The Meaning of *Ghirah* Learning (Study Phenomenology of Mahasantri at Islamic Boarding School-Based University)

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Abstract: Learning *ghirah* for someone is interpreted as enthusiasm, encouragement, and love for learning activities to achieve what is desired. This study aims to explore the experiences of mahasantri regarding their learning *of ghirah* in Islamic boarding school-based campuses. The research used is qualitative with a phenomenological approach where we will explore one's experiences, views, and perspectives on the *ghirah* of learning in a pesantren-based university. Collecting data using interview and observation methods. While the stages of analysis carried out were data collection, coding, grouping data, and conclusions. The findings in this study are that the mahasantri's learning of *ghirah* for studying at a pesantren-based campus is motivated by there were things behind it so that the subject had a high motivation to learn, namely the condition of civilization in the area of origin which was backward so that he wanted to become a cadre of developers and modifiers at Islamic boarding schools, second, support/ motivation from influential figures, third, the aim is to elevate the degree of his parents (*Birrul Walidain*). These findings can be useful for education, especially how to foster mahasantri's learning *ghirah* so that they are serious about achieving their goals.

INTRODUCTION

Learning enthusiasm is a benchmark for achieving learning. Embedding good learning *ghirah* in students can also bring up good habits (Baharun & Rizqiyah, 2020). Hamka describes the meaning of Ghirah in his book as religious jealousy. Jealousy is not only interpreted as blind anger, but someone will fight if what they love is taken away or is not willing if something they love leaves them (Permana & Yunus, 2022). If a person has a *ghirah* in learning, then all his time is spent on learning, he is not willing if the time he has is lost without getting something useful for him. *Ghirah* can trigger, regulate, and maintain enthusiasm if on the way you encounter difficulties or challenges in learning (Trautner & Schwinger, 2022)

Learning *ghirah* for today's students is really hard to find. A lot of time is spent playing gadgets, online games, or hanging out with friends which are to some extent beneficial, even a lot of time is wasted. This condition occurs on a large scale among teenagers, children, and even adults.

Wasting time doing useless things was apparently not done by Ryv's subject, a student who is studying at the same time studying at the Islamic boarding school-based campus of Darussalam Gontor University.

Students studying here are required to take part in hostel activities, such as prayer congregations and studies. Other mandatory activities are of course studying in accordance with their respective majors. This pesantren-based campus also offers many student self-development organizations that are optional. Basically, they are very likely to participate in many activities that will support their self-development.

The results of the Ryv subject's observations showed that he had high learning of *ghirah*. Evidenced by his seriousness in studying with discipline to the schedule he has set.

Time	Morning	Afternoon	Night
01/08/22	03.00 – 04.14 09.30 – 11.00	12.30 – 15.00	20.00 – 00.00
02/08/22		11.45 – 15.50	20.00 – 00.00
03/08/22	08.30 – 12.00	13..00 – 16.00	20.00 - Overslept
Coding: Ryv/ Obs/ V/ 01/08/22 – 03/08/22			

The subject added in the interview how excited he was to achieve his goals.

> *Yes, but there I learned a lot and was very excited... it didn't matter if it rained or whatever, just let it all go... the point is, if you want to be successful, you have to be tired!!! I had an accident during the event, thank God I survived even though that day I hit a mountain (Ryv/ Wwn/ AV/ 24-11-2022)*

Ghirah that appears in the student is what is needed to maintain behavior for a longer time, enjoy the learning process, and don't mind if you have to fight to get what you dream of (Torbergsen et al., 2023). The enthusiasm that arises from inner intentions will certainly be better than externally controlled behavior (Park, 2022). The concept of *Ghirah* is closely related to intrinsic motivation, where the urge to act comes from intentions from within, where this will make a commitment to behavior higher (Ryan & Deci, 2020)

Forms of *ghirah* or internal motivation from within the student, especially for late adolescents and early adults who carry out education at Islamic boarding schools-based universities need to be studied. On the one hand, their level of maturity in thinking may be starting to mature, but on the other hand, life in the pesantren allows them to get rules from the administrators of the boarding school, caregivers, and the campus, which they feel are restrictive.

This research can complement previous research on how important it is to foster motivation even though Islamic boarding schools have more limitations/ *tirakat* (Alfadla & Trisnawati, 2020) and what forms of motivation can we learn from t he following Ryv's subject story.

METHODS

The research used is qualitative research with a phenomenological approach. Phenomenological research is a type of qualitative research that looks and listens more closely to individual explanations and understanding of their experiences (Creswell, 2012).

