



THE ROLE OF TRITUGAS PENGABDIAN IN STRENGTHENING TEACHER CHARACTER

Muhammad Yusril Mustaqim¹, Cik Suabuana², Asep Dahliyana³

Postgraduate, Universitas Pendidikan Indonesia, Indonesia

Correspondence: *E-mail: elmostaq@upi.edu

ABSTRACT

This study explores the essence and implementation of Tritugas Pengabdian—teaching, studying, and assisting institutional management—as a framework for strengthening teacher character in modern Islamic boarding schools. Using Creswell's exploratory mixed methods approach, qualitative data were gathered through interviews and observations, while quantitative data measured the effectiveness of character development outcomes. Findings reveal that Tritugas Pengabdian fosters key virtues such as responsibility, discipline, and integrity, aligning with the Panca Jiwa values upheld at Pondok Modern Darussalam Gontor. The structured involvement in educational, academic, and operational tasks enhances moral development and professional growth among teachers. The study concludes that Tritugas Pengabdian is an effective model for character education, recommending its broader application in other Islamic educational institutions for holistic teacher development.

ARTICLE INFO

Article History:

Submitted/Received: 11 Dec 2024

First Revised: 30 Jan 2025

Accepted: 15 Feb 2025

First Available online: 1 Mar 2024

Publication Date: 1 Mar 2024

Keyword: Modern Islamic Boarding School, Panca Jiwa, Teacher Character Tritugas Pengabdian.

1. INTRODUCTION

Character education is an urgent need in Indonesia's national education system to address increasingly complex moral and ethical challenges. Research has shown that character education plays a significant role in shaping individuals with integrity and responsibility. However, its implementation often faces challenges, such as insufficient emphasis on moral and ethical dimensions, as most curricula remain cognitively focused (Lapsley & Woodbury, 2016; Zurqoni et al., 2018). Pesantren, as Islamic educational institutions with a long-standing tradition of character formation, employ a holistic approach that integrates religious instruction, academic education, and moral habituation in daily life (Zarkasyi, 2020). Nevertheless, character development efforts for teachers in pesantren have received limited attention, despite teachers' critical role as moral exemplars for students (Arthur & Carr, 2013).

The limited focus on teacher character development in modern pesantren is further evident as most teachers are alumni who have only recently completed secondary education equivalent to high school. This situation necessitates more intensive academic and non-academic training to ensure teachers can effectively model positive character for their students (Zarkasyi, 2020). Unfortunately, there is no standardized framework specifically governing teacher character development in pesantren, while instances of moral violations by teachers have highlighted weaknesses in the existing training systems (Zurqoni et al., 2018). This underscores the need for a structured system to cultivate teacher character more effectively.

Pondok Modern Darussalam Gontor (PMDG) serves as the focus of this study due to its pioneering modern pesantren system that blends classical Islamic scholarship with a structured modern education framework. One of its key initiatives is the *Tritugas Pengabdian* system, which mandates three core responsibilities for teachers: teaching, pursuing higher education, and contributing to pesantren operations. This model has proven effective in character formation by incorporating the values of *Panca Jiwa*—sincerity, simplicity, self-reliance, Islamic brotherhood, and freedom (Zarkasyi, 2020). This holistic educational model aligns with Bates (2019) emphasis on character-based education combined with experiential learning.

This study contributes theoretically by expanding the concept of *Tritugas Pengabdian* within the context of modern pesantren education. Practically, the findings are expected to

serve as a guide for pesantren in implementing teacher character development programs based on the *Tritugas Pengabdian* model. By integrating the values of *Panca Jiwa* into teacher development systems, this research aspires to offer both theoretical insights and practical recommendations for broader application in pesantren across Indonesia, addressing both moral challenges and the demands of modern education (Bates, 2019; Lapsley & Woodbury, 2016).

2. METHOD

The research method used in this study is a descriptive qualitative approach with an exploratory design based on Creswell (J. W. Creswell, 2018). This study aims to explore and understand the essence and implementation of *Tritugas Pengabdian* at Pondok Modern Darussalam Gontor as a way to strengthen teacher character. Data were collected through in-depth interviews, observations, and document analysis.

