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ANALYSIS OF MULTIDIMENSIONAL HOLISTIC EDUCATION IN A BOARDING SCHOOL USING SOFT SYSTEM METHODOLOGY

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Abstract

³⁴ The purpose of this study is to analyze the implementation of multidimensional holistic education in a boarding school at SMA Al Bayan Sukabumi, focusing on the corporeal (physical), emotional, cognitive, social, aesthetic and spiritual dimensions. This research was conducted by using a qualitative method, namely Soft System Methodology (SSM). Field data were obtained through document study, filling out questionnaires and interviews with 21 (twenty one) students; 7 (seven) principals and teachers, 3 alumni and 2 parents. The material presented to respondents was based on six dimensions of holistic education. From all analyzed data, it is found that the perspective of observed learning outcomes provides factual information in relation with the focus of the study. The dimensions of learning outcomes that have been implemented properly are cognitive, social and spiritual dimensions, while the physical, aesthetic, and emotional dimensions still have to be improved. From the level of learning outcomes point of view, all dimensions have been implemented from the individual level to the communal level. Meanwhile, the social dimension has not been achieved optimally. Summarizing these results, in order to implement education holistically at SMA PU Al Bayan, it is recommended to improve the school's vision and mission as well as its programs to the cosmic level. To be effectively implemented, the holistic education paradigm must be comprehended by all members of the community, especially teachers as role actors in a school in embodying independent learning.

Keyword: Multidimensional learning environment, boarding school, holistic education, soft system methodology

INTRODUCTION

The dynamics of the increasingly advanced global society, complex and without boundaries among today's world community demands that each individual be able to adapt and deal with it.

In the era of advances in science and technology and the entry of globalization, Indonesian nation is facing various problems, including the spread of moral issues such as the use of narcotics and illegal drugs (drugs), student brawls, pornography, rape, harm to other people's properties, confiscation, fraud, persecution, gambling, prostitution, murder, which has until now not been completely resolved.

Those problems, if allowed to continue, will endanger the life and progress of our nation. Quoting John P Miller's opinion, in Muhidin Mulalic (2017), it is clear that humanity faces ecological disasters, violence, war, destruction, splits in families and society and neglect of traditional values, helplessness, turning to education for the answers.

In the 1980s, Indonesia with the jargon of "Development" had unconsciously experienced a human resource development orientation bias. In fact, the pendulum of the world paradigm in the beginning of the 21st century has been writhing in reorienting the scientific paradigm. This is marked by a scientific revolution in the new physics field (new physics), one of which is Fitjrof Capra, a physicist who later contributed to the world holistic education paradigm, so that education is no longer conventional (Capra F, 2020: 175).

¹ The conventional education, however, is preoccupied with markets, materialism, technical knowledge and skills, and the excessive emphasis on cognition. Learning has not met the overall demands of students, society and nature. The broad question of conventional education has become a major concern of educators, parents, researchers and scholars, because the development of science and technology in mankind has changed from the past several centuries. These changes began to influence conventional education to emphasize empiricism, rationalism, individualism, secularism, humanism, progress and development. As a result, conventional education began to articulate the materialistic dimensions of the individual, society and nature. The personal, cultural and spiritual needs of diverse individuals and societies on the other hand are neglected, which in the end leads to social problems and human detachment from nature (Forbes, 2003). The source of spiritual and human needs, deeply rooted in Eastern philosophy, has been neglected, while preference has been given to the satisfaction of a materialistic consumer society. No doubt such influences also result in the exclusion and extinction of traditional Eastern values, such as kindness, love, compassion, perception wisdom, beauty, truth, liberation, which can counteract and ultimately balance excessive materialistic emphasis with conventional education. Today's conventional education still upholds and propagates extreme materialistic views. Therefore, it is not cynical to claim that it has failed to solve personal, social, national and global problems.

All dimensions related to the need to grow human wholeness which are practiced in education refer to the holistic education paradigm. Holistic education views that students are whole individuals. The integrity of the individual consists of many dimensions (multidimensional), namely the physical, emotional, social, cognitive, aesthetic and spiritual dimensions. Each dimension should be developed as a whole in the educational program as an educational stimulus.

Seeing the reality of our education has not shown bright results as envisioned yet, it is urgent that holistic education is manifested in the national education system. Herry Widyastono

(2012) in his research states that the basic and secondary education curriculum documents in essence have already contained holistic education, because the principles, references, and procedures for curriculum development are in line with the meaning, goals and principles of holistic education. It is just that holistic education has not been implemented comprehensively in learning. In order to implement holistic education in learning, it is recommended that teachers in implementing learning not only developing the realm of knowledge, but also the realm of skills and attitudes, through an active student learning approach. We often hear the term of portfolio-based assessment in lessons using K13. This is none other than an embodiment of the principle of K3 holistic education, namely a center on experience. **K3 Competency-Based Curriculum (CBC)** is structured based on character and applied with the **Student Active Learning** approach, **Integrated Learning, Development, Appropriate Practices, Contextual Learning, Collaborative Learning and Multiply Intelligences** which can create an effective and enjoyable learning atmosphere and **develop all human dimensions holistically**. This character-based holistic education asset has been used by the Ministry of Education and Culture in the project "Implementation Model of BBE (life skills oriented) through integrated learning in low grade kindergartens and elementary schools. (Sumedi, 2012)

