



# Management of Panca Jiwa Character Education in Islamic Boarding Schools

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**Abstract:** Panca jiwa Pondok Pesantren which is a pattern of fostering students or students who are believed to be an educational concept that leads to the value of character building and as a core educational element in the world of Pondok Pesantren. In this case, the practice of the values of the five souls of Pondok Pesantren is not fully successful in all students or santri. This is due to the development of modern culture or the influence of outside cultures that occur in Indonesia. Therefore, with the aim of research to describe the values of the five souls that exist in the Miftahul Huda Islamic Boarding School in North Lampung. In this study the authors used a descriptive qualitative approach or field research, namely research that examines the facts and problems found in the field. The results and discussion of the research found that Miftahul Huda Islamic Boarding School has successfully implemented Panca Jiwa-based character education effectively. Careful planning aims to produce Muslim individuals who are tough and have strong character. The organization of the program is carried out by involving all related parties, ensuring that each individual has a clear role in shaping the character of the students. The implementation of character management is carried out holistically by involving all elements of the pesantren in various activities. Evaluation is carried out in an integrated manner to correct past mistakes and achieve positive changes in the character building of santri. The supervision of character education is carried out carefully, ensuring positive interaction with the environment and pesantren activities. Thus, Miftahul Huda Islamic Boarding School has created a supportive environment for the formation of quality santri character and adhering to Islamic values.

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## INTRODUCTION

Education is a process of transformation and efforts in character building from educators to students. The existence of education as a means to realize the process of shaping the soul so that it has a noble personality and character (Didik Himmawan et al., 2023). Islamic Boarding School is an educational institution that remains consistent in carrying out its role as an institution that deepens religious sciences. Basically, in Pondok Pesantren, it must instill religious values which are realized in the process of education and character building of students or santri. These religious values must also be owned by anyone in the scope, especially the Kiyai, Ustadz and Ustadzah of the Islamic Boarding School (Wasik, 2023). The process of educating religious values to students or santri is a pattern in fostering daily life in Pondok Pesantren which has the term Panca Jiwa. Panca Jiwa contains five souls that must be realized, namely the soul of sincerity, the soul of simplicity, the soul of independence, the soul of ukhwa islamiyah, the soul of freedom. This is instilled in the soul of students or santri so that they can understand the true meaning, function and purpose of education.

Research by Odik Sodikin, Ujang Cepi Barlian, Sofyan Sauri, and Dadan Nurulhaq at Pondok Pesantren Darul Muttaqien Bogor highlights the management of character education based on the

five souls. Values such as sincerity, simplicity, independence, ukhuwah Islamiyah, and freedom are the main focus. The importance of applying these values as the spirit of the pesantren, so that santri become tough and strong Muslim individuals, similar to buildings with solid foundations when facing social life (Odik Sodikin, Ujang Cepi Barlian, Sofyan Sauri, 2020). Furthermore, by Ihin Solihin, Aan Hasanah, and Hisny Fajrussalam. Suggesting that the core ethical values of character education based on Islamic values in Islamic boarding schools that can be found are cleanliness, health, neatness, faith, piety, belief in blessings, moderation, generosity, simplicity, accepting attitude and feeling enough for the results of their hard work, sincerity, humility, religious culture, respect for elders, and hard work (Ihin Solihin, Aan Hasanah, and Hisny Fajrussalam, 2020). As well as research conducted by Haryo Aji Nugroho, Winarno, and Rizki Parahita Anindi at Agro Nur El Falah Salatiga Islamic Boarding School suggested five values in the five souls of the pesantren. Sincerity, Simplicity, Independence, Islamic Brotherhood, and Independence are the values that are emphasized. Sincerity emphasizes a selfless attitude in doing good. Simplicity contains the value of strength, ability, and self-control in dealing with life. Independence is defined as being independent, being able to stand alone without depending on others. Islamic brotherhood emphasizes unity within the bonds of Islamic law regardless of differences in ethnicity, skin color, or customs. Islam also encourages cooperation with non-Muslims in matters of good (Nugroho et al., 2021).

The important thing in education is akhlakul karimah or the personality of students or santri who are supported by adequate intellectuality. The character of students or santri who have high ethics, healthy bodies, knowledgeable as a personal aspect based on the values that exist in education. Panca Jiwa has a contribution in building the character of the nation's children to be able to face the rapid development of the times for education in Indonesia, including Islamic boarding schools (Pondok Pesantren) (Arifin et al., 2023). Respect and responsibility as well as all other values derived from these two values provide moral content that can and should be taught by schools. Schools need a concept of character and a commitment to develop this concept in their students.

