knowledge, is also a place for worship which allows makes students easier to practice their Islamic knowledge such as prayer, worship, etc. The existence of the Kyai as the central figure who lives close to the students becomes the main source of Islamic knowledge and also allows the students to get role models in daily life with a strict and continuous guidance and supervision (Dhofier, 1981).

However, problems arise in Islamic boarding school environment. Islamic boarding schools recently provide laundry and boarding services to help students with their needs. From several observations made at Islamic boarding schools that provide these services, the students felt more comfortable relying on these services for washing or ready-to-eat food, even though they had to add more money from their parents. Another phenomenon, not all students come from rich families. It caused the drop out form the Islamic boarding school with no money reason. Moreover, most Islamic boarding school education provides a higher portion to the religious knowledge, so for the alumni who do not have skills outside the religious field, they will face problems regarding livelihoods once they return to society and become unemployed or a burden on society (S. Ali, 2003). It reflects the weak independence of students. Fundamentally, a self-reliant personality is reflected in an ability of high competitiveness and the ability to fulfill personal basic needs (Desmita, 2009). Based on that reasons, Islamic boarding schools need to strengthen the character of students' independence.

Based on those phenomena, independence character education in Islamic boarding schools also needs to be developed. This view is based on the issue of *tawhid* (unification of Allah as God) which becomes a priority for Islamic boarding school education. *Tawhid* is fundamental in worshiping to Allah SWT (Zuhriy, 2011). In addition, *tawhid* is recognizing Allah as the only God and believing the absolute power which belongs only to Allah. There is no valid worshiping or dependence other than Allah. By aware this fundamental, Islamic boarding school education wants to create Muslims who implement Islamic values who only depend on God and can stand alone without needing help from others. This non-dependence character reflects independence character.

Besides, the culture in Islamic boarding schools already has tools for developing independence character education. In fact, this culture reflects an independent attitude in everyday life, such as managing time for eating, sleeping, bathing, washing, arranging study hours, and even managing finances. As a result, Islamic boarding school character implementation hopefully will not only influence on students when studying in boarding school (*mondok*), but will also continuously implement to the students when they finish their study. Islamic boarding schools which have a role as an institution for moral development and lecturing are also expected to influence on the morals of society surrounding area of Islamic boarding school (Qomar, 2002). These reason makes Muhammadiyah organization to implement independence character education for the students.

The Muhammadiyah al-Munawwarah Islamic Boarding School combines the curriculum between Islamic boarding school and the Ministry of Religion. In its

application, *Gontor* Islamic boarding school curriculum is used to provide Islamic knowledge based on al-Quran and as-Sunnah. On the other hand, the Islamic boarding school also applies the Ministry of Religion curriculum which is formulated into formal educational institutions such as MTs (Islamic Junior high school) and MA (Islamic Senior high school). The curriculum hopefully can transform general knowledge as an ability to compete in globalization era.

To conclude, the goal of Muhammadiyah al-Munawwarah Islamic Boarding School is to create religious students who have skills and independence. The goal becomes the Islamic boarding school mission which is providing skills for independence (Rifai, 2011). For example, Muhammadiyah al-Munawwarah Islamic boarding school has religious activities which are aimed at fostering the independence of students, such as reciting Qur'an tested gradually activities, room monitoring order, shopping and cooking schedule which are managed and coordinated by students with the assistance of teachers/*ustadz (teacher)*.

Therefore, this research is focused on describing why and how the Muhammadiyah Al-Munawwarah Islamic Boarding School Malang implements the independence character education.

METHODS

This research used a case study as a part of qualitative research. A case study was used because independence character education is still implemented by the Muhammadiyah Al-Munawwaroh Islamic Boarding School. Researcher explored the reasons of using self- reliance character education and the implementation of self-reliance character education at the Muhammadiyah Al-Munawwaroh Islamic Boarding School Malang. The data were collected by using Creswell, (2016) research: observation, interviews, and documentation. In addition, the data were analyzed by using data reduction, display and verification from Miles and Haberman's theory in Emzir, (2010),

