

## CHAPTER IV RESEARCH RESULTS AND DISCUSSION

### A. Overview of MA Matholi'ul Huda Troso

#### 1. Historical Review of MA Matholi'ul Huda Troso

The history of the establishment of MA Malida Troso started from the thought of the Founding Fathers, namely KH. Abdul Jalil al-Hafidz, KH. Ali Hasan and KH. Ishmael in the Matholi'ul Huda Troso Foundation. Initially the Matholi'ul Huda Troso Foundation established MTs Malida Troso in 1996, then MA Malida Troso was established in 2003. The aim was to provide the higher education while remaining affordable. MA Malida Troso is located on Jalan Raya Pecangaan Bugel Km. 2 Troso Village, Pecangaan District, Jepara Regency.<sup>1</sup> The Headmaster of MA Malida Troso said that :

“This *Madrasah* was founded in 2003. The Founding Fathers were namely KH. Abdul Jalil al-Hafidz, KH. Ali Hasan and KH. Ishmael. This *Madrasah* was founded after establishing MTs Malida Troso in 1996.”<sup>2</sup>

MA Malida Troso is established with the aim to realize education that can build the good character of students. It is through the practice of *Panca Jiwa*. *Panca Jiwa* began to be implemented at MA Malida Troso in 2003. The practice of *Panca Jiwa* started the educational inspiration in the Islamic boarding school of Darussalam Gontor, East Java. However, there are some different points about *Panca Jiwa* in the Islamic boarding school of Darussalam Gontor with *Panca Jiwa* in MA Malida Troso. Because MA Malida Troso adjusts the social situation around Troso Village. Based on this, the *Panca Jiwa* values in MA Malida Troso are formed which contain sincerity, simplicity, independence, helpers and *Ukhuwah Islamiyah*.<sup>3</sup> *Panca Jiwa* in MA Malida Troso is the basis for the movement of all *madrasah* activities, both in the classroom and outside the classroom. *Panca Jiwa* is like the spirit of a body which called MA Malida Troso. The Headmaster of MA Malida said that:

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<sup>1</sup> “Profil MA Malida troso”, Malida Troso, 5 February, 2020, <https://www.mamhtroso.com>

<sup>2</sup>Nur Kholis Syam'un, interview with the researcher, 3 February, 2020, interview 1, transcript.

<sup>3</sup> “Profil MA Malida troso”, Malida Troso, 5 February, 2020, <https://www.mamhtroso.com>

“The purpose of establishing MA Malida Troso provided affordable education at the high school level. *Panca Jiwa* in MA Malida Troso was as a basis for the movement of all *madrasah* activities. The practice of *Panca Jiwa* was the result of educational inspiration in the Darussalam Gontor boarding school, East Java. Based on this, the *Panca Jiwa* values in MA Malida Troso were formed which contained sincerity, simplicity, independence, helpers and *Ukhuwah Islamiah*.<sup>4</sup>

## 2. Geographical Location of MA Matholi’ul Huda Troso

Geographically, MA Malida Troso is located in Troso village, Pecangaan District, Jepara Regency, which has a strategic place to get general and religious studies at the upper secondary level. Because only MA Malida Troso is a religion-based school at the upper secondary level, located in the village of Troso.<sup>5</sup> This is very effective for the students in the Troso area. Because they can be able to continue their education at MA Malida Troso.

MA Malida Troso is located on Jalan Raya Pecangaan Bugel Km. 2 Troso Village, Pecangaan District, Jepara Regency.<sup>6</sup> Besides that, MA Malida Troso area is close to several Islamic boarding schools which are used by some of the students for boarding school. As for Islamic Boarding Schools such as Annur Islamic Boarding School and Baitul Quran Boarding School. Based on the geographical location, this is very suitable to support the practice of the *Panca Jiwa* values, because it has an Islamic environment. The Headmaster of MA Malida Troso said that :

“This place was strategic to reach Troso villagers to study in this *madrasah*. In addition, this area was adjacent to Islamic Boarding Schools such as Annur Islamic Boarding School and Baitul Quran Islamic Boarding School.”<sup>7</sup>

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<sup>4</sup>Nur Kholis Syam’un, interview with the researcher, 3 February, 2020, interview 1, transcript.

<sup>5</sup>Nur Kholis Syam’un, interview with the researcher, 3 February, 2020, interview 1, transcript.

<sup>6</sup> “Profil MA Malida troso”, Malida Troso, 5 February, 2020, <https://www.mamhtroso.com>

<sup>7</sup>Nur Kholis Syam’un, interview with the researcher, 3 February, 2020, interview 1, transcript.

### 3. Profile of MA Matholi'ul Huda Troso

MA Malida Troso is a formal educational institution based on the Islamic religion which has the aim to realize education that can build the good character students. It is through the practice of *Panca Jiwa*. In MA Malida Troso, *Panca Jiwa* is used as the basis for the movement of all *madrasah* activities. The values contained in *Panca Jiwa* include the values of sincerity, simplicity, independence, helpers, and *Ukhuwah Islamiah*.

Besides that, the religious environment which is close to several Islamic boarding schools makes the atmosphere of the building of the *Ukhuwah Islamiah* character increasingly developing. Because the education system focuses on building the good character of students in MA Malida Troso.

### 4. Vision and Mission of MA Matholi'ul Huda Troso

The vision of MA Malida Troso is "Luhur dalam Budi, Tinggi dalam Prestasi". The meaning of "Luhur dalam Budi" is MA Malida Troso wants to make the people generation who have the good character and behavior. While the meaning of "Tinggi dalam Prestasi" is the students not only have the good character and behavior, but also have the good achievements as well.<sup>8</sup>

The vision of MA Malida Troso is defined in four missions, such as; first, to foster an awareness of the appreciation and practice of religious values to *madrasah* community. Second, to foster a spirit of togetherness and tolerance to all *madrasah* communities. Third, to carry out the learning and education process effectively and optimally to all *madrasah* communities. Fourth, to foster high morale and a scientific ethos to all *madrasah* communities.<sup>9</sup>

Based on the missions above, these are very supportive with the practice of *Panca Jiwa*, including the practice of *Ukhuwah Islamiah* that is by fostering an awareness of appreciation, practicing religious values and fostering a spirit of togetherness and tolerance to all *madrasah* communities.

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<sup>8</sup> "Profil MA Malida troso", Malida Troso, 5 February, 2020, <https://www.mamhtroso.com>

<sup>9</sup> "Profil MA Malida troso", Malida Troso, 5 February, 2020, <https://www.mamhtroso.com>

## 5. Data of Teachers and Students in MA Matholi'ul Huda Troso

### a. Data of Teachers

Teachers are one of the most important factors in the education field, which their task is face to face with students. So, the influence of teachers on changes in the students character is very influential, both changes in the cognitive, affective and psychomotor. Therefore, the quality of teachers determines the quality of students in the class. The data of teachers in MA Malida Troso are 48 teachers, consisting of 3 Civil Servant Teachers, 14 Permanent Teachers and 31 Non-Permanent Teachers.<sup>10</sup>

In addition, teachers in MA Malida Troso have an educational history of S1(bachelor degree), which has professionalism in educating.<sup>11</sup> So, they have the ability to implement the *Panca Jiwa* values for the students. Moreover, teachers in MA Malida Troso are always given guidance by the Headmaster in relation to implement the *Panca Jiwa* values in all madrasah activities and policies.

### b. Data of Students

The MA Malida Troso students mostly come from Troso Village and its surroundings. Because there is only one religious-based educational institution at the upper secondary level, namely MA Malida Troso. There are 68 students studying in MA Malida Troso consisting of 220 male students and 337 female students.<sup>12</sup> The condition of students who agreed with the concept of education in MA Malida Troso when they registered, it makes the practice of the *Panca Jiwa* values through school activities and policies can be implemented. The Headmaster of MA Malida Troso said that:

“The response of students was good. Because when they registered, they knew the regulations this *madrasah*.”<sup>13</sup>

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<sup>10</sup> “Profil Guru”, Malida Troso, 5 February, 2020, <https://www.mamhtroso.com>

<sup>11</sup> “Profil Guru”, Malida Troso, 5 February, 2020, <https://www.mamhtroso.com>

<sup>12</sup>“Profil Siswa”, Malida Troso, 5 February, 2020, <https://www.mamhtroso.com>

<sup>13</sup>Nur Kholis Syam'un, interview with the researcher, 3 February, 2020, interview 1, transcript.

## 6. The Curriculum of MA Matholi'ul Huda Troso

MA Malida Troso uses *Kurtilas* (Curriculum 2013) in organizing its education. MA Malida Troso also has an intracurricular and extracurricular curriculum. The position of *Panca Jiwa* is not included in the curriculum at MA Malida Troso, but the practice of the *Panca Jiwa* values is included in all internal and external activities of the MA Malida Troso. This is evidenced by activities such as *muhadlarah*, morning fun, prayer in congregation and learning activities in the class.<sup>14</sup> These activities contain the *Panca Jiwa* values.

## 7. Educational Facilities of MA Matholi'ul Huda Troso

The educational facilities are certainly very much needed for the running of a learning activity. It is both learning in the classroom and learning outside the classroom. Because MA Malida Troso has adequate facilities, the practice of the learning process will run well. Especially the practice of the *Panca Jiwa* values is to all school activities and policies.

The educational facilities in MA Malida Troso are enough complete. In addition, the placement of MA Malida Troso facilities is close together. So that, it makes easier for students to reach them. A complete educational facilities make it easy for *madrasah* to implement the *Panca Jiwa* values for the students. The availability of facilities can be used as a place to learn students by practicing the *Panca Jiwa* values such as prayer rooms, fields, laboratories, halls and libraries.<sup>15</sup>

## 8. Organizational Structure

MA Malida Troso as an educational institution has an organizational structure in regulating the education process implemented in *madrasah*. the are the synergy between the *madrasah* community symbolized by the organizational structure chart. The headmaster of MA Malida Troso gets consideration from the *madrasah* committee who give direction to the *madrasah* community such as deputy head and the teacher in implementing *Panca Jiwa*. The last synergy ends in the students. So that the practice of the *Panca Jiwa* values is right for the students.

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<sup>14</sup> "Sekilas", Malida Troso, 5 February, 2020, <https://www.mamhtroso.com>

<sup>15</sup>Result of Observation is related to Educational Facilities of MA Malida Troso, on 3 February at 12.00-12.25 p.m. WIB.



## B. Description of Research Data

### 1. Promoting Students' *Ukhuwah Islamiah* Awareness: The Practice of *Panca Jiwa* Values in School Activities and Policies of MA Matholi'ul Huda Troso

The practice of *Panca Jiwa* in MA Malida Troso, the researcher will describe the results of interviews and observations that the researcher has conducted, namely the practice of *Panca Jiwa* through the school activities and policies is to build *Ukhuwah Islamiah* character for the students. This is to make it easier to understand the building *Ukhuwah Islamiah* character for the students through practice *Panca Jiwa* values in the school activities and policies. The Headmaster of MA Malida Troso said that :

“The practice of the *Panca Jiwa* values in MA Malida Troso was done by implementing to *madrasah* activities and regulations.”<sup>16</sup>

Based on interviews conducted by researcher with the Headmaster of MA Malida Troso, Nur Kholis Syam'un said that the practice of *Panca Jiwa* in MA Malida Troso was carried out by implementing to *madrasah* activities and policies. This was implemented in *madrasah*, so that the students practiced the habitual activities and regulations that contained the *Panca Jiwa* values, such as the sincerity, simplicity, independence, helpers and *Ukhuwah Islamiah*.