At the world level, in connection with the many problems that arise in education and in order for education to meet its role as a pillar of civilization improvement, UNESCO (United Nations Educational Scientific and Cultral Organization) initiated the Four Pillars of Education to improve the quality of education of a nation. The four pillars include learn to know, learn to do, learn to be, and learn to live together. With the foundation of these four pillars, it is the answer to the problems that arise regarding education and producing students who are able to work and can carry out their roles in their respective environments (Juliani et al, 2019). We can interpret the Four Pillars of Education launched by UNESCO as a concept of education that optimizes students' abilities in carrying out their roles in the environment or society. This is in line with the concept of holistic education which aims to create individuals who have complete and comprehensive personalities (intellectual, emotional, physical, social, aesthetic, and spiritual).

Jejen Musfah (2012) in Harni (2015) said that education had to introduce students to important issues faced by humanity, as well as be able to provide solutions to these humanitarian problems. Thus, students had an awareness of the nature of themselves, namely who, what for, and how. The life of a human being has meaning when he is able to provide peace, happiness and enlightenment to those around him. Education with such a description is called holistic education.

Recently, holistic education has encouraged the formation of alternative education models, which may be much different in practice from education in general. The emergence of new concepts in quantum-based education (quantum teaching and learning, accelerated learning, integrated learning, emotional intelligence, spiritual intelligence) are all answers to the dissatisfaction of the old paradigm of education theories (Sumedi, 2012).

All programs designed are contained in the SMA PU Al Bayan curriculum, including the curriculum in schools, mosques and dormitories, and some rules of student daily life. The program implementers are the teachers who live in the same complex with the students, so that they cannot be separated from the interaction between teachers and students at any time. Because parents have entrusted all their children's education to SMA PU Al Bayan, all aspects of student development life are in the process of education at Al Bayan. This is what underlies the educators and managers

of Al Bayan to compile and provide programs and supporting facilities so that all dimensions of student growth and development can be fulfilled. The Al Bayan curriculum is made as complete as possible according to its vision. Therefore, this research is very appropriate if it is carried out at SMA PU Al Bayan as a model for implementing a comprehensive education or a holistic education.

The focus of this research is a multidimensional student learning environment with a sub focus of student learning environment in the perspective of corporeal (physical) emotional, social cognitive spiritual, aesthetics at the individual, communal and social level.

This study aims to analyze the student learning environment in a multidimensional perspective in boarding schools that creates student learning productivity, to find a transformative multidimensional learning environment model in boarding schools.

This research is significant because of several reasons: Boarding school education can be an effective educational model to solve a number of problems in education in Indonesia, such as the problem of accessibility of education in remote areas which are difficult to reach by students if the process of going and coming home from school is carried out every day and in Indonesia it has begun to appear educational institutions with the boarding school model, but until now there is no standardized model and quality assurance standard for the implementation of the boarding school education model which is used as the basis for guaranteeing the quality and effectiveness of learning outcomes under the control of the Ministry. Another case abroad, such as in Singapore or in Australia, which have already standardized boarding schools and there are boarding school associations that focus on studying the implementation of education in boarding schools.

METHODOLOGY

The research was conducted for 2 (two) months, located in a boarding school, namely SMA Pesantren Unggul AL BAYAN Boarding School. This research used a qualitative research method using Soft System Methodology (SSM). As a complex entity, understanding and perceiving the total reality of a school requires a whole, comprehensive or holistic perspective. The application of a holistic perspective in developing the quality of schools is a must. Soft System Methodology (SSM) has a whole, comprehensive or holistic perspective, and is relatively new in the development of a dynamic organizational system or institution.

The author hypothesizes that if this soft system method is applied in the quality management of educational institutions / schools, it will be much more effective than what has been applied so far.

Heru Nugroho (2016) states that systems thinking is a new way of thinking that views problems as a whole (not in isolation). Systems thinking is a transdisciplinary field that arises in response to the limitations of technical approaches in the reduction process to solve a problem that occurs due to technological changes and other factors. Based on its history, SSM was originally used as a modeling tool to easily understand problems that would be described in "real" form, but the trend several years later has been used as a development tool for learning and interpretation activities.

So far, schools have not implemented the SSM method in managing school quality. SSM is used for modeling process within organizations or institutions including educational institutions such as

schools or educational units and their environment as a whole school ecosystem. The SSM method is also often used for modeling change management, where the learning organization itself is change management. SSM was developed in the UK by Peter Checkland at the System Department - University of Lancaster during a ten year research program, and was first published in 1981. The main use of SSM is to analyze complex conditions (complex systems) where there are different points of view on problem definition, on soft problems or problems related to organizational and human behavior which are not deterministic in nature, but probabilistic. Therefore, the essence of SSM is to construct a model of systems related to problem situations in a holistic and dynamic manner. These models are used as discussion media in order to bring about changes in the actual situation. The discussion process allows participants to argue and ask each other in such a way that a variety of perspectives can be expressed. SSM is implemented classically through 7 (seven) stages, as a process (Martin, 2008). The seven stages of the SSM are:

Stage 1 - Examining the unstructured problem.

Stage 2- Expressing problem situations.

