

AN ISLAMIC EDUCATION STUDY OF THE DORMITORY GUARDIANS' TECHNIQUES IN ACCOMPANYING GENERATION Z SANTRI'S PUBERTY IN THE GLOBAL ERA

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ABSTRACT

This article is a small part of the results of research on the Role of Islamic Education Counseling in the Global Era related to the Dormitory Guardians Technique in Instilling Self-Concept in the Puberty of Generation Z Santri. Starting from the unique attitude of the foster guardian towards the behaviour of female santri. Then they are guided so that they do not take the wrong step in showing their likes to the opposite sex and do not use technology incorrectly. This uniqueness attracts researchers to examine the details related to the attitude of the foster guardian. This qualitative research data of phenomenological type through individualised learning approach obtained interview data with 18 female students and 2 ustazah. After the data collected was analysed and tested for data validity so as to obtain the results, the techniques carried out by the dormitory foster guardians in assisting the puberty of santri included (1) listening, (2) exploring (3) becoming friends, (4) motivating to participate in positive activities, (5) explaining the nature of love and (6) explaining the importance of maintaining iffah.

Keywords: *Generation Z Adolescents, Parenting Techniques, Puberty*

INTRODUCTION

Puberty is a period that every human individual must go through. This period is the beginning of individuals looking for their identity as adolescents. Adolescents are Youth (youth) who must recognize themselves in the early days of taking responsibility for themselves. Islam views youth and adolescents as part of a human group or society with different characters and profiles when compared to other human groups or societies. The difference can be seen in terms of age, where adolescents are in a period of transition and rapid physical and psychological development. Thus, the uniqueness and complexity of adolescent behaviour lies in behavioural changes that are less stable and the symptoms are very difficult to identify. In connection with the development of adolescent behaviour, Zakiah Dadjat describes that: "A mental state that we can be sure about adolescence is full of turmoil".

However, one aspect that needs to be considered in adolescents is the puberty phase, because this phase is a critical transition period in their lives. It is during this time that they begin to search for their identity to face various challenges, and try to understand their role in society. In

particular, for Generation Z students who are educated in boarding schools, a special approach is needed to help them get through this phase well. The technique of dormitory guardians in assisting students becomes an integral part that is very necessary so that students can go through puberty with good direction.

Generation Z are individuals born between the mid-1990s to the mid-2010s, they grew up in an era of rapid technology, easy to reach and find. They have "free" access to information, but often face cultural pressures and moral challenges and even become FOMO (Fear Of Missing Out); fear of being left behind. Therefore, dormitory guardians need to understand the characteristics and special needs of this generation. The role of adolescents as youth should be welcomed rather than suppressed with various worries about the negative behaviours they will present.

The significant role of foster guardians in guiding santri, especially during puberty, is important. They are not only physical supervisors, but also figures who can be relied upon to provide advice, listen, and guide in overcoming personal and academic problems. With the help of dormitory guardians, students can be given a good understanding of Islamic values that can guide students to form a positive self-concept. This includes guiding the wise use of technology, tolerance for cultural differences, and the ability to think critically about information obtained from various sources. Santri must be in an environment that is safe, comfortable, and supports their development.

The initial phenomenon comes from the story of a santriwati, which is unique to the attitude of a dormitory foster guardian that when santriwati tell each other about their likes with the opposite sex, and are heard by ustazah, The ustazah who acts as a room guardian / foster guardian does not show anger or prohibit or reprimand, but shows attention by disturbing and joking "ustazah's children have started to grow up, they already like stories about boys", and the students secretly access technology by taking advantage of browsing social media when they enter the computer laboratory, The ustazah (room guardian / foster guardian) shows attention by disturbing and joking "ustazah's children have started to grow up, they already like boys" and start stealing the net, then they are guided so that they are not misstepped in showing their love for the opposite sex. This became the first step for researchers interested in examining more deeply the technique of foster guardians in assisting the puberty of santri.

There are, among others, 10 techniques and principles that can be adopted by a dormitory guardian including (1) building trusting relationships, a) trying to understand each student

individually, b) creating an environment where students feel comfortable talking and sharing experiences. (2) Availability and Involvement, a) always being available to listen and provide support. b) being involved in dormitory activities and students' daily lives. (3) Knowing Students Personally, a) Knowing each student's interests, talents, needs, and concerns, b) Understanding the family background and values of the students. (4) Encourage Independence, a) Give responsibility to students in daily tasks, b) Encourage the development of independent living skills. (5) Cooperate with Parents, a) Communicate regularly with parents to understand student development, b) Involve parents in supporting children's educational and developmental goals.