The MA Maida Troso's activities and policies contain the *Panca Jiwa* values, including the following:

#### a. Sincerity

Based on interview by the researcher, the sincerity value was very important applied for the students. Because it is in order to get to useful knowledge, it takes the sincerity soul to achieve it. The Headmaster of MA Malida Troso said that :

“All activities held by *madrasah* were very beneficial for them. Because it is to get useful knowledge, it takes the character of sincerity to achieve it.”<sup>17</sup>

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<sup>16</sup> Nur Kholis Syam'un, interview with the researcher, 3 February, 2020, interview 1, transcript.

<sup>17</sup>Nur Kholis Syam'un, interview with the researcher, 3 February, 2020, interview 1, transcript.

MA Malida Troso in implementing the sincerity value is in the activity and policy of the students. These are held in MA Malida Troso, so that the students implement those habitual activities to practice the sincerity value.

1) Giving Charity

MA Malida Troso has a routine program aimed at students to do charitable activities by giving charity. This activity is held three times a week, namely on Saturdays, Mondays and Wednesday. There are no direction from the *madrasah* are regarding the nominal charity that must be given. Therefore, the purpose of this activity is to invite the students to be willing to give charity. Then the funds are used for the purpose of helping friends who get disaster and others. The Headmaster of MA Malida Troso said that :

“In addition, the practice of sincerity could be done by giving charity. The technical program for giving charity was by distributing charity boxes to each class. After all of students gave charity, the charity box was taken to the administration office to be collected. It was used for the purpose of helping. This rule and activity could increase awareness among the students, as well as provide space for students to interact well with each other. So, it could build *ukhuwah Islamiah* character of the students.”<sup>18</sup>

The technical program for giving charity is by distributing the charity boxes to each class. Each class has a charity box that is used for giving their money. Then after all students give charity, the charity box is taken to the administration office to be collected

Based on the program the activity, it is to make Muslim (student) with another Muslim could maintain the good relation. It is by caring for fellow Muslims if there is a disaster.

2) Following All *Madrasah* Agenda

MA Malida Troso has many programs aimed for students. Almost every day, the students have additional programs besides learning activities in the class. These programs are included in the *madrasah* intraurricular

activities which are previously extracurricular activities. The programs are such as the fashion, *Muhadatsah*, Practical English, *Nasyid*, Scouting, Graphic Skills, *Muhadlarah*, and Catering (cooking).<sup>19</sup>

Based on these programs, *madrasah* makes the policy that these programs are included in intracurricular activities. Therefore, the students need the sincerity spirit. Because these programs provide for the students the skills to live in the community later. *Madrasah* want to give competencies for students through the above programs before they graduate from *madrasah*. Therefore, the students felt comfortable in following the policies of the *madrasah*, because they realize that these programs are beneficial to them. The Headmaster of MA Malida Troso said that :

“The practice of sincerity was done by making rules for the students to follow all agendas in *Madrasah*. All activities held by *madrasah* were very beneficial for them. So, it could build *ukhuwah Islamiyah* character of the students ”<sup>20</sup>

Departing from these programs, these programs have an impact on *Ukhuwah Islamiyah* of students. Because they often interact with *madrasah* activities that benefit for them.

#### b. Simplicity

Based on interview by the researcher, the simplicity value is very important implement for students. Because Islam religion instructs us to be simple people in our behavior. MA Malida Troso implements the simplicity value in the policy for the student. The Headmaster of MA Malida Troso said that :

“The practice of the simplicity value was done by making rules for the students in the Prohibition of Using Excessive Jewelry. Because Islam taught us to be simple in our behavior.”<sup>21</sup>

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<sup>19</sup> “Sekilas”, Malida Troso, 5 February, 2020, <https://www.mamhtroso.com>

<sup>20</sup>Nur Kholis Syam'un, interview with the researcher, 3 February, 2020, interview 1, transcript.

<sup>21</sup>Nur Kholis Syam'un, interview with the researcher, 3 February, 2020, interview 1, transcript.



So, *Ukhuwah Islamiah* character of students can be built by doing *madrasah* activities. Because the students implement those habitual activities to practice the simplicity value.

1) Prohibition of Using Excessive Jewelry

The prohibition of using excessive jewelry, this is the *madrasah* rule, which is often headmaster of *madrasah* explain every ceremony. This policy is made by starting from the student problem, namely the existence of gangs or groups based on the social strata of students. In addition, *madrasah* want to provide education for simplicity of students. Because Islam instructs us to behave and look simple or not excessive. The Headmaster of MA Malida Troso said that :

“The practice of the simplicity value was done by making rules for the students in the Prohibition of Using Excessive Jewelry. Because Islam taught us to be simple in our behavior. The students problem were about the differentiation of social strata that caused gangs or groups can be overcome. So, it could build *ukhuwah Islamiah* character of the students”<sup>22</sup>

Based on the prohibition of using excessive jewelry, the student problem about the differentiation of social strata that causes gangs can be overcome. This is also a way to build the *Ukhuwah Islamiah* character for the students.

c. Independence

Based on interview by the researcher, the independence value is very important to be implemented for the students. Because it instructs us to be not easy to depend on others. MA Malida Troso implements the independence value in the student activity programs. So, the students implement those habitual activities to practice the independence value.

1) Scouting

Almost every school have scout activity in their activity. Because this activity is not only for learning to be a strong person, but also responsible for training the independence character of the students. Scout activity is generally included in extracurricular activities, but the scout of MA Malida Troso

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<sup>22</sup>Nur Kholis Syam'un, interview with the researcher, 3 February, 2020, interview 1, transcript.

is included in intracurricular activities. The activity is carried out once a week on Tuesday.



*Figure 1. Scouting Activity*

The purpose of this activity is *madrrasah* want to give all MA Malida Troso students to get the lessons in scouting activity. This participant is not only for interested student, but also all of students in MA Malida Troso. In addition, *madrrasah* gets many achievements from scout activity. It starts from the district to the provincial level of scout championship. The Headmaster of MA Malida Troso said that:

“This activity was an intracurricular or mandatory activity. So, this activity also trained the students to become strong people, responsible and also to train the independence character for the students. A lot of achievements that had been gotten by *madrrasah* from the scout championship in the district to the provincial level. So, it could build *ukhuwah Islamiyah* character of the students<sup>23</sup>

Based on the scout activity, it can also increase the *Ukhuwah Islamiyah* character of the students. Because scout activity teaches the students to interact and help each other.

#### 1) Morning Fun

In accordance with the name of the activity, this activity is held to provide a refreshing time for the

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<sup>23</sup>Nur Kholis Syam'un, interview with the researcher, 3 February, 2020, interview 1, transcript.

students. The students can have fun by participating the programs which provided by the *madrasah*. *Madrasah* divides the programs in three categories. The first is art activities, such as band music, *rebana*, *tilawatil Quran*, Indonesian literary arts, radio broadcasting, embroidery, and marching band. Second is scientific activities, such as *Kajian Kitab Kuning (K4)*, Youth Research Group, Youth Discussion Group, Arabic and English Club, School Safety Patrol, Youth Red Cross, Special Forces and Journalism. The third is sports activities, such as Basketball, Volleyball, Table Tennis, *Pencak Silat*, *Tae Kwondo*, Soccer, Futsal, and Badminton.<sup>24</sup>



Figure 2. Morning Fun Activity

The morning fun activity is held on one week every Monday. In accordance with the name of the activity, this activity is held in 07.30 which is after the activity of reciting the Qur'an together. Morning fun activity is held in 2016, which the aim is to give the students time to refresh their brains from the overcrowding of activities in the *madrasah*.<sup>25</sup> The Headmaster of MA Malida Troso said that :

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<sup>24</sup> “Sekilas”, Malida Troso, 5 February, 2020, <https://www.mamhtroso.com>

<sup>25</sup>Nur Kholis Syam'un, interview with the researcher, 3 February, 2020, interview 1, transcript.

“The morning fun activity also taught the independence value. Because this activity gave the student competencies according to their skills. In addition, the morning fun activity taught the students to get the lessons from interacting with the students. So, it could build *ukhuwah Islamiah* character of the students”<sup>26</sup>

Based on the morning fun activity, it can also increase the *Ukhuwah Islamiah* character of the students. Because the morning fun activity taught the students to get the lessons from interacting with the students. This could strengthen the relationship between students.

#### d. Helper

Based on interview by the researcher, the helper value was very important implemented for the students. Because Islam instructed us to help one another through activities. In this context, *madrasah* want to train the students to help each other. The headmaster of MA Malida Troso said that :

“Because these activities taught the students to increase mutual concern among the students.”<sup>27</sup>

MA Malida Troso implements the helper value in student activity programs. So, the students implement those habitual activities to practice the helper value.

##### 1) Donations for The Students

The activity of donation for the students is for the students who get the misery. The meaning of misery in this activity is the students get sick or family members died. If there is student who gets sick, then the classmate will be responsive to meet him. This will be done, if the student gets sick for one week. Furthermore, if there is a family member of students died, then all *madrasah* will take part in the *ta'ziah* program to the place of misery. It is also giving the donation for the misery person. The Headmaster of MA Malida Troso said that :

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<sup>26</sup>Nur Kholis Syam'un, interview with the researcher, 3 February, 2020, interview 1, transcript.

<sup>27</sup>Nur Kholis Syam'un, interview with the researcher, 3 February, 2020, interview 1, transcript.

“This activity was for the students who got the misery. The misery in this activity was the students got sick or family members died. If there was student who got sick, then the classmate would be responsive to meet him. So, it could build the *ukhuwah Islamiah* character of the students.”<sup>28</sup>



Figure 3. Donations for The Students

Based on this activity, this can also build the *Ukhuwah Islamiah* character of the students. Because this activity teaches the students to increase awareness among the students related to each other's condition. It can strengthen the relationship between students.

## 2) Helping Friends to Understand The Lessons

The teacher explains the material to the students, there are the students who still does not understand the explanation by the teacher. The one of the teacher strategies at MA Malida Troso in responding the students who still does not understand the explanation by the teacher is to instruct his friend to explain again.

The technical procedure to explain it is through instructing the students who already understood to come forward to explain it. It is very useful, because this way can

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<sup>28</sup>Nur Kholis Syam'un, interview with the researcher, 3 February, 2020, interview 1, transcript.



minimize the failure to understand the material. The Headmaster of MA Malida Troso said that :

“If there was the students who still did not understand the explanation by the teacher. The the teacher strategy in responding the student who still did not understand the explanation by the teacher was to instruct his friend to explain again. So, it could build the *ukhuwah Islamiah* character of the students.”<sup>29</sup>



Figure 4. Helping Friends to Understand The Lessons

Based on these activities, they can also build the *Ukhuwah Islamiah* of the students. Because this activity teaches the students to increase awareness among the students related to understanding the lesson. This can strengthen the relationship between students.

e. *Ukhuwah Islamiah*

Based on interview by the researcher, the *Ukhuwah Islamiah* character is very important to be implemented for students. Because Islam instructs us to keep brotherhood well between the students. The Headmaster of MA Malida Troso said that :

“Islam instructed us to keep brotherhood well between the students, so this value was important.”<sup>30</sup>

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<sup>29</sup>Imro’atul Latifah, interview with the researcher, 3 February, 2020, interview 1, transcript.

