The Supporting Facilities of Dormitory Room at Modern Islamic Boarding Schools

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ABSTRACT

Modern Islamic boarding schools are boarding schools which use the madrasa curriculum and teach general knowledge by combining the *pesantren* system and general education. Students, teachers, and school administrators live in dormitories and study in one area with various activities and the availability of existing facilities. In this study, it will focus on the supporting facilities provided by the dormitory in meeting the needs of its users, including the availability of a laundry room, dormitory dining room, male & female dormitories, dormitory musyrifah rooms, visitor living rooms, and housing for ustadz/ustadzah. By using qualitative research methods, this study will discuss the dormitory room facilities in modern Islamic boarding schools by taking samples from 4 Islamic boarding schools to find out what type of room typology is needed. Based on the results of the comparative data, it can be concluded that there are differences in the facilities and needs of Islamic boarding schools in Indonesia.

1. Introduction

Islamic boarding schools have positive life values and a unique community environment with its own characteristics which kyai, ustadz, teachers, and students live in one environment based on Islamic values with all special norms (Zulhimma 2013). Islamic boarding school is an educational institution which learning system combines the *pesantren* system and the general education system. Students, teachers, and school administrators living in dormitories and attending schools in one area with various activities, living and learning facilities to carry out the educational process.

There are two types of Islamic boarding schools that have developed in the community, namely the Salaf Islamic Boarding School (traditional) and the Kholaf Islamic Boarding School (modern). According to Zamakhsyaru Dhofier, traditional Islamic boarding schools are Islamic boarding schools that maintain classical Islamic books (salaf) in teaching as the core of education with a wetonan, sorogan system, and do not teach general knowledge. There are special characteristics that are applied in religious learning using a unique teaching method known as the bandongan or wetonan and sorogan method, with the halaqah system, and prioritizing rote memorization (Kholid Junaidi 2016).

Meanwhile, modern Islamic boarding schools use a developed madrasa curriculum and teach general knowledge. There are several levels of general education in modern *pesantren*, such as MI/SD, MTs/SMP, MA/SMA/SMK, and even universities (Depag 2003). In addition, modern Islamic boarding schools are equipped with various supporting facilities to provide students with skills that can be used later when entering the community (*Pesantren* 2014). Modern Islamic boarding schools are not only judged from the physical building with all modern facilities, but also from the mindset in paying attention to professional management and modern educational methodologies (Kadir 2014). Thus, modern Islamic boarding schools update certain aspects by adjusting the school system adopted.

Based on this explanation, it shows that the activities carried out are not far from the area of mosques, schools, and dormitories for both male and female. With a variety of activities carried out, it is appropriate if there are efforts to improve the quality of room facilities in Islamic boarding schools, one of which is in the dormitory building area. The dormitory is a simple building with a fairly complex function and is inhabited by a large number of students, of course, it will affect the need for space facilities. Space is an area where all activities are carried out by being limited by the dimensions of both the arrangement of functions and the value of space, as well as the distance in the space. Like the santri room, the room includes physical and psychological needs, namely a bedroom, study room, dining room, and others. While

the psychological aspect, with regard to personal space, as well as personal boundaries and distance from others. The size of the space is influenced by the number of students, besides that, male and female dormitories are usually separated and differentiated.

There are special aspects that are considered in the design of Islamic boarding schools, such as the typology of dormitories. The term cottage in Arabic is Funduq which means lodging, it relates to the need for facilities and the division of areas in grouping activities. Dormitory facilities do not only consist of an ordinary sleeping area, but a residential environment in which there are living and activities facilities provided additional facilities such as canteens, libraries, cooperatives, and sports facilities (Diningrat Khan and Wulandari 2017).

The availability of dormitory facilities is sometimes less attention because it is seen as not having a direct role in the learning process so that the facilities and infrastructure of the dormitory can be considered inadequate. Based on a survey conducted by the International NGO Forum Indonesia Development in collaboration with the Tangerang Regency Ansor Youth Movement it was found that most of the *pesantren* visited were in poor conditions, such as limited dormitories, limited clean water sanitation, lack of lighting, and also building standards that are still inadequate. In addition, the existence of funding constraints from the *pesantren* is a limitation in maintaining and repairing facilities in the dormitory building (Jannah 2022).

