## SYSTEMATIC LITERATURE REVIEW
## OVERVIEW OF SOCIAL CARE CHARACTER IN PONDOK STUDENT

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## ABSTRACT

Social caring character is a very important aspect in character education because this social caring character includes several behaviors, namely empathetic behavior, a sense of desire to be able to help other people, and also caring behavior for the welfare of a community or the environment around it. . Islamic boarding school is also an educational institution which is based on the Islamic religion and also has a very significant role in forming the character of its students, including this social caring character. This research has the aim of being able to describe the social caring character shown by Islamic boarding school students at Islamic boarding schools. The results of this research show that students at Islamic boarding schools generally have a high social care character. This is seen or demonstrated through various social activities carried out at Islamic boarding schools such as mutual cooperation activities, social service, and also providing assistance or services to local communities in need. There are several factors that support the formation of a socially caring character in students, including emphasizing religious and humanitarian values, as well as the role of caregivers and educators who are role models for students in Islamic boarding schools. This research provides a very important contribution to the understanding of how social care character is formed in Islamic boarding school environments and can also be a reference for developing character education programs in other educational institutions. This research also emphasizes how important the active role of all parties is in forming a young generation who is not only intellectually intelligent but also has high social awareness.

*Keywords: Social caring character, Santri, Islamic boarding school*

## INTRODUCTION

Character education is very important in this era of globalization, where moral and ethical values are often not considered important or even neglected. This social caring character is a very important aspect which needs to be instilled in a person from an early age to be able to form a generation that is not only intellectually intelligent but also has a sense of sensitivity and concern for others in the environment. surroundings. In this context, Islamic boarding schools are one Traditional and modern Islamic educational institutions have a strategic role in instilling moral and social values in their students. This Islamic boarding school is an example of an educational institution that actively develops a social caring character in its students, which character is developed through several programs and activities at the Islamic boarding school. Researchers and world-class figures also gave their voices regarding the important issue of character formation, from Theodore Roosevelt, the former president of the USA, who said that "To educate a person in mind and not in morals is to educate a person to society". Mahatma Gandhi also warned

about one of the seven fatal sins, namely "education without character". according to (Wibowo, 2013). Character education is an education that is used to instill and also develop character in students (Santri), so that they can have a noble character that can be applied in their daily lives in the environment around them. Character education at this Islamic boarding school has its own uniqueness in that it can combine religious aspects with the habituation of positive values in daily life, where character education at this Islamic boarding school places more emphasis on example and direct experience in everyday life. , which is very effective in instilling existing moral values. This approach is considered more comprehensive than the character education approach given in formal schools. Character According to (Masnur, 2022) states that it is a value and also human behavior that is related to God Almighty, fellow humans, oneself, the surrounding environment, and also nationality which is manifested in thoughts, feelings, attitudes, and also actions which are based on religious norms, etiquette, customs and also law. This social care character includes attitudes of empathy, concern, and also the desire to help other people. According to (Lickoda, 2012), this social caring character has three main components, namely moral knowledge, moral feelings, and also moral actions. This social caring character is a combination of understanding what is right, real actions that support collective welfare, and also a sense of empathy and sympathy for other people. This research aims to describe how a socially caring character can be formed and developed in Islamic boarding schools.

The focus of this research also includes a program and activities that really support the formation of a socially caring character, as well as the role of caregivers and educators in providing an example, as well as the challenges faced in the process of forming this character. It is hoped that this research can provide a very in-depth insight into the dynamics of character education in Islamic boarding schools and also become a reference for developers of character education programs in other educational institutions. A conducive Islamic boarding school environment really supports the formation of character in the students, a boarding school environment that is full of religious values and togetherness has a huge influence on the formation of a socially caring character in the students. According to (Hasanah & Fadlilah, 2018). Apart from that, there are also real examples of the active role of caregivers and educators which are very important in forming this social caring character in students. This research also identified challenges in forming this socially caring character in Islamic boarding schools, such as the influence of technology and social media which can reduce direct interaction between individuals, as well as differences in the cultural background of students which can influence their perception of social values. which exists. According to (Surya, 2017), the influence of technology and social media often becomes a challenge in character formation because it can reduce direct social interaction which is important for instilling social caring character values. Thus, this research makes an important contribution to an understanding of the formation of social caring character in Islamic boarding school environment and can also be used as a reference for developing character education programs in other educational institutions. These findings also really emphasize how important the active role of all parties is in forming a young generation who is not only intellectually intelligent but also has a very high level of social concern for the surrounding environment.