RESULTS & DISCUSSION

Muhammadiyah Al-Munawwaroh Malang Islamic Boarding School implements independence-based character education which is reflected in the attitude of its students who can make decisions independently, act as their own willing and control, and be responsible for every decision. It is suitable to one of the goals of this Islamic boarding school which is to create students who are independent and able to carry out teamwork in all Islamic boarding school activities. Therefore, the data from the results of this research is to get in-depth description about the reasons of Muhammadiyah Al-Munawwaroh Islamic Boarding School Malang in implementing independence-based character education. From the results of interviews with caretakers and Islamic boarding school administrators, data were described as follows:

1. Provide provisions.

    Before the students return to society, they are provided with non-material forms by the Islamic boarding school management. From the interview with the administrators, the students are taught to live in simplicity and full effort. They are taught to fulfill their daily needs independently: eating, washing, and dividing their

time between study time and rest time without the help of their family or friends. Thus, the character education applied by this Islamic boarding school is based on the management awareness in independence, organizing and fulfilling the needs from daily activities.

2. Be useful for other people.

To be useful in society, students are taught to take care of their own interests and care to help others. Being useful means being able to help other people when needed. In all activities, students are doing in teamwork. The goal is to get used to live together, to have sensitivity, and to concern about their others.

In addition, the interview shows that the independence character implemented is a form of the Islamic boarding school's commitment to create a useful generation for other people. The presence of the students in society is expected to provide meaning and benefits, both social and religious benefits. Social benefits are realized in helping other people's needs. Religious benefits are realized in providing guidance on Islamic knowledge to the community.

3. Be able to adapt.

Students are taught to work on their own to fulfill their personal needs without having other people help. The Islamic boarding school environment places students living far from their parents so that they can leave their dependence and be able to adapt with different people. Thus, independence character education is developed to prepare students facing real situations in the future.

Through this education, the students are expected able to have an independence in managing and fulfilling their own needs, managing their time, and having responsibilities in a disciplined manner. The independence can hopefully foster an attitude of caring others, so that they can provide benefits to others in social or religious benefits. Even though the scope of independence is only in daily activities, it is expected to create future generation who is ready to adapt all conditions in society.

The Implementation of Independence Based Character Education at Muhammadiyah Al-Munawwaroh Islamic Boarding School Malang

1. The activity program in dormitory and Islamic Boarding School

The implementation of Independence based character education in Islamic boarding schools is by formulating Islamic boarding school programs and student activities in dormitories. All activity programs are carried out by students every day based on the schedule. The activity programs are shown in the table below:

Number	Activities	Programs	Coordinators	Notes
1	Dormitory activities	a) Laundry	-	Emotional independence
		b) Eating (Kitchen shift)	2 people in kitchen	Emotional independence, Economic independence
		c) Front Gate Shift	1 person from security division	Intellectual independence
		d) Clean up	2 people from cleaning division	Social independence

2	Islamic Bording School Activities	a) Memorizing Al-Qur'an	1 administrator	Emotional independence, Intellectual independence
		b) Do *Mufrodat* (vocabularies)	1 administrator	
		c) Practice *Muhadoroh* (Lecturing)	1 administrator	
		d) Study together	1 administrator	

Table 1.1 Activity program at Muhammadiyah Al-Munawwaroh boarding school Malang

The table shows that the implementation of independence character education is conducted into two programs, the dormitory activity and Islamic boarding school activities.

a). Activities in the Dormitory

The activities are attempted to encourage students to be independent in taking care of their own needs through the following things:

- Wash.

    The students need to manage their time in washing clothes independently apart from boarding school's busy hours. From the observations, the students were accustomed to wash their own clothes. The data proof that independence in taking care of students' own needs, in the form of washing clothes, is created from habituation. In addition, new students who cannot wash at first are taught by senior students so that they can wash clothes and tidy up independently.

- Food and groceries.

    In this case, students are accustomed to fulfil their food and groceries. The dormitory makes a schedule for all students to buy their groceries at market, prepare food and utensils, distribute the food, and take turns in tidying up and cleaning utensils.

    Those activities are organized by OSMA (Al-Munawwaroh Muhammadiyah Students Organization). OSMA has a kitchen division which task is to compile a schedule for managing food and groceries from shopping, distributing food, and cleaning up equipment. From these data, it can be analyzed that this program was implemented to familiarize students independently in taking care of their own needs related to fulfilling food. In this Islamic boarding school, all food arrangements are designed for and by the students, starting from the preparation of the schedule and its implementation.