One of the five souls embedded in the character in the Islamic Boarding School is the soul of sincerity. In this case, students or santri who have graduated from boarding school perform service at the Boarding School without coercion and indeed because of their own will as a sign of reciprocation to the Boarding School and its Kiai for providing a lot of knowledge. Furthermore, the soul of simplicity can be seen from the appearance of the Kiai and the Ustadz and Ustadzah who are neatly dressed, clean and polite without showing off. For the Spirit of independence, students or santri are taught to be independent because they live apart from their families so that inevitably everything that parents usually do at home will be done alone at the Pondok.

In the spirit of ukhuwah islamiyah, students or boarding school students certainly come from various villages, districts and different regencies. Even so, they remain friends with anyone without favoritism, mingle and help each other with anyone. This friendship and sense of brotherhood does not only apply to one generation, but with various generations as well. Then the soul of freedom, students or santri are given the freedom to choose the path of life they will go through in the community after graduating from the Islamic Boarding School.

Students or santri are free to determine their future with the provision of akhlakul karimah and other things that have been instilled in the Islamic Boarding School. This is stated in the Law of the Republic of Indonesia Number 20 of 2003 concerning National Education System, Ninth Part of Religious Education Article 30 Paragraph 2 that: "Religious education functions to prepare students to become members of society who understand and practice the values of their religious teachings and / or become religious experts" (Sholeh, 2022). Panca jiwa Pondok Pesantren which is a pattern of fostering students or santri who are believed to be an educational concept that leads to the value of character building and as a core educational element in the world of Pondok Pesantren. The concept of the five soul values of Pondok Pesantren has certainly been widely applied in various Pondok Pesantren in Indonesia. In this case, the practice of the five soul values

of Pondok Pesantren is not fully successful in all students or santri. This is due to the development of modern culture or the influence of outside cultures that occur in Indonesia. Therefore, researchers are interested in examining the five soul values of the Miftahul Huda Islamic Boarding School in North Lampung. Based on the background that has been described, it can be concluded that the scope of the existing problems is character education at the Islamic Boarding School, the process of fostering the character of students and the process of realizing the values of the five souls of the Islamic Boarding School. To make it easier for researchers to analyze the results of the research, this research is focused on the management of the five souls character education of Islamic boarding schools.

## **METHODS**

This research will be conducted at Miftahul Huda Islamic Boarding School located in North Lampung. In this study the authors used a descriptive qualitative approach or field research, namely research that examines the facts and problems found in the field (Rukajat, 2018). Primary data is data obtained from the first data source, namely person and place by using data collection techniques through interviews with students, dormitory coaches, and stakeholders. Secondary data is data that supports and is obtained from papers using data collection techniques through document studies regarding students and dormitory coaches (Fadli, 2021).

In the process of collecting the data needed in this study by conducting several data collection techniques, the researchers used interview techniques, observation and document studies. Data collection aims to describe the situation that actually occurs in the field, then compared with the Panca Jiwa Pesantren Values as an implementation guideline. Data Analysis Techniques Data obtained from the field will be analyzed through a process of data classification, categorization and drawing a conclusion (Fadli, 2021).

## **RESULTS AND DISCUSSION**

### **Planing Character Education Based on the Five Souls**

Miftahul Huda Islamic Boarding School in North Lampung has long implemented the management of character building of the five souls. The management requires formal and non-formal approaches integrated in daily, weekly, monthly, and annual schedules. Students' activities begin at dawn with the preparation of tahajud prayer and wirid, followed by formal education until night. Caregivers carefully determine the type, time, and implementation of activities. Careful planning considers the future and organizes the time and implementation of activities efficiently. With this approach, pesantren aims to produce Muslim individuals who are resilient, have a strong character, and are ready to face social life.

Panca Jiwa character education planning is a strategy used in boarding school education to shape the character of students. Here are some aspects related to Panca Jiwa character education planning:

1. The purpose of Panca Jiwa character education is to shape the character of students who have good values, such as the soul of sincerity, the soul of simplicity, the soul of self-sufficiency, the soul of ukhuwah islamiyah, and the soul of freedom. Thus, students can have al-karimah morals and be able to answer various kinds of moral degradation that hinder the development of education (Maslani, Mahlil Nurul Ihsan, 2022).
2. The implementation of Panca Jiwa character education is carried out through various activities, such as organizational activities, extracurricular activities, and structural activities that are carried out regularly. These activities help students understand and apply Panca Jiwa values in everyday life (Nurul Romdoni & Malihah, 2020).
3. Caregivers and teachers have an important role in developing the concept of implementing Panca Jiwa. They must be more creative in carrying out education about Panca Jiwa and provide good examples so that students can understand and apply the values of Panca Jiwa (Maslani, Mahlil Nurul Ihsan, 2022).