Stage 3 - Creating an initial definition of

Stage 4 - Create and test the model conceptually

Stage 5 - Comparing the conceptual model with reality.

Stage 6 - Identify the possible changes and desires of the system elements

Stage 7 - Fixing a situation or solving a problem

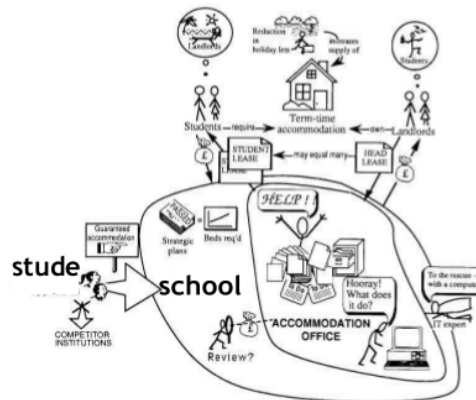


Figure 1 Example of a rich picture diagram.

Figure 1. Rich Picture an example

After obtaining a model that is deemed appropriate and in accordance with the vision and mission of the school, it is recommended that schools create a model for creating a learning environment that is oriented towards a multidimensional holistic education paradigm.

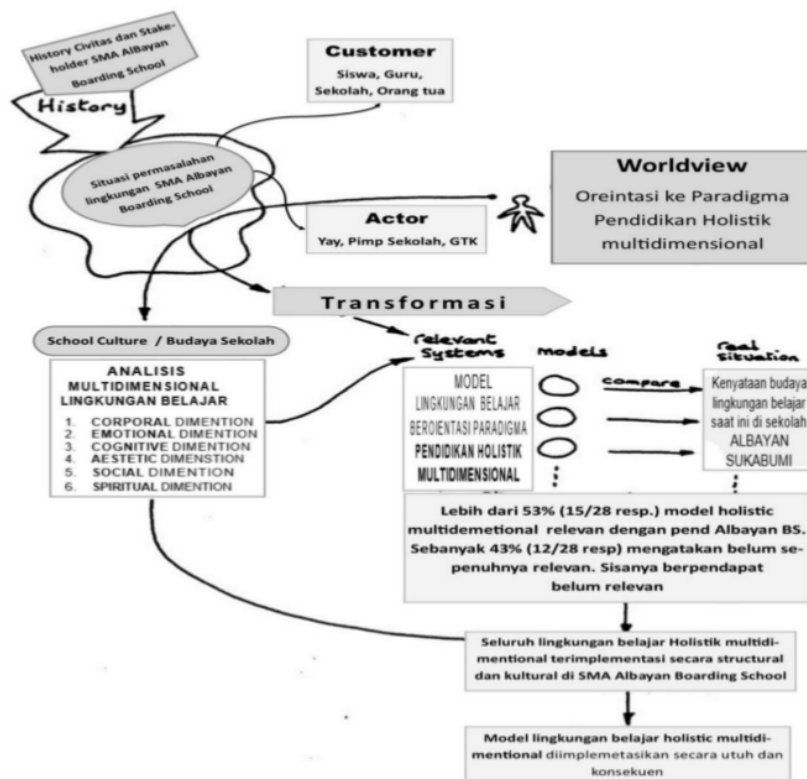
In this study, the principal source of information was the school principal, because the principal was the one who knew most about planning, implementing, evaluating and reflecting in the achievement of school programs. To check and test the consistency of what the principal conveyed, the researcher asked for recommendations from the principal to appoint other relevant informants who could explain the things being researched. So the principal appointed the vice

principal in the field of curriculum, the representative of student affairs, the representative of the dorm, the representative of facilities and infrastructure, the representative in the field of public relations, Counseling Guidance teacher, the School Quality Assurance section, boarding teacher, the representative of grade 12 and 11 and 10 consisting of the student council president, class president, room chairman, outstanding students, sports club member students, activity committee students. The total of all respondents is 28 (twenty eight) people.

The data that has been obtained from this research is to check the validity or its validity by using triangulation techniques, namely by comparing or double checking the degree of confidence of the information status obtained through different time and tools. Re-checking data sources by comparing the observed data with the results of interviews; comparing what someone said in public with what was said in private; comparing what someone said about the research situation with what he said all the time; comparing one's circumstances and perspectives with the opinions and views of others; comparing the results of the interview with the contents of documentation. To perform research data analysis, steps were taken: reducing (collecting) data, displaying / presenting data and drawing conclusions and then being verified.

RESULT AND DISCUSSION

SMA Pesantren Unggul Al Bayan is here to contribute to improving the quality of high school education which is characterized by being superior in the field of science and superior in the fields of faith, piety and morals. The vision of Al Bayan is to develop a balanced personality in the appreciation of faith, scientific reasoning, and to have amaliyah skills so as to create a person with good character (akhlakul karimah). The data and information that will be presented below are the research findings obtained by researchers in the field through the data collection process with the observation data and documents obtained.



Analisis CATWOE

C= Customers the victims or beneficiaries of T

A= Actors those who do T

T=Transformation input output

W= Worldview that makes the T meaningful in context

O=Owners those with the power to stop T

E=Environmental elements outside the system which constraints are taken as given, but nevertheless

C= Siswa, Guru dan Manajemen Sekolah (civitas sekolah), orang tua siswa dan Masyarakat

A= Siswa, Guru dan Manajemen Sekolah

T= Lingkungan Pembelajaran di Sekolah Berorientasi pada paradigma pendidikan holistik multidimensional

W= Paradigma pendidikan holistik Multidimensional SMA PESANTREN UNGGUL AL BAYAN .