- Gate schedule list.

    Students are given the task of guarding the gate to welcome guests and night shift. The assignment is divided into two shifts: day and night shift. In the observation, the researcher saw the students guarding the gate during the day and night based on the schedule list. From the results of interviews, documentation, and observations, it can be analyzed that this program allows students to be independently responsible for guarding the gates and security at the Islamic boarding school.

- Cleaning schedule list.

    Students have a schedule to clean the Islamic boarding house area. The tasks are carried out every day after Ashar. Through this task, students are

independently able to get used to a clean life.

b). Activities in Islamic boarding school

Independence character education is also implemented in Islamic boarding school activities through the following programs:

- *Tahfidz* (memorizing the Al-Qur'an).

    Each *ustadz* (teacher) determines the memorization target of Al-Qur'an by the student, but the time to memorize is freely based on their free time. This activity is effective to increase students' enthusiasm for memorizing. In addition, the students are independently diligent to do memorization. the researcher found that after the afternoon cleaning activities were completed, the students do a memorizing in mosque while waiting for sunset. The students intentionally get in to the mosque to recite and memorize the Al-Qur'an. Researcher also saw a similar activity happened in students' rooms after evening activities, they seemed to take the initiative to memorize and recite the Al-Qur'an. They realize that their learning efforts will be useful. Thus, students independently manage their time to study and increase their memorization.

- *Mufrodat* memorization.

    Based on the interview with administrator C, Researcher found that the *Mufrodat* memorization would be determined by the need of *Mufrodat* memorization, the administrator assigned senior students to handle the memorization. Memorization was conducted twice a week on every Friday and Sunday morning. Through this program, students' independence to study was increased. In Islamic boarding school, the memorization test is carried out by teacher or *ustadz*. Otherwise, the test was conducted by senior students towards junior students. This program allows senior students to develop their independence to be responsible with their duties. In addition, this program can also help students independently organizing their time for studying and increasing their memorization. They are taught to continue increasing knowledge even though the administrators did not force them. The purpose of this activity is also to improve students' skills in lecturing. Students followed the activity starting from preparation, implementation, and presenting/lecturing. The concept of the activity is intended to create discipline, responsibility, and the ability to apply the responsibilities.

- Studying together.

    This program is aimed to develop students' independence in learning. Although the study hours are determined by the administrators, teaching material and how to study is entirely up to each student. Thus, each student independently determines where they study, what teaching material to study and how to study during those study hours.

In conclusion, independence-based character education at Muhammadiyah Al-Munawwaroh Islamic Boarding School in Malang is implemented regularly and continuously through Islamic boarding school activities and activities in the dormitory. Through activities in the dormitory, students are accustomed to developing a independence character related to independently fulfilling their own

food and groceries and managing their time with responsibilities. Through Islamic boarding school activities, the character of independence is created and developed through giving a task. The independence character is the ability to do the tasks with responsible and independent in learning.

2. The evaluation of implementing independence education

The evaluation aims to measure the process of program implementation in dormitories and Islamic boarding school activities, as follows:

a). Activities in the Dormitory. The evaluation is basically conducted to measure the results of educational activities based on the indicators. However, in implementing an educational program, Islamic boarding schools is ignoring the results (*output*). For Islamic boarding school circles, the process is more important than the results. The school believes that the results are left to Allah, and the school only implements. Muhammadiyah Al-Munawwaroh Islamic Boarding School Malang implemented independence education in all activity programs in dormitory, the evaluation standards were conventional. Evaluation of activities in dormitory was not conducted annually or per semester, evaluation was based on the need.

b). Islamic boarding school activities. As similar as the activity programs in dormitories, evaluation on some Islamic boarding school activity programs was also conducted conventionally. As the results of interview with the administrator A, the evaluation was basically similar. Evaluations for Islamic boarding school activities, especially for *muhadoroh* and group learning activities, were carried out to assess the students' activeness. If there were violations such as absence in *muhadoroh* or studying together program without permission, the students would get warnings or certain sanctions. Evaluation of Islamic boarding school activities is also carried out to assess student behavior and activeness, through supervision, monitoring, and warning. The evaluation of *tahfidz* al-Qur'an and mufrodat memorizing were different. Evaluations were conducted periodically. Evaluation for *mufrodat* memorizing activities was in every week, and *tahfidz* Al-Qur'an was in every semester before school holiday. The indicator is just to measure whether the students memorized the Al Qur'an well or not, and the memorizing was based on target or not. If there were students who did not reach the target, they would immediately receive a verbal warning and punishment.