<sup>30</sup>Nur Kholis Syam’un, interview with the researcher, 3 February, 2020, interview 1, transcript.

In this context, *madrasah* want to invite the students to increase the relationship of brotherhood between the students. MA Malida Troso implements the *Ukhuwah Islamiah* value in the student activity programs. So, the students implement those habitual activities to practice the *Ukhuwah Islamiah* value.

#### 1) *Madrasah Ceremony*

The headmaster of *madrasah* always hold the ceremony activity for the students. The technical procedure through gathering all students is in the yard of MA Malida Troso. In this activity, the headmaster is not only to provide the information about *madrasah*, but also always to give advice to students who always maintain harmony and help each other among the students. Because of the compact students, the character education provided by *madrasah* would be easily implemented.



*Figure 5. Madrasah Ceremony*

The ceremony activity is carried out incidentally based on the new information or problems that will be explained to the students. The purpose of the activity is *madrasah* want to give information and advice to the students related to the new information and problems that shall be known by the students. The Headmaster of MA Malida Troso said that :

“I always held the ceremony activity for the students incidentally in the yard of MA Malida Troso. In this activity, I was not only gave the information about *madrasah*, but also always gave advice to students who always maintain harmony and help each other among

the students. So, it could build the *ukhuwah Islamiah* character of the students.”<sup>31</sup>

Based on this activity, it can also build the *Ukhuwah Islamiah* character among the students. Because in this activity the headmaster as representatives of the *madrasah* gives the advice to students to maintain harmony and help one another among the students. It can strengthen the relationship between students.

## 2) Prayer in Congregation

Prayer in congregation is daily activity that is routinely program at MA Malida Troso. All of *madrasah* communities do this activity. The prayers are *Dhuha* Prayer and *Dhuhr* Prayer. *Dhuha* Prayer is done before the students learned in the classroom, in the morning. Whereas *Dhuhr* prayer is done in the second break time. This activity is done in the mosque and terrace of the MA Malida Troso class.



Figure 6. Prayer in Congregation

The purpose of this activity is to give lessons for the students to always do the *Sunnah* and obligatory practices in congregations. In addition, the prayer in congregation has the togetherness value. The Headmaster of MA Malida Troso said that :

“Prayer in congregation was daily activity which aimed to give lessons for the students to always do the *Sunnah* and obligatory practices in congregations. All

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<sup>31</sup>Nur Kholis Syam'un, interview with the researcher, 3 February, 2020, interview 1, transcript.

of *madrasah* communities did this activity. The prayers were *Dhuha* Prayer and *Dhuhr* Prayer. *Dhuha* Prayer was done before the students learned in the classroom, in the morning. Whereas *Dhuhr* prayer was done in the second break time. This activity was done in the mosque and terrace of the MA Malida Troso class. So, it could build the *ukhuwah Islamiyah* character of the students.<sup>32</sup>

The activity is very useful to be compact in the implementing the good thing in congregation. In other words, this activity really teaches the students to build the *Ukhuwah Islamiyah* character.

### 3) *Muhadlarah*

*Muhadlarah* is a routine activity held by MA Malida Troso. This activity is for the student. The purpose of this activity is to provide opportunities for students to make a speech in front of other students. In addition, *madrasah* want to invite the students for doing *amar ma'ruf nahi mungkar* (instruct to do good things and to prevent bad thing) to other students. *Muhadlarah* activity is held by doing random students according to their grade levels. Then *madrasah* makes the special classes for *muhadlarah* activity. So, each class has 10th, 11th and 12th grade students. The technical activity is the students delivered their Islamic material to other students.



Figure 7. *Muhadlarah* Activity

<sup>32</sup> Nur Kholis Syam'un, interview with the researcher, 3 February, 2020, interview 1, transcript.

The purpose of doing random the grade level is the students know got the students in other classes. In addition, *madrasah* want to provide space for students to interact with other students. The Headmaster of MA Malida Troso said that :

“*Muhadlarah* was a routine activity in MA Malida Troso. This activity was for the student. *Madrasah* wanted to invite the students for doing *amar ma'ruf nahi munkar* (instruct to do good things and to prevent bad thing) to other students. *Muhadlarah* activity was held by doing random students according to their grade levels. Then *madrasah* made the special classes for *muhadlarah* activity. So, each class had 10th, 11th and 12th grade students. The purpose of doing random the grade level was the students knew got the students in other classes. So, it could build the *ukhuwah Islamiah* character of the students.”<sup>33</sup>

Based on this activity, it can also build the *Ukhuwah Islamiah* character of the students. Because the *muhadlarah* activity teaches the students to know the other students. Besides, this activity also want to train the students to do *amar ma'ruf nahi munkar* for the students. This can strengthen the relationship between the students.

## 2. Supporting Data

In this research, the researcher gets the data about the influence factors of promoting students' *Ukhuwah Islamiah* awareness: the practice of *Panca Jiwa* values in school activities and policies of MA Malida Troso. The researcher describes these factors based on the data in the field. These factors are as follows:

### 1) Legal Regulation of *Madrasah*

MA Malida Troso implements a foundation of all *madrasah* activities based on *Panca Jiwa*. *Panca Jiwa* has been implemented in MA Malida Troso since 2003. The purpose of the implementing *Panca Jiwa* is to give students about the the *Panca Jiwa* values, such as sincerity, simplicity, independence, helpers and *Ukhuwah Islamiah*. The Headmaster of MA Malida Troso said that :

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<sup>33</sup>Nur Kholis Syam'un, interview with the researcher, 3 February, 2020, interview 1, transcript.



“MA Malida Troso implemented a *Panca Jiwa* since 2003. The purpose of the implementing *Panca Jiwa* was to give students about the the *Panca Jiwa* values, such as sincerity, simplicity, independence, helpers and *Ukhuwah Islamiah*.”<sup>34</sup>

The legal practice of *Panca Jiwa* is legally implemented in MA Malida Troso. Therefore, all *madrasah* communities know about *Panca Jiwa* as the foundation at MA Malida Troso. This is a characteristic of MA Malida Troso in providing character education for the students.

2) Competent teachers

Generally, the MA Malida Troso teachers have competence based on their scientific fields. Because this is the quality teachers in MA Malida Troso that has teachers teach the subject study based on their scientific backgrounds. In particular, the teacher of *Akidah Akhlak* and *Qur'an Hadits* who have taken Islamic Education Studies in the University. They get a Bachelor of Education degree. In addition, these teachers also have increased their professionalism by attending seminars and teacher training. The Headmaster of MA Malida Troso said that :

“In this Madrasah, it had competence teachers based on their scientific fields. They taught the subject study based on their scientific backgrounds. In particular, the teacher of *Akidah Akhlak* and *Qur'an Hadits* who had taken Islamic Education Studies in the University. They got a Bachelor of Education degree. They also had increased their professionalism by attending seminars and teacher training.”<sup>35</sup>

For the example, Mrs. Imro'atul Latifah is a teacher who has the ability to teach the material of *Akidah Akhlak*. Besides being young, she also has the ability to create an active classroom atmosphere. In addition, Mr. Ahmad Harisul Haq is a teacher who has the ability to teach the material of *Qur'an*

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<sup>34</sup> “Profil MA Malida Troso”, Malida Troso, 5 February, 2020, <https://www.mamhtroso.com>

<sup>35</sup>Nur Kholis Syam'un, interview with the researcher, 3 February, 2020, interview 1, transcript.

*Hadits*. He has many experiences in the learning. So that they can implement the *Panca Jiwa* values for the students. Misbakhul Chikam Attaj said that :

“Mrs. Imro'atul Latifah was young teacher of *Akidah Akhlak*. She had the ability to create an active classroom atmosphere. In addition, Mr. Ahmad Harisul Haq was a teacher of *Qur'an Hadits*. He had many experiences in the learning.”<sup>36</sup>

Therefore, the researcher argues that the teachers are not only mastering the material to be delivered, but also having the ability to create a classroom atmosphere to be active.

### 3) Learning Motivation of The Students

Learning motivation of the students is a main factor in the successful practice of the *Panca Jiwa* values in MA Malida Troso. Because the students have the motivation to learn, the practice of the *Panca Jiwa* values through the school activities and policies to build the *Ukhuwah Islamiah* character can be achieved. Learning motivation can be known by the students cooperatively participating in all *madrasah* activities and policies well, which can build the *Ukhuwah Islamiah* character of the students. They feel comfortable to participate and to follow the *madrasah* activities and policies. Because *madrasah* makes activities for the students do not burden them. In addition, *madrasah* provides the varied activities for the students. So, the students do not feel bored in studying at MA Malida Troso. Imro'atul Latifah said that :

“Learning motivation of students could be known by cooperatively participating in all *madrasah* activities and policies well. They felt comfortable to participate and to follow the *madrasah* activities and policies. *Madrasah* provided the varied activities for the students, so there was not compelled for them.”<sup>37</sup>

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<sup>36</sup>Misbahul Chikam Attaj, interview with the researcher, 7 February, 2020, interview 1, transcript.

<sup>37</sup>Imro'atul Latifah, interview with the researcher, 3 February, 2020, interview 1, transcript.

## 4) Educational Facilities

The practice of *Panca Jiwa* values of the students in MA Malida Troso is through *madrasah* activities. It certainly requires the educational facilities. So, the activities can run well in accordance with the objectives of the activity. Because the practice of *Panca Jiwa* values is carried out inside and outside the classroom. It needs the preparation of the equipment and places to support these activities. The headmaster of MA Malida Troso said that :

“The implementing *Panca Jiwa* values in *madrasah* activities, these certainly required the educational facilities. So, the activities could run well in accordance with the objectives of the activity. Because the practice of *Panca Jiwa* values was carried out inside and outside the classroom. It needed the preparation of the equipment and places to support these activities.”<sup>38</sup>

## 5) Student Concentration Disruption

Today, the concept of education is the students not only merely an object of learning, but also subject of learning. It is also implemented at MA Malida Troso. Many *madrasah* activities use the students as participants in the subject of learning. However, there are some students who are still not participating properly in following the rules and activities of the *madrasah*. Though these rules and activities can build the *Ukhuwah Islamiah* character of the students. The Headmaster of MA Malida Troso said that :

“In this *madrasah*, it used the students as participants in the subject of learning. There were some students who were still not participating properly in following the rules and activities of the *madrasah*. These rules and activities could build the *Ukhuwah Islamiah* character of the students.”<sup>39</sup>

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<sup>38</sup>Nur Kholis Syam'un, interview with the researcher, 3 February, 2020, interview 1, transcript.