E= lingkungan internal dan External sekolah

1. Multi Dimensional and Multi Level Learning Environment.

The vision of SMA PU Al Bayan determines the educational program that is carried out and the fulfillment of all its supporters. In this case the researcher takes a picture of the educational program that has been prepared, implemented and has even been tested since Al Bayan High School was founded and juxtaposes it with the concept of holistic education. Then it will be able to map which aspects of programs and activities are in accordance with the concept of holistic education and which parts have not been fulfilled. The part that has not been fulfilled will be a suggestion for the program to be implemented to be more holistic, namely educational programs that include physical / corporeal (D1), emotional (D2), knowledge / cognitive (D3), social (D4) dimensions, Aesthetics (D5), and Spiritual (D6), which occur in the individual (L1), community / Communal (L2), Social levels

a. Corporal Dimensions

The corporeal or physical dimensions include the ability to move / motor both gross motor or fine motor, physical health and attention to personal safety / health (body awareness).

From all respondents, the following facts were found:

1) Student learning environment in the corporeal / physical dimension (D1) at the individual level (L1).

Based on data from respondents at SMA PU Al-Bayan, it can be concluded that for the corporeal / physical dimension at the individual level to create a healthy student body, physical exercise is carried out with a sports program with a schedule that has been arranged and provided with very adequate facilities. For physical health, medical personnel and facilities for the examination of the sick are provided. Nutritional intake is good with a balanced and varied menu.

2) Student learning environment in the corporeal / physical dimension (D1) at the community level (L2).

At the community level, activities that have been carried out together are already running by involving the entire Al-Bayan community, such as carry out sports activities together, joint management in physical facilities such as classes, dormitory rooms, mosques, clinics, canteens, joint dining places and other facilities such as sports facilities. Likewise in maintaining the cleanliness of the school environment and dormitories. This activity involves students, teachers and employees because all must care about maintaining the facilities that have been provided.

3) Student learning environment in the corporeal / physical dimension (D1) at the social level (L3).

At the social and environmental level, environmental movements that have been carried out include the Adiwiyata school program, the tree planting movement in schools, the clean life movement, disposing of garbage in its place and not damaging the environment. The campaign not to destroy nature was carried out by students who took part in a special extracurricular activity for nature lovers.

From all the indicators of the physical / corporal dimension, it is found that the similarity of opinion between students, teachers, alumni and parents of students. From all these analyzes, it can be concluded that for the corporeal dimensions at the individual, communal and social levels that have been implemented properly, it only needs to be improved in terms of educational content. Students' physical activities are carried out quite optimally, both activities which are coordinated by the school and activities on the initiative of students which are coordinated by the OSIS. Supporting facilities are provided by the school, which is quite magnificent, consisting of indoor and outdoor sports buildings (GOR). Apart from stimulating physical growth and means of socialization, this physical activity has an impact on the absorption of physical energy for a growing teenager. If this energy is not channeled in a positive direction it will be channeled in a negative direction. Health education in order to avoid disease and how to deal with diseases that attack the body needs to be done. Students need to be given education on a Clean and Healthy Lifestyle (PHBS) starting from knowledge about self-sanitation and environmental hygiene, so that students can avoid disease, help themselves if they get sick and help the surrounding environment not to get sick. These health efforts are carried out through preventive measures, health promotion and treatment in the event of illness (curative). Personal hygiene such as bathing still needs to be controlled in terms of its implementation. Preventive measures for student illness, such as the health status of students at the beginning of school entry, have been carried out but periodic health checks have not been carried out. Likewise, knowledge of food nutrition, function and amount of needs as well as eating ethics need to be taught and practiced in a controlled manner. Because this will have a more holistic impact if knowledge, practice and the environment are connected. There are many added points obtained by students as one of the advantages of education if the "eating process" alone becomes a lesson for students in boarding schools. If this is implemented, a new culture will be created as a result of culture in schools. A positive culture that is not only no longer picky about food, but more than that having the awareness of the meaning of nutrition, independent attitude in choosing intake, and has ethics in eating.

A number of physical activities that have been carried out by Al Bayan students at the individual and communal levels have shown indications of the concept of holistic education as suggested by BF Skinner in Don W Edgar, where in the physical dimension in the form of behavior, learning objectives must be used and determined in behaviors that can be measured and become a reference. The teaching process phase is supported by BF Skinner and reinforcement are used to enhance learning (operant conditioning). The programmed instruction movement was also supported by B. F. Skinner, who outlined instruction based on learning theory. The individual instructional approach deals with individual learning, which is tailored to the desires of students. (Don W. Edgar (2012).

At the social level, Al Bayan students have shown indications of carrying out activities in the corporeal dimension at the social level. The importance of physical / corporeal education in the natural and social environment as JJ Rousseau's concept in Svetlana Bardina 2017, which

emphasized the natural and social dimensions, ³¹ said that his educational theory was based on the assumption that children were natural beings. (Svetlana Bardina 2017)

b. **Emotional Dimensions**

²⁶ the emotional dimension, the research findings obtained from student and teacher respondents are as follows:

1). Student learning environment in the emotional dimension (D2) at the individual level (L1).