Primary data were obtained through interviews with teachers, pesantren administrators, and those directly involved in the *Tritugas Pengabdian*, which includes teaching, studying, and assisting in the pesantren's institutional and business units. Observations focused on teachers' daily activities, including their teaching, academic participation, and contributions to pesantren management. Document analysis included reviewing institutional records, reports, and policies related to the *Tritugas Pengabdian*.

Teachers were selected based on three criteria: (i) experience in performing the three duties, (ii) active participation in educational and business activities, and (iii) understanding of *Panca Jiwa* values. Participants included senior teachers, junior teachers currently performing the duties, and pesantren educational administrators.

Data analysis was conducted using thematic analysis, involving data reduction, presentation, and conclusion drawing. The results will identify the essence, implementation, and impact of *Tritugas Pengabdian* on teacher character development. These findings will be used to propose strategies for sustainable character development through the *Tritugas Pengabdian* model in modern pesantren settings.

3. RESULTS AND DISCUSSION

3.1 Results

This study explores Tritugas Pengabdian as a model for strengthening teacher character at Pondok Modern Darussalam Gontor. Tritugas involves three core responsibilities: teaching, studying, and assisting the institution. These duties are implemented through the values of Panca Jiwa, aiming to instill integrity, responsibility, and dedication in character formation.

Tritugas teachers are alumni entrusted with teaching, mentoring, and guiding students as a form of service to the pesantren. They commit to a minimum one-year service period without formal financial compensation, emphasizing sincerity and moral accountability. This concept reflects a reciprocal relationship where teachers contribute to the institution's sustainability while continuing their personal development.

Tritugas Pengabdian divides teacher roles into three components: (1) teaching, where teachers instill moral values both inside and outside the classroom, (2) studying, which involves pursuing higher education for self-improvement, and (3) assisting the institution through operational and administrative support. These responsibilities ensure both professional competency and strong moral character development.

The Panca Jiwa values—sincerity, simplicity, self-reliance, Islamic brotherhood, and responsible freedom—are deeply embedded in all aspects of Tritugas Pengabdian. Sincerity is reflected in teaching without expecting personal gain, while self-reliance is nurtured through academic development and administrative duties. These values create a comprehensive framework for character development.

The Tritugas Pengabdian system has proven effective in strengthening teacher character by fostering accountability, exemplary conduct, and integrity. Teachers are not only educators but also serve as moral role models for students, embodying the core values upheld by the pesantren.

Despite its effectiveness, the implementation of Tritugas Pengabdian presents challenges, including time management, physical demands, and limited rest periods. Teachers often face personal challenges, such as emotional strain and family responsibilities, which can affect their performance and focus.

3.2 Discussion

Concept and Implementation of Tritugas Pengabdian in Strengthening Teacher Character

The research shows that the Tritugas Pengabdian model is important for strengthening teacher character at Pondok Modern Darussalam Gontor. This model consists of three main tasks: teaching, learning, and assisting the institution. These tasks help develop both professional skills and strong moral values in teachers, such as integrity, responsibility, and dedication, making Tritugas Pengabdian not just a teaching model but also a framework for continuous character development.

The Role of Panca Jiwa Values in Teacher Character Development

The five values of Panca Jiwa—sincerity, simplicity, independence, Islamic brotherhood, and responsible freedom—are central to the Tritugas Pengabdian system. These values are applied in all aspects of teachers' work, from teaching to self-improvement and supporting the institution. By following these values, teachers become moral role models for students, not just educators. This approach helps in building a strong character in teachers, who pass on these values to the students.

Challenges in Implementing Tritugas Pengabdian

Despite its benefits, there are challenges in implementing Tritugas Pengabdian, such as time management issues and the physical and emotional demands of the tasks. Teachers often struggle to balance teaching, studying, and assisting with administrative duties, leading to stress and fatigue. These challenges can affect their performance, making it difficult to maintain focus and well-being.

Alignment with Character Education Theories

The *Tritugas Pengabdian* approach aligns well with character education theories that emphasize role modeling and experiential learning (ANAM et al., 2019; Arifin et al., 2023; Buang & Chew, 2014; Dempster, 2020; Vozzola, 2014). Teachers are not only taught values theoretically but also actively practice them in their daily lives. This practical application of values enhances the character-building process, making it more impactful for both teachers and students. The emphasis on experiential learning aligns with Islamic education's focus on holistic development, as seen in the works of Usman et al. (2017) and Alimron et al. (2023).