<sup>39</sup>Nur Kholis Syam'un, interview with the researcher, 3 February, 2020, interview 1, transcript.

There are students still feel compelled to obey the policies and activities of the *madrasah*. So, they are less enthusiastic. They reason that there are too many activities and are not important activities for them. Therefore, this can inhibit the learning to build the *Ukhuwah Islamiah* character. Imro'atul Latifah said that :

“The students were less enthusiastic, because they still felt compelled to obey the policies and activities of the *madrasah*. They thought that there were too many activities and were not important activities for them. So, this could inhibit to build the *Ukhuwah Islamiah* character.”<sup>40</sup>

#### 6) Conditioning of Activities

The students' conditioning problem must occur in the practice of the *Panca Jiwa* values in madrasa activities. These activities require more supervision and guidance from the teacher to the students. Because some *madrasah* activities are held outside the classroom. Sometimes, the students are still playing when activities took place, such as scout, ceremony and morning fun activities. It requires more supervision and guidance to conditioning students to be cooperative in participating activities. So it can help the students to build the *Ukhuwah Islamiah* character for themselves. Ahmad Harisul Haq said that :

“There were activities needed the conditioning for the students. Because some *madrasah* activities were held outside the classroom. Sometimes, the students were still playing when activities took place, such as scout, ceremony and morning fun activities. It required more supervision and guidance from the teachers to conditioning students to be cooperative in participating activities. So, it could build the *Ukhuwah Islamiah* character for themselves.”<sup>41</sup>

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<sup>40</sup>Imro'atul Latifah, interview with the researcher, 3 February, 2020, interview 1, transcript.

<sup>41</sup>Ahmad Harisul Haq, interview with the researcher, 10 February, 2020, interview 1, transcript.

## 7) Weather

The weather sometimes can be an inhibiting factor in the practice of *Panca Jiwa* values through the school activities to build the *Ukhuwah Islamiah* character of the students. Because some the *Panca Jiwa* values is implemented in *madrasah* activities. In addition, there are activities outside the classroom. These are like scout, ceremony and morning fun activities. So, in this case the weather greatly affects the process of the activities. Sometimes, the weather does not support, so that it can disrupt the practice of *madrasah* activities. Nur Kholis Syam'un said that :

“The weather was one inhibiting factors in the practice of *Panca Jiwa* values through the school activities. Because there were activities outside the classroom. These were like scout, ceremony and morning fun activities. So, the weather greatly affected the process of the activities.”<sup>42</sup>

## C. Data Analysis

### 1. Data Analysis of Promoting Students' *Ukhuwah Islamiah* Awareness: The Practice of *Panca Jiwa* Values in School Activities and Policies of MA Matholi'ul Huda Troso

In implementing the *Panca Jiwa* values for the students, MA Malida Troso provides the activities and policies for the students to practice the *Panca Jiwa* values. It is to build a good character, especially the *Ukhuwah Islamiah* character of the students. Through the activities and policies, the students can get used to do activities that have *Panca Jiwa* values, such as the sincerity, simplicity, independence, helper and *Ukhuwah Islamiah* in every activity.

MA Maida Troso's activities and policies contain the *Panca Jiwa* values including the following:

#### a. Sincerity

The one important character that must be had by humans, especially for the students, it is the sincerity character. Because the sincerity character invites the students to rely on each activity only to Allah SWT. To get useful knowledge, it takes the sincerity character to achieve it. It can be carried out by

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<sup>42</sup>Nur Kholis Syam'un, interview with the researcher, 3 February, 2020, interview 1, transcript.



cooperative and enthusiastic to participate in every activity of *madrasah*.

MA Malida Troso implements the sincerity character through the activities and policies. these are are for building the sincerity of student. Through this activity, *madrasah* expects the sincerity character of the students can be built properly. So, this character can be implemented in every aspect of their daily activities.

The activities and policies of *madrasah* can build the sincerity character of the students are as follows:

1) Giving Charity

The first activity in building the sincerity character of the students is to give charity. This activity is a routine activity that is held by MA Malida Troso every Saturday, Monday and Wednesday, which the students are taught to give charity. *Madrasah* does not require a nominal that must be given by the students. Therefore, *madrasah* invites the students to be sincere through this activity

Regarding the technical program of giving charity, *madrasah* distributes the charity boxes to each class in MA Malida Troso. Each class is given a charity box, which the charity box is used to put cash (money) from the students. After all of the students give charity, then the charity box is collected in MA Malida Troso's administrative office for counting.

Based on the technical activity, MA Malida Troso really provides the chance for the students to foster sincerity character in themselves. The meaning of the chance is *madrasah* makes program of giving charity. In addition, there are no instructions from the *madrasah* related to nominal which must be given. While the meaning of facility is each class given a charity box that the students use to give charity.

The purpose of this activity is *madrasah* wants to invite the students to be sincere in charity. This activity is very useful, because the money from giving charity are for the purpose of helping friends who get misery and others.

Based on the usefulness of this activity, of course, this is not only invite the sincerity character, but also invite the *Ukhuwah Islamiah* character for the students. Because the *Ukhuwah Islamiah* character teaches caring for the Muslims. If the student gets sick, then the other Muslim will feel pain

too. Therefore, the relationship between students can be a good relationship. So, this activity is very useful to build the *Ukhuwah Islamiah* character for the student.

2) Following All Madrasah Agenda

In order to support competence and to build good character to students, MA Malida Troso makes several activities that must be followed by the students. Usually, the activities are extracurricular activities, but MA Malida Troso become intracurricular activities. These activities are such as fashion, *Muhadatsah*, Practical English, *Nasyid*, Scouting, Graphic Skills, *Muhadlarah*, and Catering (cooking).

Based on the activities above, these are very beneficial for the competence and character of the students. Because these activities have a better impact for the students before they go into the society.

Therefore, MA Malida Troso makes a policy which the students are required to participate the *madrasah* of activities. The students must have the sincerity character to participate them. Because these programs are to give students' skills to live in the society. The MA Malida Troso students feel comfortable to participate all *madrasah* activities. Because they realize that the activities provided by the *madrasah* are very beneficial for their lives.

All of the *madrasah* activities above, the activities are social thing that requires the students to interact with other students. Based on these activities, they can strengthen the relationship between the students. It means that if the students obey the *madrasah* rule to participate in all *madrasah* activities, they will support the building of the *Ukhuwah Islamiah* character for themselves. Because these activities require them to interact well with each other the students.

b. Simplicity

The one important character for the students, besides the sincerity, it is the simplicity character. Because the simplicity character teaches the students not to overdo things in terms of words or deeds. The simplicity character education is very important to implement in the education today, because there are many lifestyles that invite excessive speech and appearance. Of course, it requires a control system to not do it. Therefore, MA Malida Troso through *Panca Jiwa* provides education that

supports the the simplicity character for the students. So, they can be implemented the simplicity character in their lives.

Based on the case above, it is very dangerous for the students lives, especially the students who are Muslim. Because the Islam religion instructs us to say and behave simply, or not less and not excessive. In addition, the simplicity character is a characteristic of Muslim. It has also been exemplified by the Prophet Muhammad in his life.

MA Malida Troso makes the policy for the students, which they can build the simplicity character for the students. Through the policy, *madrasah* expects the simplicity character of students can be well built. So that the students can implement the simplicity character in every aspect of their daily activities.

The *madrasah* policy that can build the simplicity character for the students are as follows:

1) Prohibition of Using Excessive Jewelry

MA Malida Troso has a regulation that organizes the students to behave simply. It is by prohibiting excessive use of jewelry. This policy is implemented in MA Malida Troso, it is to prevent the occurrence of discriminating social strata in association with the students. Because the MA Malida Troso students have different family backgrounds in the economic and social. In addition, *madrasah* also wants to provide the education that can build the character for the students to say and behave simply.

This is suitable with the Islamic religion, which we are prohibited to do anything excessively. Not overdoing does not mean not paying attention to our act, but we have to behave simply. That is called simple.

The policy has a correlation with the building of the *Ukhuwah Islamiyah* character for the students. Because it is not permissible to use jewelry excessively, it causes there is no problem of discriminating between social strata in the students lives. Therefore, the relationship between students in MA Malida Troso is well.

It means that by prohibiting excessive use of jewelry, MA Malida Troso has helped prevent divisions among the students. In other words, the *Ukhuwah Islamiyah* character of the students can be built by this policy.

c. Independence

The one important character for the students, besides sincerity and simplicity, it is the independence character.

Because the independence character teaches the students not to depend on others. In other words, it is not bothersome and not spoiled to others. This character independence education is very important to be implemented in education today, because they live in the fast and instant era. Then we need an education that can build the independence character for the students. So, they do not always depend on other people continuously. MA Malida Troso through *Panca Jiwa*, it provides education that supports the independence character for students can be implemented.

In MA Malida Troso, there are activities which can build the independence character for the students. By these activities, *madrasah* expects the independence character of the students can be built properly. So that the student can implement this character in every aspect of their daily activities. The *madrasah* activities that can build the independence character for the students are as follows:

1) Scouting

MA Malida Troso builds the independence character for the students, namely by holding scout activity. In MA Malida Troso, scouting is a routine activity which is held once a week. This activity is already familiar in the education. Because almost every school has this activity. This activity invites the students to become a strong and independence people.

However, the difference between scouting in MA Malida Troso and the other school is scouting of MA Malida Troso in the category of intracurricular activity, whereas generally in other schools they are in the category of extracurricular activity. It means that *madrasah* want to give all MA Malida Troso students to learn the independence character from scouting activity.

This is suitable with the Islamic religion, which we are instructed to be independence people. Because everything we do is our own responsibility. It does not depend on other people. MA Malida Troso has implemented the Islamic values, namely the independence for the students well.

Scouting activity has a correlation with the building of the *Ukhuwah Islamiah* character. Because scouting teaches the students to interact and mutual cooperation in carrying out their duties. It certainly requires the role of other people to do it, this context is other students. By

scouting activity, the relationship between the MA Malida Troso students can build a good relationship. In other words scouting activity can help the students to build the *Ukhuwah Islamiah* character.

## 2) Morning Fun

MA Malida Troso builds the independence character for the students, it is not only holding scout activity, but also holding morning fun activity. This activity aims to provide the skill education for the students. It is related to the their talent by providing a talent development program. In addition, this activity also aims to give time to students to refresh their brains from the busy time studying in the class.

There are programs that students can participate it. The programs is divided into three categories. The first is art activities, such as band music, *rebana*, *tilawatil* Quran, Indonesian literary arts, radio broadcasting, embroidery, and marching band. Second are scientific activities, such as Yellow Book Study (K4), Youth Research Group (KPR), Youth Discussion Group (KDR), Arabic and English Club, School Safety Patrol (PKS), Youth Red Cross (PMR), Special Forces (PASUS) and Journalism. The third is sports activities, such as Basketball, Volleyball, Tennis, *Pencak Silat*, *Tae Kwondo*, Soccer, Futsal, and Badminton.

Based on the programs above, the *madrrasah* want to invite the students to become independence people. They mean that these activities are suitable with the Islamic religion, which we are instructed to be independence people. Because everything we do is our own responsibility. It can be done by morning fun activity. MA Malida Troso has implemented the Islamic values, namely independence character for the students well.