Based on student satisfaction studies related to the facilities and types of services offered, at least it is necessary to provide shared facilities in a dormitory including a dining room, kitchen, study area, private bathroom, sports area, parking area, recreation area, and high speed internet network (Muslim, Karim, and Abdullah 2012). With good management, it can be a factor supporting the effectiveness of the learning process. As stated in Government Regulation No. 19 of 2005 concerning National Education Standards CHAPTER VII Article 42 paragraph (1) concerning provisions for the management of infrastructure facilities which contains "Every educational unit is required to have facilities which include furniture, educational equipment, educational media, books and other learning resources, consumables and other equipment needed in an orderly and continuous learning process".

Among the things above, it is necessary to know the typology of spaces in Islamic boarding schools that have not been found in standard books on architectural and interior design to find out what typology of space is needed. This study will discuss the typology of dorm room facilities in modern Islamic boarding schools by taking samples from 4 Islamic boarding schools, namely Insan Cendekia Madani Islamic boarding school Tangerang, Ibnu Abbas Islamic boarding school Klaten, Al Azhar international Islamic boarding school Karanganyar, and Tahfidzul Qur'an Abi-Ummi Islamic boarding school Boyolali.

2. Literature Review

Islamic architecture puts forward physical and spiritual functions. But in its application, form plays a role in adding, supporting, and enhancing its function. Thus, the functions and forms of buildings in Islamic architecture support each other so as to create comfort for users (Omer 2008). There are several Islamic principles in terms of building design both houses, schools, and other public facilities that must be integrated in their design, including privacy, when associated with activity patterns in the dormitory, there are several relevant aspects, such as the separation of male & female buildings, centralization of the main function of stay, visual privacy (window dimensions & height), acoustic privacy, and odor privacy (Firmansyah et al. 2021); (Sumarno, Heriwati, and Hartomo 2015). Gender segregation, in the explanation of The Spacial Form of Islamic Residential Architecture, the factors for separating male and female areas, privacy, and hospitality are important variables in the design. Simplicity, in the study of Islamic architecture, simplicity does not mean leaving the aspect of visual beauty (Makvandi, Zeinabkhodabakhshi, and Ghahvarokhi 2017; Mirza Kouchak Khoshnevis, Haji Ebrahim Zargar, and Tahbaz 2021). In the art of architecture, the beauty that is displayed by considering the existing Islamic values, namely the value of expediency, monotheism, avoidance of bad things, cleanliness, and so on. Avoiding prohibited ornaments, recommended motifs are calligraphy followed by geometric motifs, as well as light and soft colors can have an effect in creating a calm space (Othman and Zainal-Abidin 2011; Kassim, Abdullah, and Taib 2014). Accessibility, a measure of affordability or accessibility includes the ease of time, effort, and cost in moving between places or regions. (Bittencourt, Pereira, and Júnior 2015). In addition, there are the principles of hospitality, comfort, cleanliness, aesthetic purity, and beauty.

3. Method

This study uses descriptive and interpretive qualitative research methods to determine the typology of dormitory room facilities in modern Islamic boarding schools by exploring social situations

that will be studied in depth, broadly, and thoroughly. This research stage begins with the preparation of the background, research problems, initial literature review, and development of research questions. Followed by distributing questionnaires to representatives of resource persons from four case studies obtained through the snowball sampling technique with the boundaries of modern Islamic boarding schools located in Java which requires students to stay in the dormitory building that has been provided.

Last, is a discussion of the findings in the four sampling of Islamic boarding schools, explaining the results of research related to the objectives of this study and the impact by outlining updates on the research findings. Aspects that will be discussed include dormitory support facilities in the form of availability of laundry room, dormitory dining room, male & female dormitories, dorm builder room, visitor's living room, and housing for ustadz/ustadz

Using qualitative methods, interviews were conducted with informants and the results obtained from four selected comparative studies, namely Insan Cendekia Madani Islamic boarding school Tangerang, Ibnu Abbas Islamic boarding school Klaten, Al Azhar international Islamic boarding school Karanganyar, and Tahfidzul Qur'an Abi-Ummi Islamic boarding school Boyolali in the form of a check list regarding the supporting space for boarding school dormitories

4. Results and Discussion

4.1 Availability of Laundry Room

In case study 1, Insan Cendekia Madani Islamic boarding school Tangerang, there is no laundry room. The dormitory provides laundry services for students, but still facilitates a drying area for students who wash themselves which can be done in their respective bathrooms.

In case study 2, Ibnu Abbas Islamic Boarding School Klaten. A special room for laundry is not available, the dormitory only provides a laundry area without a machine and a separate drying area for students. However, the dormitory provides internal laundry services which are taken every Wednesday.