## RESEARCH METHODOLOGY

In this research, the SLR method is used, namely (Systematic Literature Review). In this method, researchers carry out research by reviewing, identifying, interpreting, and also evaluating all existing or available research. By using this method the researcher carried out a review and also systematically identified existing journals which in each process followed the steps that had been determined according to (Triandini et al., 2019). This method is also used to describe the social caring character of students at Islamic boarding schools. SLR (Systematic Literature Review) is also a systematic and transparent method that can identify, interpret and assess all relevant evidence regarding a particular research topic. This method is also used to obtain a comprehensive

picture of the formation and development of socially caring character in the Islamic boarding school environment through analysis of existing literature.

Several stages in SLR (Systematic Literature Review) include:

- Identify research questions The research question in the SLR (Systematic Literature Review) is focused on: how can this social caring character be developed in students at Islamic boarding schools? So what are the factors that influence the formation of this character?
- Collection of relevant literature This literature was collected from various existing scientific sources such as books, journals, conference articles and dissertations, then the database used was Google Scholar. The keywords that researchers used in the search were "socially caring characters", "character education", "students", and "Islamic boarding schools"
- Literature Selection This selection is carried out based on the credibility, relevance and quality of the study. Articles that are not relevant or do not have sufficient empirical data will be excluded from the analysis. Inclusion criteria also include studies that focus on the formation of this socially caring character in the educational context, especially in Islamic boarding schools
- Data extraction and coding The data is extracted from literature that has been selected by focusing on research objectives, results, research methods, and also conclusions that are related to the character of social care. Each study was also coded to facilitate thematic analysis.
- Synthesis and also Interpretation of Results The synthesis of these results was also carried out by integrating the findings from various studies that have been obtained to be able to provide a comprehensive picture of the character of social care in students at Islamic boarding schools. Interpretation of the results also involves discussion of the implications and findings as well as recommendations for future research and character education practice

## RESULTS AND DISCUSSION

Concern is a real action, which is only carried out by someone to respond to an existing problem. In the KBBI (Big Indonesian Dictionary) concern is participation or participation. This social concern is also an attitude that really has a relationship with humans in general, or also a sense of empathy for everyone to be able to help other people or also help others according to (Pahlawati, 2019). According to (Sudarma, 2014). The word caring also has very diverse meanings, therefore caring is also related to a role, task and relationship. Caring is also closely related to a person's personality, needs and emotions. Having a social spirit is also a teaching that is universal and is also highly recommended by religion (Zulkhi et al., 2023). Concern can also be seen not only from behavior but can also be seen from actions to be able to work together. Having concern is very important in the Islamic boarding school environment. We can see what percentage of people really care about others. If we care about someone or others then other people will also care about us, so when we feel that we don't care about other people, it will have an impact on our lives. we alone, Based on several opinions from experts, it can be concluded that this sense of caring needs to be increased both towards each other and towards the surrounding environment. Increasing that sense of caring can be in the form of caring for each other, giving, helping, understanding, and also being able to love each other.

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**Character Building**

Character education can be interpreted as an effort that can be made to influence the character of students. However, to be able to understand the correct meaning and can be put forward here, namely the definition of character education presented by (Lickona, 1991) that character education is a deliberate effort to help someone understand, pay attention to, and also implement values. core ethical values. Contrary to the definition explained, when we start to think about the type of character that we really want to build in a student or person, it is very clear that at that time we also want the student or person to be able or capable of understanding the existing values, paying attention more essentially about the truth of these values, and also doing what he truly believes in, even though he has to face challenges and pressure, both pressure from outside and pressure from within himself. In other words, they do have the awareness to be able to force themselves to carry out these values. The understanding conveyed by Lickona also clearly shows the existence of a developmental process which involves knowledge, action and also feelings. At the same time, it also provides a strong basis for building a very comprehensive and coherent character education. This understanding also provides an emphasis that we must be able to bind someone to activities that will indeed lead that person to be able to think critically about issues regarding ethics and morals, this is to inspire them to be faithful and loyal. with ethical and moral actions and provide an opportunity for them to be able to practice ethical and moral behavior.