4. The development of santri character through Panca Jiwa aims to improve the quality of pesantren education and encourage santri to have Panca Jiwa character as the spirit of change towards national progress. Thus, students can have better self-potential, have religious spirituality, self-control, intelligence, personality, noble character, and useful skills (Nurul Romdoni & Malihah, 2020).

In planning Panca Jiwa character education, it is important to maintain the culture and teachings that have become the spirit of the boarding school, and provide a filter so that the values contained do not fade from Islamic teachings. Thus, Panca Jiwa character education can be an effective way to improve the quality of pesantren education and encourage santri to have a strong and virtuous character.

### **Organizing Character Education Based on the Five Souls**

Miftahul Huda Islamic Boarding School has set up an organization for the panca jiwa character building program involving caregivers, administrators, ustad/teachers, and counseling guidance. Each individual has a specific task according to their role in shaping the character of the students. The caregiver is central in managing this program, with the involvement of the fields of student affairs, counseling guidance, and student assistance. The division of authority is carried out by the caregiver directly, with assistance from related fields. This organizing process is carried out in writing through a task distribution meeting at the beginning of the year, involving caregivers, administrators, and teachers/ustad. The decision from the meeting is formalized in the form of a decree, providing clear guidelines in carrying out their respective duties. This indicates a serious effort to manage the Panca Jiwa character building program by ensuring good coordination between all parties involved, as well as the assignment of tasks in accordance with their respective competencies and responsibilities.

The division of tasks in organizing Panca Jiwa character education in Islamic boarding schools can be done through several effective steps and strategies. Here are some examples of the implementation of Panca Jiwa in character education in Islamic boarding schools:

1. Curriculum Development (Azis, 2018).
  - a. The character education curriculum at the boarding school is based on Panca Jiwa to form a better character of students (Odik Sodikin, Ujang Cepi Barlian, Sofyan Sauri, 2020).
  - b. Character education materials at the boarding school are made based on Panca Jiwa to form a better character of students.
2. Activity Development
  - a. KMI activities in Islamic boarding schools are carried out based on Panca Jiwa to form better santri characters.
  - b. Other activities in the boarding school, such as activities outside the boarding school, are carried out based on Panca Jiwa to form a better character of the students (Arifin et al., 2023).
3. Neighborhood Development
  - a. A strong and disciplined boarding school environment helps students practice the values of Panca Jiwa in their daily lives (Sultan et al., 2023).
  - b. Kyai's exemplary role model greatly influences students to practice the values of Panca Jiwa and form a better character.

### **Actuating Character Education Based on Panca Jiwa**

The implementation of character building management of the five souls of students at Miftahul Huda Islamic Boarding School aims to form students who have noble character in accordance with the vision, mission of the pesantren, with the understanding that learning is an obligation and devotion to God. This pesantren applies a holistic approach, where teaching and learning activities are considered an integral part of daily life. The focus is not only on time or target achievement, but on the formation of noble character and personality. The essence of pesantren character building is high morality and moral excellence. The implementation of the santri character program is carried out in an integrated manner by involving all parties, such as caregivers, administrators,

teachers, and counseling guidance. The character building program includes a variety of activities, ranging from learning tahfiz Qur'an to extracurricular activities, cooperation with government agencies, and the community. Character habituation is carried out intensively from waking up to sleeping again, supported by the teaching of books that affect the personality of the santri. Habituation and extracurricular activities such as competitions, wiridan, and rebananaan help increase the sensitivity and emotional sensitivity of santri to the surrounding environment. Enforcement of the rules in the pesantren is done through a point system that includes various offenses and corresponding punishments. Santri are ordered to obey the rules, such as congregational prayer and dress code. All activities in the pesantren are directed to provide educational value through discipline, such as putting clothes in pants to look neat. Through various formal and non-formal activities, Miftahul Huda Islamic Boarding School has succeeded in organizing the character building of students holistically, integrating formal education with the scientific values of pesantren.

The implementation of Panca Jiwa-based character education is an approach used in pesantren education to form a better character of students. Panca Jiwa consists of five ideal values that are considered as a source of enthusiasm in undergoing education, namely (Iskandar & Fitria, 2024):

1. Ikhlas : means sincere and earnest in doing.
2. Modest: means simple and not excessive in action.
3. Self-reliance: means being independent and not relying on others.
4. Ukhuwah: means brotherhood and friendship based on faith.
5. Freedom: means having freedom of action and thought.