Furthermore, (6) Responding Wisely to Problems; a) Addressing conflicts in a constructive way, b) Finding solutions together by involving students and involving the authorities if necessary. (7) Facilitating Learning and Social Activities; a) Supporting and facilitating students' academic activities outside class hours. b) Encouraging participation in social, artistic, and sporting activities. (8) Implementing Rules and Discipline; a) Establish rules clearly and provide consistent consequences. b) apply discipline with fairness and the realisation that coaching is more effective than punishment. (9) Addressing Health and Safety Issues; a) Maintaining students' physical and mental health. b) Identifying and addressing safety issues quickly and effectively. (10) Providing Emotional Support; a) Being a good listener when students need emotional support and b) Recognizing signs of stress or emotional difficulties and providing appropriate help.

It is important to remember that each santri has unique needs and behaviours, foster guardian techniques must be adjusted to the individual characteristics of santriwati especially considering that santriwati do not live with their parents who should get education from their parents. Foster guardians must be able to build positive relationships and support the growth of santriwati. Build personal involvement metres with each santriwati. Foster caregivers need to establish a strong relationship, know and understand the characteristics of the santriwati

METHOD

This research is located at Dayah Jeumala Amal Lueng Putu Pidie jaya in July 2023, using qualitative methods with phenomenological research types and individual and classical learning approaches. Data collection techniques in this study were carried out by interviewing 1 room guardian as a foster guardian, 1 ustazah as a homeroom teacher and also 18 female students. After the data is collected, it is analysed by reducing, describing the data and drawing conclusions. After the data is analysed, it is then tested for validity by triangulating 3 santriwati who are not

used as informants and also discussing the results of the research with 1 other ustazah who is also a foster guardian in another room.

RESULT AND DISCUSSION

a. Result

The results of the research obtained by the researchers were 6 techniques carried out by the boarding guardian in assisting the puberty of students, including:

1. Listening; asking students to tell what is being experienced.
2. Digging; asking a number of questions without patronising.
3. Being a friend; acting as a peer
4. Motivating participation in positive activities 4.
5. Explaining the nature of love; love for Allah, the Prophet, parents and family, not the obscure monkey love.
6. Explaining the importance of maintaining *Iffah*.

b. Discussion

Puberty is a time when adolescents seek self-identity and also show off in doing things. There are teenagers who want to perform in any case regardless of the value of the view of the other party. This attitude gives a sign that adolescents need to be given flexible trust but still in the right direction. Given the global era with all the sophistication of technology and the rapid response of adolescents to its development, Generation Z needs to be guided in the development of strong character and ethics. Dormitory guardians have a role in providing examples and guiding their santri to develop values such as integrity, self-responsibility, and good cooperation with others. In order for them to prepare academically, but also form a person who contributes positively in the small community where they will be.

In a world that is constantly changing, creativity and innovation are important elements for the success of santri. Dormitory guardians can encourage Generation Z students to think critically, explore new ideas, and face challenges with creative solutions. The support provided by guardians in developing these abilities will help students face an increasingly complex world. It is also important to provide an understanding of technology and digital literacy. As a generation that has grown up with technology, Generation Z is proficient in the use of technology. Dormitory

caregivers can ensure that santri are not only consumers of technology, but also understand digital literacy, online ethics, and the wise use of technology.

The above will help them in facing challenges and opportunities in the digital era. Providing emotional support and counselling, dormitory guardians need to be sensitive to the emotional needs of santriwati. Guardians can be a good listener, provide emotional support, and guide students to calmly face and go through the various challenges of life in the miniature world they are living in. By creating a safe and supportive environment, boarding guardians help Generation Z students cope with the pressure and stress they may face. So that they are ready to become competent and ethical future leaders. With a holistic approach, boarding school education can be a strong foundation for developing the positive potential of generation Z in facing complex global challenges.

The listening technique is carried out by the foster guardian by asking the students to tell the things that are being experienced. Where the students have begun to recognize the opposite sex and mention the name of the opposite sex that they like as their heart's desire. The names of the opposite sex also change in a moment, not liking A and then liking B. When listening to the story, the ustazah only threw a smile so that the santri could tell it calmly. This is the opinion of the ustazah, because basically if teenagers are prohibited from doing something, they will be more curious and eager to do it without worrying.