The implementation of evaluation for Islamic boarding school activities is similar with the evaluation of activities in dormitory which is to assess the implementation process when it is on progress. Moreover, evaluation of *tahfid* Al-Quran activities and *mufrodat* memorizing are conducted periodically. Evaluation of *tahfidz* activities is carried out every semester, while *mufrodat* memorizing are weekly.

In conclusion, the evaluation of independence education at Muhammadiyah Islamic boarding schools Malang was conducted to assess the process of implementing education in both dormitory program activities and Islamic boarding school activities. The evaluation on student behavior leads to activeness in participating in educational activities. It aims to identify various irregularities in educational process. The evaluation becomes an effort to accomplish and increase the level of implementation in independence education. In its implementation, this

evaluation is carried out when independence education activities are conducted. The evaluators are not only limited to caregivers and boarding school administrators, but also students who are members of divisions, such as the kitchen division, security division, and cleaning division.

Islamic boarding school indeed has a goal to create good ethics and morals. As an Islamic educational institution, the main goal of Islamic boarding school education is to deepen *tafaqquh fi ad-din* (Islamic religious knowledge (Mastuhu, 1994) and practice it in daily life (Muksin, 2016), by emphasizing the importance of morals in social life (Dhofier, 1981).

Islamic boarding school education not only carries responsibility for religious knowledge, but also internalizes moral values for the students. In the history of Islamic education, the Islamic boarding school tradition is considered capable to create graduates who have strong character and good morals (Arifin, 2014), one of them is to create the independence for students (Bawani, 1993).

The implementation of independence character education in Muhammadiyah Malang Islamic Boarding School can be seen from school management's commitment and responsibility. The educational activities implemented are not only aimed at providing religious knowledge, but are also directed at creating independence in students such as being responsibility, being able to manage time, being independence and self-control in implementing the duties without depending on other people.

In addition, implementing independence character education for Muhammadiyah Al-Munawwaroh Islamic Boarding School Malang is as an to create a generation that will be useful for other people. In Islam, a realization of behavior that can provide benefits to other people is a priority for a Muslim and was taught by the Prophet Muhammad SAW (Mufarrohah & Karimulloh, 2020). The behavior includes feelings of care and empathy by helping or providing benefits to others such as sharing, entertaining, and collaborating (Agung, 2020). Factors supporting someone to help others are having a personal relationship with people who need help, having a feeling of responsibility, and having the knowledge and skills to help (Agung, 2020). In its implementation, these behaviors are implemented by Muhammadiyah Islamic Boarding School through a series of group tasks (teamwork) in boarding school activities.

Besides providing benefits to other people socially, the independence education in Muhammadiyah Islamic Boarding School is also based on the students who can provide benefits in teaching Islamic knowledge. It is, at least, in line with the characteristics of Islamic boarding schools as Islamic religious broadcasting missionary institutions (Jamal, 2015) which provide religious guidance and spreading Islamic values and knowledge within the community. Therefore, Muhammadiyah boarding school education does not only pay attention to teaching religious knowledge, lecturing skill is also an important aspect to have for every student.

The implementation of independence education in Islamic boarding schools is to prepare a generation who are ready to adapt to all conditions faced in society. By teaching a life attitude of effort, simplicity, and independence, students are expected to continue maintaining *ethical-spiritual* principles in society. Besides studying about religious knowledge as the Islamic boarding school tradition, simplicity is also

taught, a lifestyle of effort, dedication without calculating profit and loss, and having good relations with students, Kyai (*an expert in Islam*) and the society (Muhakamurrohman, 2014). The characteristic of Islamic boarding school education makes Islamic boarding school alumni as a good person who has emotional intelligence and are virtuous. The society explained above is considered to have the ability to defend the people without any worries and doubts in facing life (H. Ali et al., 2019).