In the learning process at SMA PU Al Bayan in the classroom and in the teacher's dormitory to instill character values in students so that students are able to manage their own attitudes and emotions. These character values are conveyed by the teacher through moral advice and motivation and character values in accordance with the vision and mission of the school. The main values of the character instilled are to make Al Bayan students become independent, achievers, have good character, practice Islamic spiritual values, respect others, love and embrace friends, are honest in their attitude and have the ability to manage time. Besides that, the teachers themselves set examples and become role models in everyday life.

To build the ability to control oneself on academic and non-academic problems, guidance and monitoring of student attitudes by teachers (religion teachers, counseling teachers, homeroom teachers, boarding teachers, and lesson teachers) is carried out. Self-control learning is carried out through noble moral education, student emotional control training, the ability to think clearly and learn to be responsible. Students are accompanied and guided by competent teachers, who assist students in solving problems both academically and non-academically. Students feel that living in a dormitory is learning to control themselves. Since the beginning of entering school, students are equipped with an orientation about boarding life such that students will face a variety of different (heterogeneous) personalities in everyday life. To solve every problem and become a benchmark for students' behavior to return to the Al-Quran and Hadith as a guide / guidance that must be obeyed, in addition to the applicable school regulations. Character education for Al Bayan students is basically to develop noble personalities as educated individuals.

Education in the emotional dimension through character education at Al Bayam is important and also relevant to the concept of holistic education experts such as the concept ³⁰ of personal education put forward by Carl Rogers. Rogers' personality theory basically focuses on the notion of self or self-concept. The self-concept is broadly defined as the individual's tendency to act in a self-actualizing way, leading to his differentiation and a group of experiences, therefore, distinguished and symbolized in conscious awareness as self-experience, the sum of which defines the individual's self-concept. (Nik Ahmad Hisham, 2015)

2). Student learning environment in the emotional dimension (D2) at the community level (L2).

At SMA PU Al-Bayan, there is a school program that runs to build noble morals, collective awareness and self-control as a learning community, namely by having a cycle of morals and character, building togetherness, ukhuwah and independence with various student council activities, application of understanding religious teachings in everyday life, and cannot be separated from guidance by teachers. At the community level, the emotional domain of education for Al Bayan students basically aims to develop positive characters in interacting with entities outside of themselves as fellow student communities. Affirmation of individual character education (personality) is a strong asset for each individual in interacting with fellow students and

it is hoped that a positive character of the community will be formed as an educational goal at Al Bayan school.

Individual development and self-reliance stability are very important as suggested by Maslow's Holistic education expert. Maslow (1943, 1970; Otway & Carnelley, 2013) in Michaela Neto 2015 highlighted the importance of early experiences on individual development and personality stability; the scaffold for autonomy and personal growth is associated with mutual love and respect from an early age. Environmental conditions must accommodate in order for individuals to achieve self-actualization - in some cases this may take years, because those who lack guidance at lower levels of Maslow's hierarchy of needs are governed by the problem (Gold, 2013; Huss & Magos, 2014)

3). Student learning environment in the emotional dimension (D2) at the social level (L3).

The social character development at SMA PU Al Bayan is more honed in the dormitories. Teacher factors that play a more role as a motivation for students to have independence in determining attitudes. In relation to the surrounding community, there is no special program designed to develop students' emotional intelligence in building relationships and social cohesion in the community. To build social relations with the community around the OSIS, activities such as a cheap bazaar, social service, medical treatment & mass circumcision, as well as the distribution of sacrificial meat. Emotional education at the social level has been shown by Al Bayan students as an indication that emotional education at the social level is an important part of educational goals at AL Bayan. The point is that students socially have empathy and attention or attitude of concern. Emotional character education at the social level is also relevant to the concept of holistic education expert Daniel Goleman about the importance of Social Emotional learning.

SEE (Social Emotional Education) Learning Framework which explores creatively and seriously what education can be done to maximize the growth of present and future generations. It builds on the innovative work being done in Social and Emotional Learning and other educational initiatives that seek to introduce holistic education to schools.

At SMA PU Al Bayan it was concluded that education for the emotional dimension at the individual level was carried out first through the cultivation of knowledge about character carried out by various methods such as moral advice, giving examples in everyday life and emphasizing the vision and mission of the school to students. From the start, students are given an insight into the life that will be carried out while in boarding school. Students are given provision about differences and how to respond to differences in solving problems, put forward the attitude to be able to control themselves, love each other, respect, help, embrace fellow students, are honest in attitude and have independence in managing time so they are not easily influenced (emotionally involved) by other friends / students. All these ways of behaving are based on Islamic values in accordance with the guidance contained in the Al-Quran and Hadith, in the monitoring and guidance of teachers.

From a social perspective, at Al Bayan there is no special program to facilitate the development of students' emotional intelligence in building relationships and social cohesion in the surrounding community. However, several activities together with the community around the school were carried out through student council activities such as a cheap bazaar, social service, mass medical & circumcision, and distribution of sacrificial meat. This activity has not been carried out to a

reflective level as a measurable learning outcome, such as how students benefit from factual learning experiences in a very complex and heterogeneous society.