**Socially Caring Character**

Social care is an attitude that spreads to other people or people around us full of privileges and generosity, an attitude of helping people in need in our environment, as well as feeling sensitive to the feelings of other people and also not hurting or injuring other people's feelings with their actions or actions. our harsh treatment. This concern can also be developed through the environment that is closest to the person, such as children and family, but apart from the family, it can also be developed through education, be it formal, non-formal or informal education according to (Aryani et al., 2013). Concern is also an attitude in which one pays attention to something that does not mean to interfere in other people's affairs but rather wants to help solve existing problems with a good aim so that it will create social balance. This social balance is what is very necessary in people's daily lives, because if this social concern is not balanced in the environment, it will often give rise to various kinds of problems, which problems can cause changes to the values of the environment itself. This social concern is also one of the core elements of the implementation of character education, namely an attitude and action that always wants to provide assistance to the people around it and also people who really need help. This social concern is the implementation of awareness of humans as social creatures, where we know that humans cannot live alone. In the sense that humans definitely need other people to be able to fulfill their needs so that there is an interdependent nature between humans and each other according to (Yaumi, 2014) This social concern will also be the most perfect thing if students at Islamic boarding schools can apply character education and social care where a student can also instill this character in himself and also in his living environment at the Islamic boarding school. Because with the presence of a social caring character within the Islamic boarding school, they can help each other in any activity, because if not with the people in the Islamic boarding school environment or friends at the Islamic boarding school, with whom else can they help, love, and also care for each other? each other.

**Social Caring Character in Islamic Boarding Schools**

Efforts to form the social caring character of students through several efforts, including several efforts that can be carried out by Islamic boarding schools, namely:
- Formation of students' socially caring character through organizations
  There are several ways that Islamic boarding schools can take to instill a national spirit in students, including creating awareness in students about social care. The organization,

which is structured neatly in the Islamic boarding school, which consists of active students to students who have become alumni, provides an organizational forum for the students with the aim of being able to hone and also form a social caring character for the students. . Apart from that, the organization at the Islamic Boarding School also has a goal of being able to provide provisions and real experience to students so that when they go directly to the community they no longer feel awkward dealing with existing problems. And also with the existence of this organization, it can foster an awareness within the students of the importance of maintaining a sense of social care, as a means of learning to produce students who are able to live side by side in a life that is very diverse and also has the potential to build a unified organization. which ultimately leads to a sense of security in providing suggestions and criticism for the sake of organizational progress.

- Formation of students' socially caring character through kiai figures
  The next step that can be taken is to provide an example of the importance of the social care character of students in responding to problems that exist in society. An example of this social caring character can be reflected in the figures of kiai or teachers at Islamic boarding schools. One example is by receiving guests who often ask for money, but we as humans who have a socially caring character do not get bored of giving money, even though the person asks every day. Then there is also another example, namely when receiving an invitation from the community, whether near or far, try to always attend, because it shows a high sense of concern for the community or people around you.

- Formation of students' socially caring character through books and lessons
  Whether we admit it or not, the role of learning and books really influences the mindset and actions of a student, which we can see from the perspective of everyday life, where people who are educated and receive education at Islamic boarding schools often have commendable or good behavior. Because of the knowledge about manners or behavior that they learn from books or lessons at Islamic boarding schools.

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**Table 1**

**The result of research on social care character in students**

| No. | Tittle, research, and year of research | Research result |
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| 1. | Umami, S. R. (2024). Korsa Spirit in the Formation of Social and Environmental Caring Character at the Nur El Falah Agro Islamic Boarding School. | In this study, the aim is to describe the concept of corporate spirit in forming a character who cares about the social and environmental aspects of the Agro Nur El Falah Islamic Boarding School. This qualitative research was conducted on grade 3 junior high school students who had participated in activities for 3 years at the Islamic boarding school. The data was also collected through a direct observation system, interaction with respondents, and also using instrument systems such as observation checklists, interviews, and also field notes. The research results also show that students experience a change in their social care behavior, with an increase of 10% in the first semester, then 23% in the second semester, then reaching 67% in the third semester. This change can be seen in their ability to respect, empathize, share, and also help and increase awareness of the importance of caring for each other. The implementation of corporate spirit has also been successful in forming awareness of environmental care, with a very significant increase in behavior from 12% in the first semester, then 24% in the second semester, and then reaching 64% in the third semester. The conclusion that can be drawn is that this research also shows that the implementation of the Kors Aini spirit concept is indeed effective in forming a social and environmentally caring character at the Agro Nur El Falah Islamic Boarding School, as evidenced by positive changes in the behavior of the students during the research period. done. |
| 2. | Mustaqim, I. (2023) Efforts to Cultivate Socially Caring and Honest Characters in Santri at Daarul Hizbi Islamic Boarding School Grogol Sawoo Ponorogo | In this research study, the aim is to describe the cultivation of socially caring and honest characters at the Daarul Hizbi Grogol Sawoo Ponorogo Islamic Boarding School, and to analyze the implications for the daily attitudes of students at the Islamic Boarding School. The background of this research study is the importance of character education in building social behavior and honesty, especially in the Islamic boarding school environment which plays a big role in forming the nation's next cadre. The research method used in this research is a qualitative approach with a case study type. The data is processed through a system of interviews, observation, documentation, and also analyzed using the theory of Miles, Huberman, and Saldana. The validity of the data is also checked by triangulation and also |

persistence in observations. The results of this research show:

1. Cultivating a socially caring character
   - Creating harmony and togetherness in every existing activity
   - Getting students used to participating in social activities
   - Emphasize a sense of empathy towards friends.
2. Cultivation of honest character
   - Turning the ustad or ustadzah into an exemplary figure
   - Get students used to being able to apologize and also admit their mistakes.
   - Instill a sense of honesty through a story.
3. Implications for character development
   - Social care: students become more sensitive to the social environment, can help each other, and also have a sense of solidarity.
   - Honesty: students can say what is true without making it up, have the courage to admit their own mistakes, and also have a very strong determination and high ideals.

The conclusion that can be drawn is that the Daarul Hizbi Islamic Boarding School has succeeded in instilling a socially caring and honest character in its students through various kinds of highly structured programs and activities, to be able to produce a positive change in the daily behavior of the students. .

| 3. | Ismi Rifaatul Mahmudah. (2023) Social Care Character Education Model Based on Islamic Boarding Schools at Al-Utsmani Islamic Boarding School Kajen Pekalongan | In this research case study the aim is to develop a social care character education model based on Islamic boarding schools at the Al-Utsmani Islamic Boarding School Kajen Pekalongan. Character education is a process of creating an environment that supports the development of ethics and responsibility through teaching universal values. This social awareness is also a very important part of character education, which must be instilled in a person from an early age because it can influence a person's social behavior in the family and community environment. This research also shows that the social care character education model at the Al-Utsmani Islamic Boarding School Kajen Pekalongan is very effective in dealing with the current social crisis. The conclusions that can be drawn from this research study are: <ul><li>Implementation of character education social care: Al-Utsmani Islamic Boarding School has succeeded in implementing social care character education through a good teaching program, and can also help students to develop their social care.</li><li>Supporting and inhibiting factors: there are several supporting factors in Islamic boarding schools to help the success of this program, but there are also obstacles that seem to be a lack of concern for the students to be overcome by the teachers and also the Islamic boarding school supervisors.</li></ul>The conclusion that can be drawn is that the Al-Utsmani Islamic Boarding School Kajen Pekalongan shows that this Islamic boarding school-based character education model can work effectively in instilling the values of social care in the students |
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| 4. | Maskalah, W. (2021) Cultivating the Character of Social Care and Tolerance (Case study at the Agroo Nur El-Falah Islamic Boarding School Pulutan Salatiga) | This research study focuses on cultivating the character of social care and tolerance at the Agroo Nur El-Falah Pulutan Salatiga Islamic Boarding School, namely through the traditions of the Naqsyabandiyah-Khalidiyah congregation. The aim of this research study is to reveal the values of social care in the Naqsyabandiyah-Khalidiyah order and also to explain the method of cultivating social caring characters in the students of the order. In this research a descriptive qualitative approach which uses data collection techniques through in-depth interviews, participatory observation, and also documentation. Data analysis was also carried out in this study by reducing data, presenting data, and also drawing conclusions. The validity of the findings was also tested by extending participation, technique, source triangulation, time, and also persistence in observation.<br><br>The research results from this study are:<br>1. Social care values:<br>- Generous: which is taught and also familiarized with through infaw and also existing social service activities<br>- Devotion: Most of the students of this congregation also serve without a sense of pride in being able to teach and also help other students.<br>- Speak good words: through dhikr qolbi (wuquf qolbi) students also learn to control their anger and control their speech to create a sense of peace.<br>2. Character Education Components:<br>- Knowing the godliness: Knowledge about Godhead<br>- Acting the godliness: Applying Godly values in an action.<br>- Feeling the godliness: Feeling the qualities of God.<br><br>The instilling of social care values through the tarekat tradition also includes several aspects, namely awareness, habituation of behavior, example, reprimand, environmental conditioning. The conclusion that can be drawn from the Nasyabandiyah-Khalidiyah tarekat tradition at the Ngalah Islamic Boarding |