Morning activity also has a correlation with the building of Islamic character. Because morning fun teaches the students to interact and learn together implementing them. So, the quality of brotherhood among the students is also influenced by the activities what they follow. In other words, morning fun activity is opportunity for the students to build the *Ukhuwah Islamiah* character.



#### d. Helper

The one important character for the students, besides sincerity, simplicity and independence, it is a helper. Because the helper character teaches the students to help each other. In other words, the students do not let other students get the distress. The helper character education is very important to implement the education in the past and present, because the humans are social creatures. Therefore, it needs the interaction between the people, one of these interactions can be done by helping.

So that we need an education that can build the helper character for the students. It is in order to create harmony and care among the students. MA Malida Troso through *Panca Jiwa*, it provides an education that supports the helper character for the students can be implemented.

MA Malida Troso provides the activities for the students which can build the helper character for the students. By this activity, *madrasah* hopes that the helper character of students can be built properly. So that this character can be implemented in every aspect of their daily activities. *Madrasah* activities that can build the helper character for the students are as follows:

##### 1) Donations for The Students

Giving donations activity for the students is an activity in MA Malida Troso which aims to help the students who get sick or misery. Misery is such as the students affected by illness or family member of the students who died. This activity aims to provide understanding for the students about the helper character. Because this character is very important for the them.

The activity invites the students to be responsive to the conditions of other students. If there is student who gets sick, then other students will meet and give help him. Likewise, if family member of students who die, then other students and *madrasah* will responsively mourn to the funeral home and give help (donation).

Based on this activity, this is a moral education that should be implemented by all schools. Because the students not only need the score of the lesson, but also they need a good moral understanding to become a useful human.

In addition, this activity is an activity that reflects the Islam religion. Because the Prophet Muhammad SAW taught us to increase awareness among others. In this context, it is to meet the sick person and to mourn the

mourning family. Doing these activities are to increase awareness among Muslim.

The activity of giving help through donation for the students has a correlation with the building of the *Ukhuwah Islamiyah* character. Because this activity teaches the students to increase awareness of others gotten by misery. Therefore, it can increase the feeling of brotherhood among Muslims. Because they feel each other about what other students feel. In other words, this activity is an activity can increase the *Ukhuwah Islamiyah* character for the students.

## 2) Helping Friends to Understand The Lessons

In the situation of teaching activity in the class, if there are students who do not understand with the teacher's explanation, the teacher usually will instruct other students to explain it. This is the strategy used by the teacher to implement the learning strategy. In addition, the teacher wants to build the helper character of the students by the learning strategy. It is the right attitude for giving help. Because it is not done while on an exam or often called giving a cheat sheet. But it is done while not being test.

In addition, this activity is suitable with the Islam religion. Because the Islam religion instructs us to help in the goodness thing. It is can be carried out by giving help to other students in understanding the teacher explanations. It is not giving help when taking an exam.

This activity has a correlation with the building of the *Ukhuwah Islamiyah* character. Because the activity of giving help to the friends in understanding the teacher explanation can increase concern for others. Therefore, it can increase the feeling of brotherhood among Muslims. Because they feel each other about what other students feel. In other words, this activity can increase the *Ukhuwah Islamiyah* character for the students.

### e. *Ukhuwah Islamiyah*

The one of the important characters for the students, besides the sincerity, simplicity, independence and help, it is *Ukhuwah Islamiyah*. Because the *Ukhuwah Islamiyah* character teaches the students to maintain the harmony brotherhood. Today, *Ukhuwah Islamiyah* character education is very important to be implemented in education. Because the human is social creatures. So, the interaction between humans is needed, one of these

interactions can be done by maintaining the harmony brotherhood among Muslims.

Therefore, the education is as the way to build the *Ukhuwah Islamiah* character for the students. To create harmony among students is important. MA Malida Troso through *Panca Jiwa*, it provides an education that supports the *Ukhuwah Islamiah* character for the students. So the students can implement this character in all aspect of their daily activities.

MA Malida Troso provides some activities which have the *Ukhuwah Islamiah* character. So it can implement to build the *Ukhuwah Islamiah* character for the students. By these activities, *madrasah* hopes that the *Ukhuwah Islamiah* character of the students can be built properly. So that this character can be implemented in every aspect of their daily activities. The *madrasah* activities that can build the *Ukhuwah Islamiah* character for the students are as follows:

1) *Madrasah* Ceremony

In building the *Ukhuwah Islamiah* character of the students, the headmaster of the *madrasah* always gives information and advice to the students on *madrasah* ceremony. This activity is an activity that is often carried out by *madrasah*. This activity aims to provide new information for the students. It also aims to provide messages and advice for the students to always maintain harmony and enthusiasm.

This activity is suitable with the Islam religion. Because the Islam religion instructs us to command the good thing and prevent the bad thing. In this context, the headmaster of *madrasah* commands for the students to always maintain *Ukhuwah Islamiah* by maintaining harmony with students.

Based on this activity, it is very useful for the students. Because it can increase the quality of brotherhood among the students. In other words, the *Ukhuwah Islamiah* character for the students can be implemented well.

2) Prayer in congregation

MA Malida Troso has routine activity which carried out by *madrasah* communities, including the students. The activity is prayer in congregation. The prayers are Dhuha Prayers and Dhuhr Prayers. Dhuha Prayer is performed before the students do learning activities in the classroom, in the morning. Whereas the Dhuhr prayer is performed in the

second break time. The students pray Dhuha and Dhuhr in the mosque and class terrace of the MA Malida Troso.

The purpose of this activity is to give lessons for the students to always do the *Sunnah* and obligatory practices in congregations. In addition, the prayer in congregation has the togetherness value in doing goodness.

In addition, this activity emphasizes the importance of doing goodness together. This is suitable with the Islamic religion which instruct us to do good things together. In this context, MA Malida Troso teaches the students to pray in congregation.

Based on this, this activity is very useful for the students. Because it can increase the quality of brotherhood among the students, namely by doing goodness together. In other words, the *Ukhuwah Islamiah* character for the students can be implemented well.

### 3) *Muhadlarah*

In building the *Ukhuwah Islamiah* character for the students, *madrasah* provides the activity that can enhance the *Ukhuwah Islamiah* character. The activity is *muhadlarah*. *Muhadlarah* is a routine activity that is held once a week. This activity aims to train the students to speak in front of other students. In addition, the *madrasah* also wants to invites the students to do *ma'ruf* and *nahi munkar* through *muhadlarah* activity.

While the technical activity is doing random the students according to their grade level. So in one class *muhadlarah*, there are the student grades 10, 11 and 12. Therefore, this activity is very useful for the students to interact with other students.

This activity is suitable with the Islam religion. Because the Islam religion instructs us to do good thing and prevent the bad thing. In this context, the students practice to do good thing (*ma'ruf*) and prevent the bad thing (*munkar*) through *muhadlarah* activity.

Based on this activity, it is very useful for the students. Because it can increase the quality of brotherhood among the students. In other words, the *Ukhuwah Islamiah* character for the students can be implemented well.

## 2. Analysis of Supporting and Inhibiting Factors of Promoting Students' *Ukhuwah Islamiah* Awareness: The Practice of *Panca Jiwa* Values in School Activities and Policies of MA Matholi'ul Huda Troso

The process of implementing the *Panca Jiwa* values through the school activities and policies is to build the *Ukhuwah Islamiah* character for the MA Malida Troso students, it certainly cannot be separated from the some supporting or inhibiting factors. But MA Malida Troso in implementing *Panca Jiwa* values through activities and policies to build the *Ukhuwah Islamiah* character for the students can run well. However, there are still inhibiting factors in implementing the *Panca Jiwa* values through the school activities and policies to build the *Ukhuwah Islamiah* character for the students in MA Malida Troso.

### a. Supporting Factors

#### 1) Legal Regulation of *Madrasah*

MA Malida Troso implements *Panca Jiwa* as the basis of all *madrasah* activities. *Madrasah* applies *Panca Jiwa* in the form of legal regulations which agreed by the *madrasah*. *Panca Jiwa* is implemented in MA Malida Troso since 2003 or coincided with the establishment of the *madrasah*.

By the existence of legal regulation in the *madrasah*, it can be official regulation known by *madrasah* communities. *Panca Jiwa* is the result of the policy of MA Malida Troso. Therefore, it can make all *madrasah* communities comply with these regulation.

In making a regulation, it needs the legal regulation. By the legal regulation, everyone becomes directed and unified based on existing regulation. Therefore, the legality of *Panca Jiwa* status is really needed as a legal basis.

#### 2) Competent teachers

Generally, the MA Malida Troso teachers already have competencies based on their scientific fields. Because this is the quality teachers in MA Malida Troso that has the competent teachers. They teach the subject based on their scientific fields in teaching. In particular, the teachers of who have taken Islamic Education studies in University and obtained a Bachelor of Education degree. In addition, this teacher has increased their professionalism by attending seminars and teaching training.



Mrs. Imro'atul Latifah is the teacher who has the ability to teach the material of *Akidah Akhlak* properly. Besides being young, she also has the ability to create an active classroom atmosphere. In addition, Mr. Ahmad Harisul Haq is a teacher who has the ability to teach the material of *Qur'an Hadits*. He has many experiences in the learning. Therefore, they can implement the *Panca Jiwa* values for the students. So that the researcher argues that they are not only mastering the material to be explained, but also having the ability to create an active classroom atmosphere. They can master these abilities by attending seminars and teacher training.

### 3) Learning Motivation of The Students

Learning motivation of the students is a main factor in the successful practice of the *Panca Jiwa* values in MA Malida Troso. Because the students have the motivation to learn, the practice of the *Panca Jiwa* values through the activities and policies to build the character of *Ukhuwah Islamiah* can be achieved. Learning motivation can be known by the students cooperatively participating in all *madrasah* activities well. It can build the *Ukhuwah Islamiah* character for themselves. They feel comfortable to participate in *madrasah* activities. Because *madrasah* holds the activities to the students do not burden them. In addition, the activities provided by the *madrasah* to the students are very varied. Therefore, the students do not feel bored studying in MA Malida Troso.

### 4) Educational Facilities

The practice of *Panca Jiwa* values in the school activities and policies in MA Malida Troso is through *madrasah* activities. It certainly requires the facilities. So that it can run well in accordance with the purpose of the activities. Because the practice of *Panca Jiwa* values is carried out inside and outside the classroom, preparation of equipment and places is needed to support these activities.

## b. Inhibiting Factors

### 1) Student Concentration Disruption

Today, The concept of education is the students are not only as learning objects, but also as the learning subject. It is implemented as the learning system in MA Malida Troso. Many *madrasah* activities make the students as the learning subject. However, there are some the students who

are still not participating properly in following the *madrasah* activities and policies. Though, these activities and policies can build the student's *Ukhuwah Islamiah* character.

While the less participatory form is there are students still feel compelled to obey the *madrasah* activities. They reason that there are too many activities which are not important for them. Therefore, it can inhibit learning to build the *Ukhuwah Islamiah* character.