The research subjects were mahasantri studying at Darussalam Gontor Siman University (Men's Campus), which is a pesantren-based university. In addition to lecture activities, subjects and all students are required to live in the dormitory while participating in activities therein. Such as study, recitation, congregational prayers, not going out at night, etc.

Data collection methods used were in-depth interviews, observation, and documentation. Data collection was assisted by informants who were roommates and seniors from the same region. Data collection was carried out in two stages in August 2022th and November 2022th to test its validity. Collect data The interview and observation instrument guide will answer questions: 1) Daily subject activities, examples; "What's this busyness?" 2) The subject's life story to choosing to study in Java and a boarding

school-based university 3) What is the intention, purpose, and motivation behind this choice? 4) Who or what is the person behind your hard work and dedication today?

Data analysis went through several stages including collecting data, organizing data, coding data/giving memos as well as names, creating data categories, linking data, and drawing conclusions (Dey, 2005). Data coding Ryv/ Obs/ V/ 01/08/22 – 03/08/22 read Pseudonym/ Research Method/ Type of Data/ Time of data collection.

RESULTS AND DISCUSSION

The results of the study show that the subject's *ghirah* for learning consists of three aspects: 1) There are things behind it so that the subject has a high enthusiasm for learning, namely the condition of civilization in the area of origin that is backward so that he wants to become a cadre of developers and modifiers at Islamic Boarding Schools 2) Support/ motivation from influential figures 3) The goal is to elevate the status of their parents (*Birrul Walida*in).

Support/Motivation

The initial moment of the subject's *ghirah* was formed after graduating from the madrasa bench and serving in the Islamic boarding school. The subject's cottage is one of Gontor's branch schools which is still in the same family as the university where he is currently studying. At that time his alma mater in Mamuju, Sulawesi, was visited by alumni of Darussalam Gontor University. The subject feels that he has found a figure that inspires him so that he changes his mindset from hating studying to being open to wanting to continue his further studies. The following is according to his statement in the interview.

> *I see he's cool, I'm curious. My principle is, if there is someone I like, I'm sure he can change me… I approach him… It doesn't matter his position… I go to his room. I invited him to chat for a long time until dawn, evening, every day in his room…eventually it opened little by little… well that's the first 'door' (Ryv/ Wwn/ V/ 24-11-2022/ Jahis)*

One of the formations of behavior can be initiated because of seeing, internalizing, and imitating the behavior of other people (*Modeling*) which is considered to have an influence on him (Alfadla et al., 2021; Romdhoni & Faizah, 2018). This behavior will also increase if given motivation or support (Gading et al., 2017). The same thing was experienced by the subject, as conveyed in the interview.

> *One thing I like, for example, is with smart people, even though I don't like studying, I like studying with smart people…. After Ustadz Arwin left I was confused… he said "read lots of books, improve public speaking". That's all his message (Ryv/ Wwn/ V/ 24-11-2022/ Jahis)*

His reluctance to study could be changed by someone as influential as his senior. Even though he felt lost when his senior finished his term of service, the messages conveyed were able to encourage him to act according to the directions of his senior (Alfadla et al., 2021). This shows how important it is to provide support and comfortable conditions as basic needs or prerequisites for students in learning (Latorre-Cosculluela et al., 2022). The proof is that external support that is autonomous and has been internalized within can increase the subject's commitment to learning. As stated by the subject in different interview opportunities.

> *The second semester is easier than the first one, so I have the principle that semester one is ruined, it doesn't matter, the important thing is that we know what the UNIDA cycle is like, if we already know how it goes, we just have to choose what we like (Ryv/ Wwn/ V/ 24-11-2022/ Jahis)*

This information shows that the subject still feels enthusiastic to continue his struggle until the next semester, even though in the first semester he experienced many obstacles, this did not stop him, but found the right potential for him. Students

who are self-motivated will enjoy their learning journey even though they experience difficulties (Wang et al., 2019)

Cadres of Developers and Modifiers in Islamic Boarding Schools

The educational conditions in Mamuju, Sulawesi, which were underdeveloped, and teaching methods that were not in accordance with the needs of students, made the subject move to change little by little the Islamic boarding school education system that was there. There are two steps that the subject prepares, the first is to prepare the knowledge of managing human resources through the lectures they take. Second, recruit other cadres to follow in his footsteps, pursuing higher education to seek as much knowledge as possible, and then develop education in their region of origin. Here he said in the interview.

> Now I have started to study human resources because in the past I was often entrusted with being the chairman or deputy chairman, so I am happy with this field (Ryv/ Wwn/ V/ 24-11-2022/ Jahis)

The experience gained while at a boarding school as a leader made Ryv record this experience as a lesson so that it is imitated for practice. Education focuses on the involvement of students in experiences in the field so as to create deep meaning for them (Umam, 2021).