In the context of pluralism or multicultural issues that require a willingness to tolerate, mutual respect between ethnicities and between cultures, it is not clear yet. Meanwhile, special activities designed to understand the culture between regions and nations did not involve many students, only a few representative students participated, such as international cultural mission activities. Awareness of pluralism is expected to emerge as students' attitudes after being discussed in an integrated manner in the lesson (intracurricular activities).

Education at Al Bayan emphasizes the values of peace and teaches Islam as the religion of rahmatan lil'alamin. Love for God must be manifested in the form of love for fellow human beings. One of the cross-country activities such as the Palestinian concern movement, which is based on a sense of humanity as fellow human beings and fellow Muslims. However, this activity has not been felt and carried out by all students. To connect students in a global context, so that even though students live in the dorms they are not left out of the loop and begin to get involved in thinking about world problems.

c. **Cognitive Dimension (D3)**

In the cognitive dimension, the researcher found the results of student and teacher respondents as follows:

1). Student learning environment in the cognitive dimension (D3) at the individual level (L1).

To build self-awareness as learners in preparing for the future, Al Bayan students are very aware that they must develop an independent attitude, have self-motivation / awareness, have a clear orientation about their goals / objectives from an early age, be diligent in learning by having a schedule that is clear, and believes that to achieve goals must be accompanied by prayers and blessings from parents. Students state that they must know themselves and have confidence in their strengths, weaknesses, potentials and talents and have insight into the prospects for future opportunities and challenges. To build self-awareness to become personal learners in preparing for the future, students are guided by teachers who provide insights & challenges in the future. Students are guided to set their goals from an early age, have motivation to learn, can learn independently and have an understanding that learning is God's commandment and always remember the struggles, sacrifices and mandates of their parents. These things are always held by students in spurring themselves to focus and be sincere in studying at Al-Bayan.

The learning process at Al-Bayan is a student center, by taking various approaches such as practicum / experiments, doing assignments and projects, group discussions, Megajar Learning Activities (KBM) outside the classroom, so that according to students learning is not boring even though the teacher often speaks. In the implementation of learning, some teachers explore the subject matter, half the teachers rarely do it. The teachers also connect the subject matter with the reality that is around students, usually at the end of the chapter, taught about the use / application of the material being studied and taught in different ways to understand students. Things that are rarely done include learning using concept maps, selecting essential materials, and practicing these materials outside the classroom. Lessons often discuss and solve selection questions to enter higher education. This is because the learning target at Al-Bayan is directed to qualify for entry to state universities. All students at Albayan are students majoring in Science.

The scientific method is used in teaching and learning activities by teachers and students only on certain materials. Students are rarely invited to discuss and present what they understand, think critically, inquire / find their own lesson concepts and communicate them to other people, problem solving, question and answer, think inductively to formulate conclusions. In teaching and learning activities, various learning media are used in several lessons. Most often, teaching and learning activities in computer laboratories use the internet, using audio-visual media. However, not every KBM uses learning media.

Al-Bayan students are able to reflect on their learning outcomes. Reflection on learning outcomes is carried out after the teaching and learning activities end. Reflections on their learning outcomes when studying together in class or in dormitories and in daily life and in carrying out religious teachings. The learning process of the Al Bayan students has basically applied the principles of learning as the education experts. One of them is learning at the individual level cognitive domain. The learning concepts of constructivism and structuralism have been carried out by students.

Mary S. Poplin (1988) states that structuralism is actually a philosophical method to collect, understand, organize, and interpret phenomena (Piaget, 1970). But the word structuralism sounds reductionistic, and with reference to "structuralism" that takes on more baggage than is desired.

2). Student learning environment in the cognitive dimension (D3) at the community level (L2).

Regarding hostel life, students have the view that students learn to live in dormitories. Learning in schools and in dormitories educates students to make solutions and make decisions by considering many things. Schools create environments and situations that make students have broad insight, think critically and creatively and find solutions to problems. According to students, this process cannot be separated from the mentoring of teachers who are always ready to guide students at any time.

At Al Bayan there is a program to build collective intelligence which becomes the identity of the Al Bayan learning community, in the form of academic coaching, familiarizing discussions and learning together to help each other, coaching student leadership through OSIS and MPK and extracurricular activities. The life in the hostel itself forms the collective independence of the students. Al-Bayan School also has a quality standard for student graduation.

The learning activity is in line with Freinet's concept, a holistic education expert, especially in the community level cognitive domain. To motivate and help children to succeed, Freinet school fully integrates them into learning development, classrooms and school organization. Really involved in the learning process, children regularly attend "workshop classes" and "walking classes". They also keep school journals and perform theater or dance. (Krystyna Nowak, 1992).

3). Student learning environment in the cognitive dimension (D3) at the social level (L3).

In a social perspective, there is no special program that Al Bayan and the community have held with the aim of building students' collective social intelligence in society. However, several activities have been carried out, such as health counseling and free health services as well as guidance for recitation and the initiation of environmental sanitation programs.