In case study 3, Al Azhar international Islamic Boarding School Karanganyar, does not provide a special laundry room, but the dormitory provides laundry services as an option for washing clothes. Laundry activities are carried out in the bathroom in each dorm room with a balcony provided in each room as a place to dry.

In case study 4, Tahfidzul Qur'an Abi-Ummi Islamic boarding school Boyolali, the dormitory provides a laundry room and an area for washing your own clothes located on the right and left sides of the building on each floor.

Based on the results of the comparative study, it was found that only the Tahfidzul Qur'an Islamic Boarding School Abi-Ummi Boyolali provides a laundry room with a special washing machine for students, while the other three case studies do not, but provide an option in the form of laundry services provided internally by the dormitory or being able to wash manually in the bathroom or separate laundry area.

1) Dormitory Dining Room

In case study 1, Insan Cendekia Madani Islamic boarding school Tangerang, has a dining area in the form of a separate building consisting of the 1st floor being used as a dining area with a buffet area provided and on the 2nd floor there is a hall. In case study 2, Ibnu Abbas Islamic Boarding School Klaten, the dining room is on the 1st floor and there is a picket officer from the dormitory to get the students' food. In case study 3, Al Azhar International Islamic Boarding School Karanganyar, there is a dining room on the 1st floor of the dormitory building where food will be served as a buffet. Aside from being a dining room, this area can also be used for other activities such as discussions. In case study 4, Tahfidzul Qur'an Abi-Ummi Islamic boarding school Boyolali, there is no dining area so the students eat using lunch boxes in the halls of the hostel, gazebo, lobby, etc. The results obtained indicate that most of the Islamic boarding schools provide a dormitory dining room for the students which is done by taking their own food or called a buffet, this is considered more practical. However, this aspect is not provided at the Tahfidzul Qur'an Islamic Boarding School Abi-Ummi, Boyolali

2) Male & Female Dormitories

In case study 1, Insan Cendekia Madani Islamic Boarding School, Tangerang, the positions of the male and female dormitories are separated by a long distance. The girls' dormitory is in the front area while the boys' dormitory is in the back area opposite the SD building. Each building consists of 3 floors, the 1st floor functions as an open lobby which is used as an area for discussion and memorizing every morning. On the 1st & 2nd floors there are rooms where on each floor there are 12 rooms, one room is filled by 4 people with a bath area on each floor. The bath area consists of 6 toilets, 8 bathrooms, and 3 sink.

Pendhapa
Vol. 13., No. 2, December 2022, pp. 56-61

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Journal of Interior Design, Art and Culture
ISSN 2086-8138 (print) | 2745-7249 (online)

In case study 2, Ibnu Abbas Islamic Boarding School, Klaten. The location of the male and female dormitories is quite far apart because they are not in the same area. Each dormitory building consists of 3-4 floors and each floor has 6 rooms with outdoor bathrooms.

In case study 3, Al Azhar International Islamic Boarding School, Karanganyar, there are male and female dormitories with separate buildings that are quite far apart between the dormitories. Each building consists of 4 floors without an elevator in it. Each room is intended for 6 students with a bathroom in it.

In case study 4, Tahfidzul Qur'an Abi-Ummi Islamic Boarding School, Boyolali. Male and female dormitories are separated by a building consisting of 2 floors and 3 floors. Each room contains a maximum of 12 students and two-bathroom facilities with a water heater in each room.

Aspects regarding the male and female dormitory buildings are considered based on the user's privacy needs. As explained in Islam regarding gender segregation between men and women. Of the four case studies, all have male and female dormitories that are far apart so that privacy needs, especially women, will be more fulfilled

3) Dorm Builder Room

In case study 1, Insan Cendekia Madani Islamic Boarding School Tangerang. There are 2 dormitory builder rooms on each floor, each room is filled by 2 builder. In case study 2, the Ibnu Abbas Islamic Boarding School Klaten, has two musyrifah rooms located on the 1st floor of each dormitory building. In case study 3, Al Azhar Islamic Boarding School Karanganyar, provides dormitory builder or called musyrif/musrifah rooms with total for each building has 4 dormitory builder rooms. In case study 4, Tahfidzul Qur'an Abi-Ummi Islamic Boarding School Boyolali. The musyrif or musyrifah rooms are on the same floor with their students. If on that floor there are 6 student rooms, then there are also 6 musyrif or musyrifah. The results obtained from these data show that 4 case studies have rooms for dormitory builder. That way, explaining that in each dormitory it is an important consideration to provide a room for the dormitory builder because it is related to all boarding activities

4) Visitor's Living Room

The availability of a guest room for visitors, only applies to case studies 2,3, and 4 with a separate area provided for parents to visit the students. Meanwhile, case study 1 does not provide these facilities in the dormitory. This shows that the availability of these facilities needs to be considered to meet the needs even though in practice it is not a facility that will be used continuously.