The implementation of Panca Jiwa in pesantren education is carried out in various ways, such as (Anggara et al., 2022):

- a. Exemplary: students are expected to follow the example and good behavior of teachers and kyai.
- b. Environment Creation: The pesantren environment is organized to create an atmosphere that supports the values of Panca Jiwa.
- c. Direction: teachers and clerics provide appropriate direction and guidance to develop the Panca Jiwa values.
- d. Assignment: students are given tasks and responsibilities to develop the values of Panca Jiwa.
- e. Teaching: teachers and clerics provide appropriate teaching to develop the Panca Jiwa values.

In several studies, the implementation of Panca Jiwa in pesantren education has shown positive results, such as increasing santri awareness and discipline, as well as increasing their ability to practice Panca Jiwa values in daily life.

### **Controlling Character Education Based on the Five Souls**

Pesantren often do not realize that they have implemented management, inheriting the tradition of learning for generations. Although there is an understanding of evaluation, the standard of evaluation is still conventional. Evaluation at Miftahul Huda Islamic Boarding School is carried out in an integrated manner involving all parties with the aim of correcting previous mistakes. Although there are still targets that have not been achieved, there are positive changes in the character building of students. Character building can be done through moral knowing, moral feeling, and moral action strategies. Character evaluation involves steps from program establishment to implementation to show positive changes in the daily behavior of students. Supporting and inhibiting factors involve program policies, involvement of all elements of the pesantren, adequate infrastructure, good communication, and support from external parties. Obstacles such as lack of human resources and negative influences from outside still exist, but character building activities continue to run according to schedule. Solutions to these obstacles involve increasing human resources and infrastructure, strict enforcement of rules, and cooperation with third parties. With this effort, it is hoped that violations can be minimized so that santri character building activities can run more effectively.



Supervision of character education based on Panca Jiwa in pesantren is carried out in various ways, such as:

1. Environmental Supervision: The pesantren environment is organized to create an atmosphere that supports the values of Panca Jiwa. This helps the santri to develop a better character through interaction with a positive environment (Yanto, 2024).
2. Activity System Supervision: The activity system in pesantren, such as organizational and other activities, is designed to support the implementation of Panca Jiwa. This helps to develop the character of the students through various activities carried out in the pesantren (Khopia et al., 2024).
3. Coaching Supervision: Coaching conducted by Kyai and asatidz is very important in developing the values of Panca Jiwa in students. This coaching is carried out through various methods, such as interviews, observations, and documentation, to monitor the development of santri character (Romadhon & Rohman, 2019).
4. Monitoring Results: The results of the implementation of Panca Jiwa in pesantren are monitored and analyzed to determine the extent to which Panca Jiwa values have been applied by the students. This helps in improving the effectiveness of the implementation of Panca Jiwa and developing a better character of the santri (Romadhon & Rohman, 2019).

In synthesis, the evaluation of character education based on Panca Jiwa is very important to determine the extent of the implementation of Panca Jiwa values in the lives of students in boarding schools. This evaluation helps in improving the quality of character education and building a better character of students.

## CONCLUSION

Based on the explanation presented, it can be concluded that Miftahul Huda Islamic Boarding School has implemented Panca Jiwa-based character education with effective planning, organizing, implementing, and controlling.

Careful planning aims to produce Muslim individuals who are resilient, with strong character and ready to face social life. This goal is implemented through daily activities with the help of caregivers and teachers as good examples. In addition, the development of santri character also aims to improve the quality of pesantren education and maintain Islamic values.

The organization of the Panca Jiwa character building program is carried out by involving all related parties, and each individual has a specific task according to their role in shaping the character of the students. This organizing process is carried out through a task division meeting formalized in a decree, providing clear guidelines in carrying out their respective duties.

The implementation of character building management in Pondok Pesantren Miftahul Huda aims to form noble students according to the vision and mission of the pesantren. The holistic approach is applied by intensively involving all parties, from caregivers to teachers, and includes a variety of activities ranging from tahfiz Qur'an learning to cooperation with government agencies.

Evaluation is carried out in an integrated manner involving all parties to correct previous mistakes and achieve positive changes in the character building of santri. Character education supervision is carried out through environmental supervision, activity systems, coaching, and implementation results, to ensure positive interaction with the environment and pesantren activities.

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