The cognitive domain at the social level does not appear to have a wide variety of activities and relevant themes. Whereas the cognitive domain at the social level is the embodiment of the

concept of holistic education where the processes and learning outcomes actually cover the social level cognitive domain. This concept is very intensively elaborated by the holistic education expert Vygotsky. Vygotsky was very concerned with the social aspect of the process

The cognitive strengthening of students at Al Bayan is focused on lessons in the Science department, this starts from the initial process of admitting new students with standards and interests in Science. The final target is to get students admitted to well-known State Universities (PTN) with their favorite majors. For this reason, the teaching and learning process and guidance for the preparation of the PTN entrance test were carried out by Al Bayan teachers themselves from the time the students rose to grade 12 until after the implementation of the National Examination until before the students entered the PTN entrance test. Therefore the target of teaching and learning in grade 12 is to complete as many entrance test questions as possible. Every year, at least 93% of Al Bayan students are accepted at favorite PTN. This shows that the students' mastery of basic scientific concepts developed at Al Bayan is very capable of being understood by students. However, when choosing a major, it is open to students to choose majors outside of Science, so students also prepare tests for Science and Social Sciences.

The education process is handled by teachers who have been selected in such a way as to meet the teacher qualification requirements at Al Bayan. All teachers who teach are alumni from well-known PTNs, so that teachers can share their experiences of entering PTN, the world of campus and the process of studying at the PTN. A teacher at Al Bayan in addition to mastering the knowledge according to the lesson he is teaching is also required to master one branch of religious knowledge. So that a mathematics teacher he is also a teacher of Interpretive Science. The physics teacher is also a Hadith Science teacher.

In the cognitive dimension, all activities at Al Bayan are in accordance with its vision and mission. It's just that if we refer to the formulation of holistic education, Al Bayan should build a cognitive program that opens students' global horizons, is related to current environmental needs and issues, and has insight into how a scientist's process of producing a science in the form of theory, theorem or postulate.

d. **Social Dimension (D4)**

In the social dimension the researcher found the results of student and teacher respondents as follows:

1). Student learning environment in the social dimension (D4) at the individual level (L1).

The education system at Al Bayan provides awareness to students that as individuals they cannot be separated from the community, social and even global society. Education in the dormitory gives students awareness of social life, so they must be able to socialize, live together, help each other and help in one community. Students are in diversity so they need to respect each other's differences and control each other socially. There are also students who are actively involved in student organizations such as OSIS and participate in cultural mission activities abroad to understand the social role in the global world.

Sunil Batra (2013) says that Erik H. Erikson, a thinker, clinical expert and cultural anthropologist, proposes a unique theoretical framework for building connections between the various stages of human development, maturity growth in adulthood, and the relationship between individuals and society. Erikson built his theory on Sigmund Freud's theory of psychosexual development and his

own work with children and families. For Erikson, the social aspects that influence human development are more important in shaping the identity of human personality.

2). Student learning environment in the social dimension (D4) at the community level (L2).

Parenting students to develop social behavior in Al Bayan which in fact is a homogeneous environment (all male students) are carried out by the homeroom teacher, counseling teachers and all parties through programmed guidance. According to teachers and students, coaching in a homogeneous environment is felt to be better because it is more focused, especially on moral and religious cultivation. The teachers have been provided with knowledge about the psychology of adolescent development and students are invited to identify themselves as developing adolescents. The teacher's job is to monitor students for behavior that deviates from these developmental characteristics. So that the teacher is to build motivation from himself even though he is in the middle of a homogeneous environment. Students are taught what to do and what not to do in homogeneous daily interactions, the provisions of which are contained in the School and Boarding Rules. However, students are also introduced to how to socialize and socialize in a heterogeneous outside world, including the ethics of socializing with the opposite sex.

3) Student learning environment in the social dimension (D4) at the social level (L3).

In Al Bayan, it can be concluded that the role of the community around the school in the education process in Al Bayan does not directly exist because Al Bayan has its own system. However, Al Bayan students often carry out social and religious activities with the surrounding community to hone their social spirit. The reciprocity of this social activity motivates students to understand the local culture and the enthusiasm to play a role in society. These community social activities are coordinated by the OSIS. As a result of this good relationship the community participates in supervising and protecting the school environment.

The social dimension includes the ability to live together with other people or in a community (socialization), and social skills (social skills). At SMA PU Al Bayan it can be concluded that the boarding education system has given students awareness that they live together in one community with others, so they must be able to socialize. At the social level, it shows that students have quite good social skills, such as mutual help and assistance, mutual respect for differences even though they have various cultural and social backgrounds and mutually control each other socially. Although Al Bayan students live in a gender homogeneous environment, they are also equipped with social skills in a heterogeneous environment. The ability to live together (socialization) and social skills (social skills) is based on the cultivation of moral and religious values and in the guidance of teachers. At Al Bayan there are also social activities for students with the surrounding community, which have proven to hone the social spirit and motivate students to understand the character and culture of the community (Sundanese culture) and the spirit to play a role in society. In the perspective of the nation and state, the very dynamic socio-political life of the nation, often shows a phenomenon of social disintegration. The Al Bayan school program in creating a nation that is ready to live together as a diverse nation in a very dynamic national socio-political life, benefits from the situation of students from all over Indonesia, so that they are accustomed to learning in diversity. Coupled with a program to foster a spirit of nationalism through the commemoration of national holidays, the implementation of flag ceremonies, and updates to the phenomenon of social developments that occur throughout Indonesia through online media. Although there is no specific program for this other than school routine. The study of the nature of

humans as social beings is conveyed in routine studies of faith and fiqh in mosques. There is a doctrine that the human duty in the world is as a caliph, as stated in the Koran.