Ryv believes that his steps will not succeed alone, because building a new educational civilization requires other cadres to help him.

> If at this time we have not been able to change all of that, now how can we attract them to enter here (Ryv/ Wwn/ V/ 24-11-2022/ Jahis)

The subject continues to build good relationships with his underclassmen in the boarding school, this is one way to recruit cadres who help develop Islamic boarding schools in Mamuju, Sulawesi (Yuliati, 2015; Zarkasyi, 2020). In addition, the subject continues to build trust with younger siblings at the Islamic boarding school by continuing to maintain professionalism with their younger siblings.

> First, people's judgment from the eyes. how can we be professional with them, when we return to Sulawesi there must be a change. How do we get them interested (Ryv/ Wwn/ V/ 24-11-2022/ Jahis)

The subject builds charisma, professionalism, and good relationships so that they can influence other cadres to follow in their good footsteps (Alfadla et al., 2021; Setiyani, 2020).

Raising the Degree of Parents (*Birrul Walidain*)

Ryv's subjects live in a strict family upbringing. He used to get unpleasant treatment from his parent's upbringing. Because of that also the subject felt he had to leave the house, not because he ran away but because he wanted to study in Java. Even though his decision to continue higher education was rejected by his parents, thanks to the help of friends and convincing efforts, he was finally allowed over time. As said in the interview.

> If no one gives in, it won't change, I'll just leave the family line, I want to go to Java, it's very difficult, those who help me go to Java (point to a friend) if he's not in Gontor, it's difficult (Ryv/ Wwn/ V/ 24-11 -2022/ Jahis)

Trying so hard even though he experiences obstacles to achieving his goals is a sign that passion for learning emerges from within him (Ryan & Deci, 2020).

Even though the subject did not receive good treatment from his parents, and was even refused to pursue higher education in Java, what he did would lead to the good of his parents. In the interview, we asked, for whom is your business like this, and he still mentioned that this was even done for his parents.

> My goal is my parents, even though I am often cursed at but as a child, I have to stay self-aware, if it wasn't for them how could I have gone to a boarding school? When my parents left me, I couldn't be Ustadzah…. To be honest, even though my parents' condition was that bad, if my parents weren't around, I couldn't afford it (Ryv/ Wwn/ V/ 24-11-2022/ Jahis)

One of the drivers of a person's behavior is a goal, so to foster passion in students is to establish goals. This goal will put the student's behavior on the rails so that the behavior leads to arriving at the goal (Medina, 2017).

> *I just want to be better at proving to my father's siblings, even though we are like this (the family doesn't get along), My father has 10 siblings, He has the most economically disadvantaged, he was the most belittled by his family, this is also a motivation for me, not revenge on my father's siblings, but I want to prove that even though our family is like this (the family doesn't get along), there are many things that I want to achieve. He is a thug, none of my family are thugs, but only the father of one whose child is boarding school/ Pesantren (Ryv/ Wwn/ V/ 24-11-2022/ Jahis)*

The series of stories and past subjects is a strong incentive to be serious about learning. Mainly to raise the degree of parents, behave well to parents even though they get bad treatment too. Like the story of Prophet Ibrahim who continued to treat his father well, even though at that time he denied Allah SWT (Sari et al., 2020).

The results of this study answer forms of intrinsic motivation (Li et al., 2023; Ryan & Deci, 2020; Torbergsen et al., 2023) which can make students feel related to their learning, commit to the learning process, have a strong passion in learning even though encounter obstacles. The world of education needs to ensure that solid learning intentions, clear goals, and support from outsiders are important factors for student success. Emotional well-being and a strengthening environment are basic needs that must be met by mahasantri to achieve satisfactory learning outcomes (Janke, 2022; Latorre-Cosculluela et al., 2022).

This can be a recommendation in the process of accepting new students, that it is important to know motivation/ghirah, intentions, and goals from within, so as to be able to produce students with an ethos and commitment in the learning process.

CONCLUSION

The purpose of this research is to find out the forms of *ghirah*/motivation that arise from within/intrinsic students in Islamic boarding schools-based universities; first, there is support from people who influence mahasantri; second, there are reasons behind the intention to become a cadre of developers and modifiers of the education system in the subject's area of origin; and the third noble goal is to elevate parents, get out of the underdeveloped and undeveloped zone. This research is a reminder to the world of education, how important it is to find intentions, backgrounds, goals, passion, and motivation in learning so as to direct students to their goals. If forced to not find it, the educator's task is to increase awareness to foster motivation and direction for students. This research is limited to a number of mahasantri, while motivation/ghirah is unique, so it needs to be adapted to the context.

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