The Discussion on the Implementation of Independence Character Education at Muhammadiyah Al-Munawwaroh Islamic Boarding School Malang

A description of each research result related to the implementation of activity programs in dormitory and Islamic boarding school is as follows:

a). Activities in the Dormitory

The implementation of independence education at Muhammadiyah Al-Munawwaroh Islamic Boarding School Malang is conducted periodically and continuously through Islamic boarding school activities and dormitory activities. Activities in the dormitory aim to create a culture that allows students to accustomed to independently fulfill their own needs and manage their time. A conducive Islamic boarding school culture is very necessary for character education. Good environmental conditions will encourage and make someone easier to develop good habits in daily life (Zubaedi, 2012). It is proved by some research which stated that Islamic boarding school culture is an ideal place to build the character (Nugraha et al., 2020). In its implementation, the culture in Muhammadiyah Al-Munawwaroh Islamic Boarding School Malang can encourage students to get used having self -reliance. The cultures related to independence character building include a dormitory environment that is far from parents, washing clothes, eating schedule, and arranging study time.

The condition of students in Islamic boarding schools who do not live with their parents allows them to live independently, at least not depending on other people for their lives (Sanusi, 2012). In this condition, students are required to solve their own problems, at least to fulfill their own needs. Besides, they wash their clothes and tidy up independently. This process is supported by the ability to organize and choose time to wash apart from the learning activities time. In process of washing clothes, senior students can teach junior students who do not get used to washing clothes so that the junior students can wash independently. This activity also applies in having food and groceries, making the bed, cleaning cutlery, dressing up, and other behavior. All habits of independent behavior are supported by a conducive Islamic boarding school culture.

Sutrisno agrees that the habituation of independence behavior is created in a conducive Islamic boarding school culture (Sutrisno, 2017). Similar research also shows that the development of students' character, mentality, attitudes, and habits can be created by Islamic boarding school culture (Hadi, 2014). Thus, if independence character is expected to be internalized well through habituation, then supportive and conducive environmental and cultural conditions are needed. Besides, according to Arief, (2012) the habituation can be achieved well if

it fulfills the conditions: 1) habituation begins before the child has other opposite habits; 2) the habituation is conducted continuously and regularly until it forms into a character; 3) implemented firmly, consistently, and steadfastly towards the principles that have been chosen, not giving children the opportunity to violate the habits that have been established; 4) habituation which are initially mechanistic are then developed into habits by the children themselves.

Another activity of implementing independence character education at Muhammadiyah Al-Munawwaroh Islamic Boarding School Malang is given in a task. The tasks are such as shopping for groceries, distributing food, cleaning and tidying cutlery, cleaning the Islamic boarding school environment, and guarding the gate.

All tasks must be conducted by all students alternately with discipline and responsibility according to the schedule. Senior students have a task to organize Islamic boarding school activities in the form of memorizing Al-Qur'an and *mufrodat*. The tasks start from preparing a schedule, determining the indicators, and mentoring junior students. All tasks are intended to create students' responsibility independently in taking action, thinking, and behaving for themselves or other people/institutions. Implementation of character education by giving tasks will increase a responsibility, discipline, and create a work ethic and leadership for students (Sanusi, 2012). In addition, Maryono stated that giving tasks for students will create a responsibility (Maryono et al., 2018).

However, the tasks still need teacher supervision to make sure that students accomplish their tasks in a trustworthy and disciplined manner. Therefore, tasks activities such as buying groceries, guarding the gate, cleaning the boarding school area at the Muhammadiyah Al-Munawwaroh Islamic boarding school in Malang need a supervision from either the boarding school administrator or the students who are members of the relevant division.

An independence character education at Muhammadiyah Al-Munawwaroh boarding school is formulated in independence learning through compulsory study hours. In this activity, each student independently determines where they will study, the material they will study, and how they will study during that study hour.

Based on the previous explanations, the independence character education conducted by Muhammadiyah Al-Munawwaroh Islamic boarding school Malang aims to create students' personality who has a willing compete, make decisions, face the problems, have self-confidence and be responsible. According to Desmita, (2009) independence is a condition where a person has a willing to compete with other people to reach their own good progress, can make decisions and take the initiative to overcome the problems they face, has self-confidence in carrying out their duties, is responsible for every action they took. This theory is in line with Hetherington (Anggraini et al., 2018) that independence shows the ability to take initiative, to overcome problems, to be persistent, to overcome personal difficulties and to do things for and by oneself..