4. CONCLUSION

Tritugas Pengabdian proves to be an effective framework for strengthening teacher character, integrating core values like sincerity and responsibility. While challenges exist, the system creates a morally grounded educational environment. This research offers valuable insights and recommendations for other pesantren to consider implementing similar models to enhance teacher character development.

This research makes a theoretical contribution by deepening the understanding of character strengthening through Tritugas Pengabdian. Practically, the findings of this study can be implemented by other pesantren in designing structured and sustainable character development programs. Through this approach, it is hoped that pesantren can create an educational environment that not only prioritizes academic achievement but also emphasizes the importance of developing moral and ethical values for the character of students.

5. REFERENCE

- Alimron, A., Syarnubi, S., & Maryamah, M. (2023). Character Education Model in Islamic Higher Education. *AL-ISHLAH: Jurnal Pendidikan*, 15(3), 3334–3345. <https://doi.org/10.35445/alishlah.v15i3.1452>
- ANAM, S., NYOMAN SUDANA DEGENG, I., MURTADHO, N., & KUSWANDI, D. (2019). The Moral Education and Internalization of Humanitarian Values in Pesantren: A Case Study from Indonesia. *Journal for the Education of Gifted Young Scientists*, 7(4), 815–834. <https://doi.org/10.17478/jegys.629726>
- Arifin, S., Utama, S., Aryani, S. A., Prayitno, H. J., & Waston, W. (2023). Improving The Professional Teacher Competence Through Clinical Supervision Based on Multicultural Values in Pesantren. *Nazhruna: Jurnal Pendidikan Islam*, 6(3), 386–402. <https://doi.org/10.31538/nzh.v6i3.4037>
- Arthur, J., & Carr, D. (2013). Character in learning for life: a virtue-ethical rationale for recent research on moral and values education. *Journal of Beliefs & Values*, 34(1), 26–35. <https://doi.org/10.1080/13617672.2013.759343>
- Bates, A. (2019). Character education and the ‘priority of recognition.’ *Cambridge Journal of Education*, 49(6), 695–710. <https://doi.org/10.1080/0305764X.2019.1590529>
- Buang, S., & Chew, P. G.-L. (2014). *Muslim Education in the 21st Century*. Routledge. <https://doi.org/10.4324/9781315817873>

- Creswell, J. W. (2018). Research Design: Qualitative, Quantitative, and Mixed Methods Approaches. In J. D. Creswell (Ed.), *SAGE Publications* (5th ed.). SAGE Publications. <https://www.taylorfrancis.com/books/9781317479093/chapters/10.4324/9781315707181-60>
- Dempster, M. (2020). An exploration of character education as a tool of 'moral repair' in the developing world. *Journal of Religious Education*, 68(2), 249–265. <https://doi.org/10.1007/s40839-020-00107-5>
- Lapsley, D., & Woodbury, R. (2016). Moral-Character Development for Teacher Education. *Action in Teacher Education*, 38(3), 194–206. <https://doi.org/10.1080/01626620.2016.1194785>
- Usman, A. H., Shaharuddin, S. A., & Zainal Abidin, S. (2017). Humanism in Islamic Education: Indonesian References. *International Journal of Asia Pacific Studies*, 13(1), 95–113. <https://doi.org/10.21315/ijaps2017.13.1.5>
- Vozzola, E. C. (2014). *Moral Development*. Routledge. <https://doi.org/10.4324/9781315871226>
- Zarkasyi, H. F. (2020). Imam Zarkasyi's Modernization of Pesantren in Indonesia (A Case Study of Darussalam Gontor). *QIJIS (Qudus International Journal of Islamic Studies)*, 8(1), 161. <https://doi.org/10.21043/qijis.v8i1.5760>
- Zurqoni, Z., Retnawati, H., Apino, E., & Anazifa, R. D. (2018). IMPACT OF CHARACTER EDUCATION IMPLEMENTATION: A GOAL-FREE EVALUATION. *Problems of Education in the 21st Century*, 76(6), 881–899. <https://doi.org/10.33225/pec/18.76.881>