5) Housing for Ustadz

Some Islamic boarding schools provide residential facilities for ustadz/ustadzah who teach there, as in case studies 2 and 4 by providing special housing for ustadz/ustadzah located behind the dormitory building. While case studies 1 and 3 do not provide these supporting facilities.

The results obtained will be described based on the aspects that have been determined. These aspects are then summarized in the form of tables and a check list of space requirements that will be discussed in this study. The following table shows the results of the variables in the form of supporting facilities related to the needs of boarding schools' dormitories

Table 1.   The results of the variable supporting dormitory facilities

Variale	Case study 1	Case study 2	Case study 3	Case study 4
Availability of laundry room	-	-	-	√
Dormitory dining room	√	√	√	-
Male & female dormitories	√ (separated)	√ (separated)	√ (separated)	√ (separated)
Dorm builder room	√	√	√	√
Visitor's living room	-	√	√	√
Housing for ustadz	-	√	-	√

Aspects regarding the availability of special laundry rooms as supporting facilities for dormitories are not provided because they are not needed significantly for the needs of students. These facilities can be replaced with several other options such as laundry services provided by the dormitory because it is considered more practical or washing activities can be carried out in the students' bathrooms with a special drying area provided. However, according to (Amole 2012) it is necessary to add laundry facilities to meet the needs of user behavior.

The dormitory dining room is considered important as a supporting facility for the dormitory based on the results of the sample that has been carried out. This activity requires a separate area for students

to gather and eat together so that they can increase the social value of others. In addition, food hygiene and neatness will be more guaranteed because if not, students can eat anywhere without paying attention to it.

Aspects regarding male and female dormitory facilities are facilities that must be provided, with the need for considerations related to separate building locations. This is related to maintaining the privacy of the santri because in Islam there is also a study of gender segregation that needs to be considered, especially in the dormitory area which is based on the Qur'an and hadith. Meeting between men and women is not prohibited, but this ability does not make the boundaries between the two become blurred and forgotten, one of the goals is to hold the views of both parties (Iii et al., n.d.).

Facilities in the form of dormitory builder rooms or commonly called musyrif / musyrifah are also an important aspect in supporting the needs of the students. Musyrif / musyrifah has an important role in monitoring boarding activities for students as a mandatory activity outside school activities related to religious activities. The activity was carried out from the morning before school and continued after school until the evening. That way, the availability of facilities in the form of rooms for musyrif / musyrifah is needed for the smooth running of the students' activities.

The guest room for students is used as a facility for parents who want to visit to visit the students. Even if it's just a conversation, this guest area is considered quite necessary based on the results of the samples that have been carried out. The guest area provided is also an embodiment in Islam as adab in honoring guests. The role of ustadz/ustadzah in activities at Islamic boarding schools as educators, following the predetermined school schedule. Supporting facilities in the form of residential houses is an aspect that needs attention, but it is not something that is urgent to provide.

5. Conclusion

Based on the results of the comparison of supporting facilities between 4 modern Islamic boarding schools, it can be concluded that there are differences in the facilities and needs of Islamic boarding schools in Indonesia. Completeness of the facilities and needs of Islamic boarding schools are still not measured because each Islamic boarding school has a different policy in providing dormitory facilities.

It was found that there is a typology of dormitory room facilities that has not been listed based on dormitory satisfaction studies that have been carried out in other previous studies, such as dining rooms, kitchens, study areas, private bathrooms, sports areas, parking areas, recreation areas, and high speed internet networks. In the form of a residential typology including housing for ustadz/ustadzah, dormitory builder rooms, and male and female dormitories that need to be separated in order to maintain privacy between the two. Then related to the communal typology, it includes a laundry room, a dormitory dining room, and a visitor's living room.

The different facilities provided by the dormitories need to be studied and proposed according to the needs of Islamic boarding schools in Indonesia. This will relate to the effectiveness of residents in carrying out activities so that the dormitory needs to pay more attention to standard needs to facilitate residents in general

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