2) Conditioning of Activities

The problem of the students' conditioning must occur in the practice of *Panca Jiwa* values on *madrasah* activities. Though, it is to build the *Ukhuwah Islamiah* character for themselves. These activities require more supervision and guidance from the teacher to the students. Because some *madrasah* activities carried out outside the classroom. It makes the students easy to still play when activities take place, such as scout activity, ceremony and morning fun. So, these activities require more supervision and guidance conditioning the students to be cooperative in participating on *madrasah* activities well.

3) Weather

The weather is sometimes indeed an inhibiting factor in the practice of *Panca Jiwa* values through the school activities and policies to build the *Ukhuwah Islamiah* character for the students. Because the practice of *Panca Jiwa* values is implemented in *madrasah* activities policies. In addition, there are activities that are carried out outside the classroom. These are like scout activity, ceremony and morning fun. So, in this case, the weather greatly affects the successful activities. Sometimes, the weather does not support, and the practice of *madrasah* activities is disrupted.

## D. Discussion

### 1. Data Analysis of Promoting Students' *Ukhuwah Islamiah* Awareness: The Practice of *Panca Jiwa* Values in School Activities and Policies of MA Matholi'ul Huda Troso

MA Malida Troso implements the *Panca Jiwa* values for the students, namely by providing activities for the students. All of the activities contain the *Panca Jiwa* values that must be learned by the students. These values are the sincerity, simplicity, independence, helpers and *Ukhuwah Islamiah*. These are to build a good character, especially the character of *Ukhuwah Islamiah* for the students.

Because the *Ukhuwah Islamiah* character is very necessary socializing among Muslims.

MA Maida Troso's activities and policies contain the *Panca Jiwa* values including the following:

a. Sincerity

The one of important characters for the humans, especially the students, it is the sincerity character. Because the sincerity character teaches the students to depend on each activity only to Allah SWT. Because the sincerity is an act based on surrender to the God, it is not from the extrinsic motivation wants to be seen and heard, get praise and high position from others.<sup>43</sup>

MA Malida Troso has some activities and policies that can build the sincerity character for the students. By these activities and policies, *madrasah* expects that the sincerity character for the students can be built properly. So that this character can be implemented in every aspect of their daily activities, the students can get used to it. The habituation will build their personal self, whether good or not good thing.<sup>44</sup> The activities and policies of *madrasah* which can build the sincerity character for the students are as follows:

1) Giving Charity

The first activity that builds the sincerity character for the students is to give charity. This activity is a routine activity held by MA Malida Troso, which the students learn to give charity. *Madrasah* does not require a nominal that must be given charity by the students. Therefore, this activity *madrasah* invites the students to be sincere in charity activity.

The purpose of this activity is *madrasah* wants to train the students to be sincere in charity activity. This activity is very useful, because the funds from giving charity are intended for the helping friends who get misery and others. Because the sincerity character can clear the people mind to do the useful for public, to think far ahead, and not

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<sup>43</sup> Muhammad Yaumi, *Pendidikan Karakter(Lansasan, Pilar dan Implementasi)*, (Jakarta:Kharisma Putra Utama, 2016), 154.

<sup>44</sup>Safriida Lubis, *Menguatkan Karakter Melalui Pembiasaan*, (Aceh : Yayasan Cahaya Bintang Kecil, 2018), 18.

to think primordial.<sup>45</sup> This activity is implemented by using funds for the purpose of helping friends who get the misery.

Based on the usefulness of this activity, of course, it not only invite the sincerity character, but also invite the *Ukhuwah Islamiah* character for the students. Because the *Ukhuwah Islamiah* character can be built by giving charity which this activity has the value of mutual help to others. A muslim with another muslim is like a lover who must love each other.<sup>46</sup> Therefore, the relationship between the students will be good can be good relationship. So, this activity is very useful for the building of the *Ukhuwah Islamiah* character for the students.

## 2) Following All Madrasah Agenda

MA Malida Troso gives competence and builds character for the students by making policy for the students to participate the activities in MA Malida Troso. Sometimes, the activities generally are the extracurricular activities, but MA Malida Troso become the intracurricular activities. These activities are such as the fashion, *Muhadatsah*, practical English, *nasyid*, scouting, graphic skills, *Muhadlarah*, and culinary (cooking).<sup>47</sup>

The activities above are to give the competencies and build the character for the students before they live in the society. Therefore, the students need the sincerity character to participate these activities. Because these activities have benefits for them. The sincerity character prevents desires and bad deeds that do not bring benefits.<sup>48</sup>

Based on the benefits of these activities, of course, it is not only to invite the sincerity character, but also to invite the *Ukhuwah Islamiah* character for the students. The *Ukhuwah Islamiah* character can be built by participating the activities that do not harm others. A Muslim does not

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<sup>45</sup> Muhammad Yaumi, *Pendidikan Karakter(Lansasan, Pilar dan Implementasi)*, (Jakarta:Kharisma Putra Utama, 2016), 154.

<sup>46</sup>Syaikh Amin bin Abdullah asy-Syaqawi, *Ukhuwah Islamiah*, translated by Abu Umamah Arif Hidayatullah, 2013, 4.

<sup>47</sup> “Sekilas”, Malida Troso, 5 February, 2020, <https://www.mamhtroso.com>

<sup>48</sup> Muhammad Yaumi, *Pendidikan Karakter(Lansasan, Pilar dan Implementasi)*, (Jakarta:Kharisma Putra Utama, 2016), 154.

harm his brother of any kind, even if only trivial.<sup>49</sup> Seeing the activities substance of MA Malida Troso, there are no activities harm the students. Therefore, this activity can support the building of the *Ukhuwah Islamiah* character for the students.

b. Simplicity

The one important character for the students, besides the sincerity, it is the simplicity character. Because the simplicity character invites the students not to overdo in the words or deeds things. The simplicity education invite to think the needs is more important than the desire. In addition, by the simplicity education, a person can endure all material temptations.<sup>50</sup> MA Malida Troso through *Panca Jiwa*, it provides the education that supports the simplicity character for the students that can be implemented.

The simplicity character education which implemented in MA Malida Troso is a form of responsiveness to today's lifestyle. Because there are many lifestyles that invite to say and look excessively. The simplicity does not mean passive or surrender, and does not mean destitute or poor, but it contains strength and fortitude in the self, as well as control of the lust.<sup>51</sup>

MA Malida Troso has policies that can build the simplicity character for the students. By these policies, *madrasah* expects that the simplicity character of the students can be built well. So that this character can be implemented in every aspect of their daily activities. The policies are as follows:

1) Prohibition of Using Excessive Jewelry

MA Malida Troso has policy that organizes the students to behave simply. It is by prohibiting excessive use of jewelry. This rule is implemented in MA Malida Troso which is to prevent the occurrence of discriminating social strata in the student life. Because the MA Malida Troso students have different family in economic and

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<sup>49</sup>Syaikh Amin bin Abdullah asy-Syaqawi, *Ukhuwah Islamiah*, translated by Abu Umamah Arif Hidayatullah, 2013, 6.

<sup>50</sup>Moh.In'ami, *Pendidikan:Ekspektasi vis a vis Realita*, (Kudus:Mibarda Publishing, 2017),63.

<sup>51</sup>Ismail Suardi Wekke dan Mat Busri, *Kepemimpinan Transformatif Islam : Gontor, Kemoderenan dan Pembelajaran Bahasa*, (Sleman : Deepublish, 2016), 86.



social backgrounds. In addition, *madrasah* also want to provide the education that can build the simplicity character for the students in the words and behavior. In the Islamic education, the simplicity implies unpretentious, it can be observed by everyone, and it is not a burden.<sup>52</sup>

This is suitable with the Islamic religion, which we are prohibited from doing anything excessive. To be not excessive does not mean not paying attention to our actions, but we are instructed to act in the moderate way. It is called simple. It explains in the QS. Al-Furqan: 67.

وَالَّذِينَ إِذَا أَنْفَقُوا لَمْ يُسْرِفُوا وَلَمْ يَقْتُرُوا وَكَانَ بَيْنَ ذَلِكَ قَوَامًا

Translation : “And [they are] those who, when they spend, do so not excessively or sparingly but are ever, between that, [justly] moderate.”<sup>53</sup>

The prohibition has a correlation to the building of the *Ukhuwah Islamiah* character for the students. Because it is not permissible to use jewelry excessively, it causes that there are no problems regarding discriminating social strata in the student life. It is suitable with the concept of *Ukhuwah Islamiah*, which Muslims must love one another without distinguishing social strata in their environment.<sup>54</sup> It means that by prohibiting excessive use of jewelry, MA Malida Troso has helped to prevent divisions among the students. In other words, the *Ukhuwah Islamiah* character for the students can be built by this policy.

c. Independence

In addition to getting the sincerity and simplicity character education, the students also get an independent character education. Because there is the independence character in the contents of *Panca Jiwa*. The independent is an

<sup>52</sup>Herman, Prinsip-Prinsip Dalam Pendidikan Islam, Jurnal Al-Ta'dib, (2014), accessed on 15 February, 2020.

<sup>53</sup> Al-Quran Surah Al-Furqan Ayat 67, Al-Quran and Translation, (Jakarta : Departemen Agama RI, Adhi Aksara Abadi Indonesia, 2011),365.

<sup>54</sup>Syaikh Amin bin Abdullah asy-Syaqawi, *Ukhuwah Islamiah*, translated by Abu Umamah Arif Hidayatullah, 2013, 7.

attitude and behavior that is not easy to depend on other people to complete their personal duties.<sup>55</sup> In other words, it is not troublesome and not spoiled to others.

The independent character education is very necessary for the students, because the independent character education teaches the students not to be spoiled by the surrounding environment. An independent person is a self awareness person who is able to think independently, it does not need the help of others, it does not reject risks and does not worry about the problem. It is precisely an independent person who is able to solve the problems.<sup>56</sup> MA Malida Troso through *Panca Jiwa*, it provides the education to support the independence of the students. By these activities, *madrasah* expects that the independence character of the students can be built properly.

The *madrasah* activities that can build the independence character for the students are as follows:

1) Scouting

Scouting activity is intracurricular activity that must be followed by the students. Scouting is a routine activity in MA Malida Troso. It is held once a week. Scouting activity in MA Malida Troso is as a way to instill the independence character for the students. Because scouting activity teaches the independence for the students.<sup>57</sup> So, the students must follow this activity.

Therefore, *madrasah* want to give all MA Malida Troso students to learn independence from scouting activity. This is suitable with the Islamic religion, which we were instructed to be independent people. Because everything we do ourselves is better than distressing others. This has explained in the Hadith of the Prophet Muhammad SAW which is narrated by Imam Bukhori as follows:

عَنْ أَبِي عُبَيْدٍ، مَوْلَى عَبْدِ الرَّحْمَنِ بْنِ عَوْفٍ، أَنَّهُ  
سَمِعَ أَبَا هُرَيْرَةَ رَضِيَ اللَّهُ عَنْهُ، يَقُولُ: قَالَ رَسُولُ اللَّهِ

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<sup>55</sup>Winarno Surakhmad, *Pendidian Karakter dalam Metode Aktif, Inovatif & Kreatif*,(Jakarta : Erlangga,2012), 6.