It cannot be denied that the development of globalisation with the presence of various social media applications is the cause of the desire of adolescents to access and want to know more deeply. The development of information technology on the internet should not be used freely, but must be directed so that it is not misused and does not drag on negatively and does not damage diverse human relationships (Haq, 2021). In addition, what is most feared is that in this sophisticated era, teenagers and young children are already good at using gadgets and are even smarter and smarter than their parents, they can access internet websites freely and easily, especially Muslim young men and women who are in the phase of wanting to know everything, even willing to do everything whatever despite having to bear very heavy risks (Rahmawati, 2020).

Furthermore, the guardian ustazah at any time during free time tries to explore by asking a number of questions without being patronising. For example; ustazah wants to know the guy who was mentioned yesterday. How is his son, good or not? Digging is an effort by the foster guardian

to find out to what extent the santri have found out about friends of the opposite sex. Digging up the problem and then directing and assisting so that it remains "directed".

Muhaimin (2021) explains that adolescents really need to be accompanied by being given the provision of knowledge and life experience so that the youth grows up and always serves Allah SWT. Adolescents or youth will get protection on the Day of Judgment. Youth age is the gate to adulthood. If he succeeds through this gate well, then the various challenges in the future will be relatively easy to overcome. Likewise, if he fails, then at the next stage of development there will likely be problems for him.

Therefore, it is important to be a friend to students as one of the ways ustazah foster guardians make santriwati comfortable expressing their feelings. Teenagers will easily express their feelings if they feel comfortable in body and soul. Being a peer and then empowering and mentoring adolescents aims to make them a good young generation, namely adolescents who are pious, faithful, knowledgeable, skilled and noble. To foster Muslim adolescents can be done in various approaches, including through various positive activities (Beny Sintasari, 2021).

The foster guardian also motivates participation in positive activities, as conveyed by the foster guardian ustazah that the pesantren always holds various events for certain events and expects active participation from its students. For example, there are routine picket duty activities to clean the rooms in rotation every day, mufradat and or vocabulary activities (learning vocabulary, sentences and language knowledge that must be practiced in everyday life 1 week in English and 1 week in Arabic), Muhadastah or Conversation every Friday morning and occasionally a leisurely walk (tadabbur alam) around Lueng Putu village and also study tours and scientific rihlah at the end of third grade both tsanawiyah and Aliyah to other pesantren and also to rides or to the beach.

Others there are also mandatory afternoon sports activities in one week 2x in the afternoon which are free school. There is also the Dayah Jeumala Amal Anniversary event in January, celebrating religious-based events on the celebration of various Islamic holidays, awakening nationalism (hubbul wathan) by celebrating national holidays and also holding various competitions for the October Game event in October. Every santri is required to participate in various activities, both academic activities (quiz, mathematics games and others) as well as art activities (dance with their own batik clothes, cooking, hand skills and so on), sports (basketball ball, Volly ball and others), language-related activities (Arabic and English speech competitions,

playing Scrabble) which are also monitored by OSMID (Intra Dayah Santri Organization). Each student is required to participate and may participate in more than one competition.

These various activities are of course so that students feel at home and are not bored studying in the dormitory. By doing activities that are jasadiyah (physical) and ruhiyyah (mental development) there will be a balance in the growth and development of adolescents. These two activities are the most important elements in adolescent development. As stated by Budiman Mustofa (2008) that the physical program can be carried out by walking together or running together, riding bicycles together, soccer together, tennis, swimming together, camping together, or martial arts, and others. Activities that are ruhiyyah in nature include: nature tadabbur, joint night prayers, visiting sick people (friends or relatives) together, tadarus together (reading and listening to the Qur'an), social services for underprivileged people, munajat, and evaluation of the beginning of the year and the end of the year, and others.

CONCLUSION

Teenagers, especially generation Z teenagers and especially santri teenagers, must be the spearhead of change that is highly expected for the goodness of their morals in the global era, but considering that adolescents are still at the stage of transition of thought and are also still unstable in displaying their behavior, Islamic education is a guideline that adolescents in Islamic education are a generation that is expected and given responsibility, not worried about all the negative things they will do. Therefore, it is necessary to be directed and accompanied so that adolescents are always on a good and right path and without missteps. In the pesantren Dayah Jeumala Amal, adolescent students are directed and accompanied by their guardians with several techniques including (1) listening, (2) exploring (3) being a peer, (4) motivating to participate in positive activities, (5) explaining the nature of love and (6) explaining the importance of maintaining iffah.

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