Refer to Robert Havighurst's pattern of independence in Desmita, (2009) groups of independence are divided into: 1) *Emotional independence*, it is the ability to control personal feeling and does not depend on other people; 2) *Economic independence*, it is the ability to manage personal economy and does not depend on

other people's economic needs; 3) *Intellectual independence*, it is the ability to overcome various problems, and 4) *Social independence*, it is the ability to interact with other people and does not depend on other people.

In summary, independent character education at Muhammadiyah Al-Munawwaroh Islamic Boarding School Malang is conducted to construct three forms of independent character. Independence in fulfilling personal needs, determining learning choices, and managing time are part of emotional independence. The ability to solve problems and make important decisions independently in duties and obligations are part of intellectual independence. Independence in socializing and relating to other people in a responsible, trustworthy, and disciplined manner are social independence. The ability to spend money according to needs in buying food includes economic independence.

Based on the data analysis above, it can be concluded that the implementation of independence-based character education at the Muhammadiyah Al-Munawwarah Islamic Boarding School Malang is conducted continuously and comprehensively through Islamic boarding school activities and the daily life of students in the dormitory. The students' independent character in this Islamic boarding school is grown and developed through habituation and tasks assisted by Islamic boarding school administrators. In conclusion, the patterns of independence constructed in Muhammadiyah Al-Munawwaroh Malang Islamic Boarding School Malang are emotional independence, intellectual independence, and social independence.

b). Evaluation of Independence Character Education at Muhammadiyah Al Munawwaroh Islamic Boarding School Malang

Evaluation is a series of activities or processes to assess something (Anas, 2011). Evaluation is an activity to measure the indicators in educational process (Ramayulis, 2012).). The activity must be carried out in a systematic, sustainable, and well-planned (Rahmat, 2019).

In character education, evaluation must be emphasized in measuring affective and psychomotor aspects (Mertasari, 2016). Therefore, character education evaluation must be able to measure student behavior with character's indicator standards that have been set by educational institutions within a certain period of time (Kesuma et al., 2013). Evaluasi dalam upaya pengembangan pendidikan karakter kemandirian di Muhammadiyah Al-Munawwaroh Islamic Boarding School Malang is also conducted evaluation as an effort to develop independent character education. However, the method and model used is simple, natural, and spontaneous.

According to the researcher's point of view, the evaluation model applied by the Muhammadiyah Islamic Boarding School is formative evaluation which is conducted while the program is in progress (Irawan, 2020). Formative evaluation aims to find the progress of implementing a program and to identify the obstacles. If the obstacles hinder the program implementation, the evaluator can make improvements early (Mardiah & Syarifuddin, 2019). At Muhammadiyah Al-Munawwaroh Islamic Boarding School Malang, the implementation of this model is conducted by direct monitoring from the administrators, or students who work in the relevant division, while activities are in progress. If there are obstacles due to the

students' absence, it will be given a direct warning. The warning is given to support the achievement of the program objectives for implementing independent character education with the indicator is the student's actively presence in all educational activities.

CONCLUSIONS

The reason of Muhammadiyah al-Munawwaroh Islamic boarding school Malang implements special character education for independence is to equip students with the ability to organize and fulfill their own need and able to carry out their responsibilities in a disciplined manner without depending on other people. Moreover, it can build caring attitude towards others so that they can provide benefits to others. It is also hopefully able to construct a strong generation who can adapt to all conditions in the future when they are in society.

The implementation of independence-based character education at Muhammadiyah Islamic Boarding School is conducted in three stages, they are: 1) Islamic boarding school activity program which includes: memorizing the Al-Qur'an, *mufrodat* memorization, *Muhadhoroh,* and learning together; 2) dormitory activity program which includes washing clothes, providing food (kitchen schedule), guarding the gate, and cleaning the environment; 3) the evaluation model is formative evaluation, which is carried out to assess the educational implementation process. This evaluation is applied to student behavior which leads to activeness in participating in educational activities.

Through the activities in dormitory, students are accustomed to develop an independent character related to fulfilling their own needs and managing their time independently. Moreover, in Islamic boarding school activities, the character of independence is constructed and developed through giving tasks. In the implementation of independence character education, the independence patterns which want to be created are emotional independence, intellectual independence, and social independence.

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