<sup>56</sup>Mohammad Mustari dan Muhammad Taufik Rahman, *Nilai Karakter refleksi untuk pendidikan*, (Jakarta:Raja Grafindo Persada), 2014, 78.

<sup>57</sup>“Pramuka”, <https://www.scout.org> accessed on 17 February 2020.

صَلَّى اللهُ عَلَيْهِ وَسَلَّمَ: لَأَنْ يَخْتَطِبَ أَحَدُكُمْ حُزْمَةً عَلَى ظَهْرِهِ، خَيْرٌ لَهُ مِنْ أَنْ يَسْأَلَ أَحَدًا، فَيُعْطِيَهُ أَوْ يَمْنَعَهُ

Translation: From Abi Abdillah (Zubair) bin Awwam Radhiyallahu 'anhu, he said: The Messenger of Allah said: In fact, one of you carries his ropes and goes to the hill to look for firewood on his back to sell so that he can cover his needs, is better than begging for others, whether they give or not". [HR Bukhari, no. 1471]<sup>58</sup>

Scouting activity has a correlation with the building of the *Ukhuwah Islamiyah* character. Because scouting teaches the students to interact and mutual cooperation in carrying out their duties. This certainly requires other people to do it. In this context, the students help each other with other students. The *Ukhuwah Islamiyah* character can be built by the attitude of helping each other Muslims.<sup>59</sup> By scouting activity, the relationship between the MA Malida Troso students will be good relationship. In other words, scouting activity can help the students in building the *Ukhuwah Islamiyah* character.

## 2) Morning Fun

Besides holding scout activity, MA Malida Troso also provides the activity for the students to foster the independence character through morning fun activity. This activity aims to provide the skill development for the students. In addition, this activity also aims to give time for the students to refresh their brains from the busy time studying in the class.

Morning fun activity is classified into three categories. The first is art activities, such as band music, *rebana*, *tilawatil Quran*, Indonesian literary arts, radio broadcasting, embroidery, and marching band. Second is

<sup>58</sup>Hadis, *Shahih Bukhari*, (Riyadh: Daulah Afkar Addauliyah linasyri, 1998),287.

<sup>59</sup>Syaikh Amin bin Abdullah asy-Syaqawi, *Ukhuwah Islamiyah*, translated by Abu Umamah Arif Hidayatullah, 2013, 5.

scientific activities, such as Yellow Book Study (K4), Youth Research Group (KPR), Youth Discussion Group (KDR), Arabic and English Club, School Safety Patrol (PKS), Youth Red Cross (PMR), Special Forces (PASUS) and Journalism. The third is sports activities, such as Basketball, Volleyball, Table Tennis, *Pencak Silat*, *Tae Kwondo*, Soccer, Futsal, and Badminton.<sup>60</sup>

Based on the programs above, some of these programs can teach the students to become independence people. All of these activities also train the students' competencies to become independence people who are useful for their future. Because the independence is an attitude and behavior that is not easy to depend on others to complete your personal task.<sup>61</sup>

Morning fun activity also has a correlation with the building of the *Ukhuwah Islamiah* character. The *Ukhuwah Islamiah* character can be built by participating the activities that do not harm others. A Muslim does not harm his brother of any kind even if only trivial.<sup>62</sup> Because morning fun activity is very beneficial for the students. Seeing the activities substance in MA Malida Troso, there are no activities that harm the students. Therefore, this activity can support the building of the *Ukhuwah Islamiah* character for the students.

d. Helper

The fourth character of *Panca Jiwa* is a helper. Because the helper character teaches the students to help each other. Helper is the development of the attitude of caring characters. By caring character, it brings out the helper character, mutual helping and sharing between people.<sup>63</sup>

The helper character education is very important to be implemented for the students. Because it is to provide

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<sup>60</sup> "Sekilas", Malida Troso, 18 February, 2020, <https://www.mamhtroso.com>

<sup>61</sup> Winarno Surakhmad, *Pendidikan Karakter dalam Metode Aktif, Inovatif & Kreatif*, (Jakarta: Erlangga, 2012), 6.

<sup>62</sup> Syaikh Amin bin Abdullah asy-Syaqawi, *Ukhuwah Islamiah*, translated by Abu Umamah Arif Hidayatullah, 2013, 6.

<sup>63</sup> Moh. In'ami, *Pendidikan: Ekspektasi vis a vis Realita*, (Kudus: Mibarda Publishing, 2017), 152.

knowledge for the students that human are social creature.<sup>64</sup> So, the human needs the interaction between other humans. One of the interactions can be done by helping others.

MA Malida Troso through *Panca Jiwa*, it provides the education to support the helper character of the students. This is to build the helper character for the students. It is to create harmony and care among the students.

MA Malida Troso implements some activities which build the helper character for students. By these activities, MA Malida Troso hopes that the helper character of the students can be built properly. The *madrasah* activities that can build the the helper character for the students are as follows:

1) Donations for The Students

In MA Malida Troso, there are many activities to provide giving help program for the *madrasah* community gotten by the misery. Misery is such as the students gotten by illness or family members of the students who died. This activity aims to provide the understanding for the students that humans are social creatures. It is also the helper character is very important for the students. In the humans, they consist of two elements, namely physical and mental. When humans are social creatures, they will humanize other humans.<sup>65</sup>

The activity invites the students to be responsive to the conditions of other students. If there are students who get sick, then other students will meet and provide donations. Likewise, if family members of students who die, then students and *madrasah* responsively mourn to the funeral home and provide donations. It has reflected the attitude of *ta'awun* (mutual help) between the students. One of the strongest factors of *Ukhuwah Islamiah* is the attitude of *ta'awun* (mutual help).<sup>66</sup>

The activity of giving donations has a correlation with the building of the *Ukhuwah Islamiah* character. Because the activity of giving donations teaches the

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<sup>64</sup>Moh.In'ami, *Pendidikan:Ekspektasi vis a vis Realita*, (Kudus:Mibarda Publishing, 2017),152.

<sup>65</sup>Moh.In'ami, *Pendidikan:Ekspektasi vis a vis Realita*, (Kudus:Mibarda Publishing, 2017),152.

<sup>66</sup>Miftah Faridi, *Lentera Ukhuwah(Indahnya Saling Menyayang dalam Dekapan Iman)*, (Bandung : Mizan Pustaka, 2014),50



students to increase awareness of others gotten by misery. The activity to meet the sick person or to mourn the dead person is a form of *Ukhuwah Islamiah* character.<sup>67</sup> Therefore, it can increase the feeling of brotherhood among the Muslims. Because they feel each other about what other students feel. In other words, the activity of giving donations can increase the *Ukhuwah Islamiah* character for the students.

## 2) Helping Friends to Understand The Lessons

In addition to activities outside the classroom, in the classroom it also implements the character education to help the students, namely by the teacher instructs other students to explain the material what they have taught. It will do, if there are the students who still cannot understand the explanation from the teacher. It is the strategy from the teacher which implements in the learning strategy. In addition, the teacher wants to grow the helper character of the students by the student teaches to other students in understanding the lesson. This is the right form of help. Because it is not done in exam time, which is often called giving a cheat sheet.

The mutual helping above is a form of the mutual helping the kindness. This has explained in Q.S al-Maidah: 2.

وَتَعَاوَنُوا عَلَى الْبِرِّ وَالتَّقْوَىٰ وَلَا تَعَاوَنُوا عَلَى الْإِثْمِ  
وَالْعُدْوَانِ ۗ وَاتَّقُوا اللَّهَ ۚ إِنَّ اللَّهَ شَدِيدُ الْعِقَابِ

Translation: And cooperate in righteousness and piety, but do not cooperate in sin and aggression. And fear Allah; indeed, Allah is severe in penalty.<sup>68</sup>

The verse above explains that we are instructed to help one another in matters of kindness.<sup>69</sup> It has been implemented in MA Malida Troso, which the student is

<sup>67</sup>Syaikh Amin bin Abdullah asy-Syaqawi, *Ukhuwah Islamiah*, translated by Abu Umamah Arif Hidayatullah, 2013, 10.

<sup>68</sup> Al-Quran Surah Al-Maidah Ayat 2, Al-Quran and Transkation, (Jakarta : Departemen Agama RI, Adhi Aksara Abadi Indonesia, 2011),106.

<sup>69</sup>Ismail bin Umar bin Katsir, *Tafsir Ibnu Katsir Jilid III*, translated by M.Abdul Ghofur, (Bogor:Pustaka Imam Syafi'i, 2003), 2.

instructed to explain the material by the teacher. The students teaches the material for his friends who do not understand from the teacher's explanation. This is the right form of help. Because it is not done in exam time, which is often called giving a cheat sheet. But it is done while not being tested.

The activity has a correlation with the building of the *Ukhuwah Islamiah* character. Because this activity teaches for mutual help to the Muslims in the kindness.<sup>70</sup> Therefore, it can increase the feeling of brotherhood among the Muslims. Because they feel each other about what other students feel. In other words, this activity can increase the *Ukhuwah Islamiah* character for the students.

e. *Ukhuwah Islamiah*

The one of the important *Panca Jiwa* characters for the students is the *Ukhuwah Islamiah* character. Because *Ukhuwah Islamiah* teaches about loving one another, so people instinctively need to build up the brotherhood.<sup>71</sup> *Ukhuwah Islamiah* character education is very important to be implemented in today's education, especially for the Muslim students. Because the brotherhood is as the basis of the similarity of ideas and faith that based on the blood brother.<sup>72</sup>

Therefore, it needs the education to build the *Ukhuwah Islamiah* character for the students. It is to create harmony among the students. MA Malida Troso through *Panca Jiwa*, it provides the education to support the *Ukhuwah Islamiah* character for the students which can be implemented. The *madrasah* activities that can build the *Ukhuwah Islamiah* character for the students are as follows:

1) *Madrasah Ceremony*

In the building of the *Ukhuwah Islamiah* character for the students, the headmaster of *madrasah* always gives information and advice to the students on *madrasah* ceremony. This activity is an activity that is

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<sup>70</sup>Syaikh Amin bin Abdullah asy-Syaqawi, *Ukhuwah Islamiah*, translated by Abu Umamah Arif Hidayatullah, 2013, 4.

<sup>71</sup>Cecep Sudirman Anshori, "Ukhwah Islamiah sebagai fondasi terwujudnya organisasi yang mandiri dan profesional", *Jurnal Pendidikan Agama Islam-Ta'lim*, 2016. 117.

<sup>72</sup>Ismatu Ropi, etc, *Pendidikan Agama Islam di SMP dan SMA*, (Jakarta : Kencana Prenada Media Group, 2012), 145.

often held by *madrasah*. This activity aims not only to provide new information for the students, but also to provide messages and advice for the students to always maintain harmony and enthusiasm learning.

This activity is suitable with the Islam religion in related to the strengthening of *Ukhuwah Islamiah*. Because one of the strongest factors of *Ukhuwah Islamiah* is through mutual advising.<sup>73</sup> In this context, the headmaster of *madrasah* advises the students to always maintain the *Ukhuwah Islamiah* by maintaining harmony the students.

Based on this activity, this activity is very useful for the students. Because it can increase the quality of brotherhood among the students. In other words, the *Ukhuwah Islamiah* character for the students can be implemented well.