The effects of living in a boarding school instill students to be good people, know how to get along with peers, with older people, to be more respectful and have social sensitivity. Students understand each other's friends, understand the differences that exist and learn to understand, respect and obey the laws / rules that apply to everyone, unite differences without protest because they feel unfair. Parents of students have a lot of hope to hone their social skills by enrolling their children in boarding schools.

Society is a great place to study. Learning activities in the community need to be improved. This is to obtain input on social problems from the real community and generate inspiration and determination to be able to act on the community as a candidate for the nation's leader, removing egoism as a social being. Hopefully social awareness will arouse the determination that any knowledge that students later wrestle with and become experts, that technological science is for the greatest possible benefit of mankind, so as to avoid human problems (social jealousy, social inequality, enmity, discomfort, and so on.).

e. Aesthetic Dimensions (D5)

1). Student learning environment in aesthetic dimensions (D5) at the individual level (L1).

Art activities at Al Bayan include minimal activities. The aesthetic aspect is not really a concern. According to students, art activities were defeated by academic activities. Aesthetics is emphasized as one of the characteristics of everyday students, expressed in good attitudes and speech. The students did not really pay attention to aesthetics in everyday clothes and worship clothes. Education about aesthetics is taught in intracurricular and extracurricular arts lessons and is in the element of report card assessment. The school gives awards to students who are considered to have good aesthetic creativity. Some of the activities include performances in the arts, participating in art competitions and cultural missions abroad.

2). Student learning environment in aesthetic dimensions (D5) at the community level (L2).

Programs at Al Bayan to develop collective aesthetics in relationships and works of art are accommodated in extracurricular activities. Aesthetics coaching for students is carried out in seminars on social ethics and the existence of art performances.

This intelligence refers to the ability to think in music. The ability to understand, hear, recognize, remember, and possibly use a tone or melody pattern. Individuals who have a strong musical intelligence can remember music easily and everything that music has served. This ability also has a relationship with tone patterns and sensitivity to sounds from the environment and human voices. (Atqa Akramal Camels, 2018)

3). Student learning environment in aesthetic dimensions (D5) at the social level (L3).

In a social perspective, at SMA PU Al Bayan there are no programs and activities that have a love orientation to culture, planting aesthetic values with the surrounding community as part of the effort to cultivate a positive culture that develops in society. New artistic activities are limited to the internal school environment such as art performances that are accommodated by OSIS, introducing Sukabumi's potential in school tour activities, Taa'ruf and Local Excellence-Based

Learning (PKBL) programs, including local cultural material in cultural arts lessons and introducing national culture outside country through cultural missions.

f. Spiritual Dimension (D6)

In the spiritual dimension, the findings of researchers from student and teacher respondents are as follows:

1). Student learning environment in the spiritual dimension (D5) at the individual level (L1).

The religious learning that is carried out, directly or indirectly, fosters students' belief and faith in Allah SWT, it can be seen from the increasing intensity of ubudiyah compared to before Al Bayan. In Al Bayan, there are lessons on dirosah Islamiyah called pesantrenan material, in the form of fiqh, aqidah, siroh nabawiyah, recitation, and tahfidz. The implementation of compulsory worship and sunnah at Al Bayan is also done well. If a student violates there is a consequence in the form of push ups 15 times for each violation. For example masbuq, not together in the mosque, not praying the salat, and not praying the sunah rawatib. This makes students motivated to worship. However, it is emphasized to worship not because of compulsion but purely from within.

JANE BONE (2007) wrote that Montessori wrote a lot about children as spiritual embryos' (Montessori, 1988, p. 55). This phrase implies that the growing child is spiritual and that spirituality can be conceptualized as developing in an orderly manner given the right of conditions. He found it clear that his educational methods were designed to support the 'inner life' (Montessori, 1967, p. 40).

2). Student learning environment in the spiritual dimension (D5) at the community level (L2).

Religious activities form the togetherness of fellow students, such as reminding each other to pray in congregation at the mosque, acting themselves to hasten to form neat lines when praying in congregation, respecting teachers and friends who are giving tausyiah, must be able to become leaders in prayer with correct reading and be able to become commoners follow the movements and readings of the priest which in everyday life means being able to position oneself as a person being led who must obey the leadership.

3). Student learning environment in the spiritual dimension (D5) at the social level (L3).

In a social perspective, religious programs that are routinely held in the community together with the surrounding community in order to increase community religiosity, at SAM PU Al Bayan are carried out in the form of distributing Zakat, Infaq and Sodaqoh (ZIS), and qurban animals, commemoration of Islamic Holidays (PHBI).) and regular recitation of mothers, fathers and teenagers around the school.

The themes of the activities with social orientation in the spiritual domain are to show harmony with fellow communities and the environment so that life together with the community and the surrounding environment is maintained and sustainable. The themes of activities like this in the perspective of holistic education are an important part because basically the life of students in dormitories and real schools is an integral part as a network of social ecosystems so that the integrity and sustainability of social ecosystem networks and environmental ecology are maintained. This is relevant to the spiritual concept at the social level in holistic education represented by the expert Fitjtrof Capra.

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