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| | | School is that it is effective in forming a character of social concern and tolerance in the students, using various character education methods which are integrated into daily life activities at the Islamic Boarding School. |
| 5. | Zubaidi, A. (2022) Character Education Design in Forming Social Awareness in Islamic Boarding Schools. | In this research study, the aim is to understand the design of character education to form social awareness in Islamic boarding schools. This research also uses qualitative methods using a phenomenological approach. Data was collected through observation, interviews, documentation, then analyzed by means of data reduction, data presentation, and drawing conclusions. The validity of the data is also checked by means of extended time, persistence in observations, triangulation techniques, and also discussions with existing seniors. The findings or results in this research study are: <br> 1. Character Education Design: Social care character education at the Nurul Jadid Islamic Boarding School runs naturally by maintaining the existing traditions in the Islamic boarding school which leads to the formation of the students' social care character. <br> 2. Efforts to build social caring character: <br> - Kiai figure <br> - Alumni <br> - Books and Lessons <br> The conclusion in this research study is that the Nurul Jadid Islamic Boarding School has |

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| | | succeeded in designing character education that is effective in forming a social concern for students with various traditions and also structured efforts. |
| 6. | Jannah, R. (2021). Character education strategy for independence and social care for female students at the Sabilurrosyad Islamic boarding school in Malang. | This research study aims to understand and also describe strategies for character education for independence and social awareness in female students at the Sabilurrosyad Islamic Boarding School in Malang, and to evaluate their effectiveness. This research also uses a descriptive qualitative approach with data collection techniques through observation, interviews and documentation systems. The data analyzed also goes through a data reduction system, data presentation, and also drawing conclusions. <br><br> The research results of this research study are: <br> 1. Concept of character education: Character education for independence and social awareness at the Sabilurrosyad Islamic Boarding School is carried out in accordance with the vision and mission of the Islamic Boarding School which is based on the understanding of Ahlussunnah Wal Jamaah. <br> 2. Character education strategy: There are three main strategies implemented at this Islamic Boarding School, the first is learning, which is through the curriculum and also educational |

| | | materials that support character development. The second is exemplary where teachers and Islamic boarding school administrators provide an example or direction for behave well. The third is habituation in which students are accustomed to being able to carry out actions Which can reflects independence and social awareness in students.<br>3. Evaluation of character education: This evaluation also includes supporting factors, inhibiting factors, and also the results of character education.<br>The conclusion that can be drawn is that the Sabilurrosyad Malang Islamic Boarding School has succeeded in implementing an effective character education strategy to form independence and social awareness in its female students through learning, example and habituation, and can overcome various obstacles and processes. There is. |
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| 7. | Maghfiroh, L. (2019) Formation of the Social Caring Character of Santri Through the SACS (Sunan Ampel Cinta Sesama) Program at the Sunan Ampel Islamic Boarding School Rejomulyo Kediri | This research study aims to understand the formation of social caring character in students through a SACS (Sunan Ampel Cinta Sesama) program at the Sunan Ampel Islamic Boarding School Rejomulyo Kediri. This research is a qualitative case study that uses a descriptive approach, by collecting data through a system of observation, interviews and documentation from Islamic boarding school caregivers, the SACS program team, alumni and also students. The research results obtained in this case study are:<br>1. Forms of the SACS Program<br>2. Implementation of the SACS Program<br>3. Supporting Factors - Motivation obtained from Islamic boarding school caregivers - Active participation of students - The sense of trust given by donors.<br>4. Inhibiting Factors - Difficulty in creating bulletins<br>5. Impact on Santri - Increasing students' sensitivity to the surrounding environment - Increase the ability to empathize - Getting students used to |

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| | | giving alms. - Increases calm and peace of mind - Mental training to interact with the community directly The conclusion that can be drawn from the case study of the SACS program at the Sunan Ampel Rejomulyo Kediri Islamic Boarding School is that it works effectively to form a socially caring character in the students through compensation activities and social interaction, which is also supported by the motivation of the caregivers and participation of students in Islamic boarding schools, even though there are several obstacles in implementing the program |

## CONCLUSIONS

Social awareness is very important in the Islamic boarding school environment. We can see that several percent of people really care about each other or each other. To increase a sense of caring, it can also be done in the form of giving each other, helping each other, looking after each other, understanding each other, and also loving each other. Character education and social care must also be implemented comprehensively and coherently in Islamic boarding schools to be able to create a social balance which is very necessary for everyday life. Developing this socially caring character can also be done through an environment that is close to people, such as children and families, and can also be done through education, whether formal education, non formal education or informal education. This social awareness can also be developed through character education which is intended to help someone understand, pay attention to, and be able to carry out core ethical values. Thus, this research emphasizes how important it is to develop a social caring character for students in Islamic boarding schools through various efforts that can be made, namely through organizations within Islamic boarding schools and also through the figure of a kiayi, as well as implications and recommendations. to be able to increase the sense of social care and also create the social balance needed in daily life, both in the Islamic boarding school environment and in the community environment.

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