## 2) Prayer in congregation

MA Malida Troso has routine activity held by the *madrasah* community, including the students. The activity is prayer in congregation. The prayers are Dhuha and Dhuhr Prayers. The purpose of this activity is to provide lessons for the students to do the *Sunnah* and obligatory practices in congregations. In addition, the congregational prayers have *ukhuwah* values. *Ukhuwah* is basically a social reflection of the power of *tauhid* of each individual who is incorporated in it. So, this form of *ukhuwah* is automatically a measure of piety, both individually and collectively.<sup>74</sup>

In addition, this activity emphasizes the importance of doing good things together to strengthen the brotherhood among Muslims. Because the brotherhood is built on the basis of the ideas and faith similarity.<sup>75</sup> In this context, MA Malida Troso teaches the students to pray in congregation.

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<sup>73</sup>Syaikh Amin bin Abdullah asy-Syaqawi, *Ukhuwah Islamiah*, translated by Abu Umamah Arif Hidayatullah, 2013,9.

<sup>74</sup>Miftah Faridi, *Lentera Ukhuwah(Indahnya Saling Menyayang dalam Dekapan Iman)*, (Bandung : Mizan Pustaka, 2014), 49.

<sup>75</sup>Ismatu Ropi, etc, *Pendidikan Agama Islam di SMP dan SMA*, (Jakarta : Kencana Prenada Media Group, 2012), 145.

Based on this activity, it is very useful for the students. Because it can increase the quality of brotherhood among the students, namely by doing good things together. In other words, the students can build the *Ukhuwah Islamiah* character for themselves.

3) *Muhadlarah*

In addition to the two activities above, MA Malida Troso also provides the activity for the students to build the *Ukhuwah Islamiah* character. The activity is *muhadlarah*. This activity is a routine activity that is held once a week. This activity aims to invite the students to speak in front of other students. In addition, the *madrrasah* also wants to train students to do *ma'ruf* (good things) and *nahi munkar* (bad things) through *muhadlarah* activity. This activity is suitable with the Islam religion, it is to strengthen the *Ukhuwah Islamiah* character. Because one of the strongest factors of *Ukhuwah Islamiah* is through mutual advising.<sup>76</sup>

This technical activity is to do random students according to their grade level. So, in the class, there are 10, 11 and 12 grades students. Therefore, this activity is very useful for the students to interact with other students. This is in accordance with the term *ukhuwah* which is used to illustrate the order of society in togetherness.<sup>77</sup> In this context, it is togetherness between classes in MA Malida Troso.

Based on this activity, it is very useful for the students. Because it can increase the quality of brotherhood among the students. In other words, the *Ukhuwah Islamiah* character of the students can be implemented well.

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<sup>76</sup>Syaikh Amin bin Abdullah asy-Syaqawi, *Ukhuwah Islamiah*, translated by Abu Umamah Arif Hidayatullah, 2013,9.

<sup>77</sup>Miftah Faridi, *Lentera Ukhuwah(Indahnya Saling Menyayang dalam Dekapan Iman)*, (Bandung : Mizan Pustaka, 2014), 45.

## 2. Analysis of Supporting and Inhibiting Factors of Promoting Students' *Ukhuwah Islamiah* Awareness: The Practice of *Panca Jiwa* Values in School Activities and Policies of MA Matholi'ul Huda Troso

The process of implementing the *Panca Jiwa* values is to build the *Ukhuwah Islamiah* character for the students in MA Malida Troso, it certainly cannot be separated from the some supporting or inhibiting factors. But in practice MA Malida Troso it through activities and policies has implemented the *Panca Jiwa* values to build the *Ukhuwah Islamiah* character for the students can run well. However, there are still inhibiting factors in implementing the *Panca Jiwa* values to build the *Ukhuwah Islamiah* character for the students in MA Malida Troso.

Based on the results of interviews with the informants and observations in MA Malida Troso, the researcher gets the data of supporting and inhibiting factors in the practice of the *Panca Jiwa* values through the school activities and policies to build the *Ukhuwah Islamiah* character for the students. Then, the data will be adjusted to the theories are as follows:

### a. Supporting Factors

#### 1) Legal Regulation of *Madrasah*

MA Malida Troso implements *Panca Jiwa* as the basis of all *madrasah* activities, it is implemented in the form of legal regulation which agreed by the *madrasah*. *Panca Jiwa* was implemented in MA Malida Troso since 2003 or coincided with the establishment of the *madrasah*.

By the existence of legal regulation in the *madrasah*, it can be official regulation known by *madrasah* communities. *Panca Jiwa* is the result of the policy of MA Malida Troso. It applies to the outward basic needs of the school community, as well as to integrate the values related to higher basic human needs.<sup>78</sup> Therefore, it can make all *madrasah* communities comply with this regulation.

In making a regulation, it needs the legality regulation. It is carried out to make *madrasah* community comply with the positive laws that have formulated and established as basic policy to anticipate the potential damage

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<sup>78</sup>Ahmad Baedowi, *Manajemen Sekolah Efektif (Pengalaman Sekolah Sukma Bangsa)*, (Jakarta:Yayasan Sukma, 2015), 28.



in the school activities.<sup>79</sup> Therefore, *madrasah* needs the legality of *Panca Jiwa* status as the legal regulation.

## 2) Competent Teachers

Generally, The MA Malida Troso teachers already have competencies based on their scientific fields. Because this is the quality teachers in MA Malida Troso that has the competent teachers. They teach the subject based on their scientific fields in teaching. In particular, the teachers of *Akidah Akhlak* and *Qur'an Hadits* subject of class XI who have taken Islamic Education Studies in University and obtained a Bachelor of Education degree. In addition, these teachers have increased their professionalisms by following seminars and teacher training. This is in accordance with Law Number 14 of 2005 Article 1 point 4 which states that; Professional is a job or activity carried out by someone and becomes a source of income for life that requires expertise, skills, or skills that meet certain quality standards or norms and require professional education.<sup>80</sup>

Mrs. Imro'atul Latifah is a teacher who has the ability to teach the material of *Akidah Akhlak* properly. Besides she is young teacher, she also has the ability to create an active classroom atmosphere. In addition, Mr. Ahmad Harisul Haq is a teacher who has the ability to teach the material of *Qur'an Hadits*. He has many experiences in the learning. Therefore, they can implement the *Panca Jiwa* values for the students. The one of the factors that influence the success of character education for the teacher is based on the teacher.<sup>81</sup>

## 3) Learning Motivation of Students

Learning motivation of students is one of the main factors in the successful practice of the *Panca Jiwa* values in MA Malida Troso. The successful learning will be achieved if there are desire and effort to learn.<sup>82</sup> Because the students

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<sup>79</sup> Irwansa and M.Arsyad Maf'ul, *Analisis Pelaksanaan Tata Tertib Sekolah pada Siswa di SMK Negeri 1 Makassar*, Jurnal ocm, 2016,3.

<sup>80</sup>UU Guru dan Dosen, <http://www.jdih.kemenkeu.go.id/>, , accessed on 25 February 2020.

<sup>81</sup>Gede Raka, etc, *Pendidikan Karakter di Sekolah : Dari Gagasan ke Tindakan*, (Jakarta : Elex Media Komputindo, 2011), 7.

<sup>82</sup> Amna Emda, "Kedudukan Motivasi Belajar Siswa Dalam Pembelajaran", *Lantanida Jurnal*, 172.

have the motivation to learn, the practice of the *Panca Jiwa* values to build the *Ukhuwah Islamiah* character can be achieved.

The motivation to learn can be known by the students cooperatively participating in all *madrasah* activities and policies well, which can build the *Ukhuwah Islamiah* character for themselves. It often happens to the students who do not get achievement. It is not their less ability, but less motivation to learn. So that they do not train to maximize all their abilities.<sup>83</sup> They feel comfortable to participate the *madrasah* activities. Because *madrasah* makes the activities to the students, it does not burden them. In addition, *madrasah* provides the varied activities for the students. So, the students do not feel bored to study in MA Malida Troso.

#### 4) Educational Facilities

The practice of *Panca Jiwa* values for the MA Malida Troso students is through *madrasah* activities. It certainly requires an facilities. So, it can run well in accordance with the objectives of the activity.<sup>84</sup> Because the practice of *Panca Jiwa* values is carried out inside and outside the classroom. So they need the preparation of equipment and places for successful agenda.

### b. Inhibiting Factors

#### 1) Student Concentration Disruption

In MA Malida Troso there are many *madrasah* activities that make students as subjects of learning. However, there are some students who are still not participating properly in following the *madrasah* activities and policies. By these activities and policies, they can build the *Ukhuwah Islamiah* character for the students.

While the less participatory form is there are students still feel compelled to obey the *madrasah* activities and policies. They reason that there are too many activities which are not important for them. Therefore, it can inhibit learning to build the *Ukhuwah Islamiah* character. This is reasonable because they do not understand the benefits of

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<sup>83</sup> Amna Emda, "Kedudukan Motivasi Belajar Siswa Dalam Pembelajaran", Lantanida Jurnal, 175.

<sup>84</sup> Irjus Indrawan, *Pengantar Manajemen Sarana dan Prasarana Sekolah*, (Yogyakarta:Deepublish, 2015),10.

these activities.<sup>85</sup> Based on this factor, it can inhibit the learning to build the *Ukhuwah Islamiah* character.

2) Conditioning of Activities

The problem of the students' conditioning must occur in the practice of *Panca Jiwa* values on *madrasah* activities. Though, it is to build the *Ukhuwah Islamiah* character for themselves. These activities require more supervision and guidance from the teacher to the students. Because some *madrasah* activities are held outside the classroom. It makes the students easy to still play when activities take place, such as scout activity, ceremony and morning fun. This requires classroom management through teacher skills to create and to improve it when the disruption occurred in teaching and learning, in other words, these activities are to create and maintain optimal conditions for teaching and learning to occur.<sup>86</sup> So these activities require more supervision and guidance conditioning the students to be cooperative in participating on *madrasah* activities well. So, it requires more supervision and guidance in conditioning students to be cooperative in participating in activities well.

3) Weather

The weather is sometimes indeed an inhibiting factor in the practice of *Panca Jiwa* values to build the *Ukhuwah Islamiah* character for the students. The one of the inhibiting factors for the students in learning is the weather.<sup>87</sup> Because the practice of *Panca Jiwa* values is implemented in *madrasah* activities. In addition, there are activities that are held outside the classroom. These are like scout activity, ceremony and morning fun. So, in this case, the weather greatly affects the successful activities. Sometimes, the weather does not support, and the practice of *madrasah* activities is disrupted.

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<sup>85</sup>Thursan Hakim, *Belajar Secara Efektif*, (Yogyakarta: Niaga Swadaya, 2010), 60.

<sup>86</sup>Sri Warsono, "Pengelolaan Kelas Dalam Meningkatkan Belajar Siswa", *nitro pdf professional*, 470-471

<sup>87</sup>Sunhaji, "Konsep Manajemen Kelas dan Implikasinya dalam Pembelajaran", *Jurnal Kependidikan*, 2014, 33.