Editor/Author Correspondence

Editor 2021-05-18 03:57 AM	Subject: [IJPHS] Editor Decision	

The following message is being delivered on behalf of International Journal of Public Health Science (IJPHS).
_____

Dear Prof/Dr/Mr/Mrs: Zalik Nuryana,

We have reached a decision regarding your submission entitled "Raise mental health with character education in boarding schools" to International Journal of Public Health Science (IJPHS), a peer-reviewed and an OPEN ACCESS journal that makes significant contributions to major areas of public health science.

Our decision is to ACCEPT with revisions
The goal of your revised paper is to describe novel technical results.
A high quality paper MUST has:
(1) a clear statement of the problem the paper is addressing --> explain in "Introduction" section
(2) the proposed solution(s)/method(s)/approach(es)/framework(s)/ ....
(3) results achieved. It describes clearly what has been done before on the problem, and what is new.

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1. Please ensure that: all references have been cited in your text; Each citation should be written in the order of appearance in the text; The references must be presented in numbering and CITATION ORDER is SEQUENTIAL [1], [2], [3], [4], ...
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3. Results and discussion section: The presentation of results should be simple and straightforward in style. This section report the most important findings, including results of statistical analyses as appropriate. You should present the comparison between performance of your approach and other researches. Results given in figures should not be repeated in tables. It is very important to prove that your manuscript has a significant value and not trivial.

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- Your abstract

Reviewer L:

Does the paper contain an original contribution to the field?:
Yes

Is the paper technically sound?:
No

Does the title of the paper accurately reflect the major focus contribution of this paper?:
No

Please suggest change of the title as appropriate within 10 words:
Character Education and the Rise of Mental Health in Islamic Boarding School: The Case of Modern Muhammadiyah Islamic Boarding School (Yogyakarta?)

Is the abstract a clear description of the paper?
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Yes

Please suggest change of the abstract
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Is the paper well written (clear, concise, and well organized)?:
No

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Please score the paper on a scale of 0 - 10 as per the directions below:

9-10 Excellent - Outstanding
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2021-07-07
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Subject: [IJPHS] Editor Decision   [DELETE]

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Dear Prof/Dr/Mr/Mrs: Zalik Nuryana,

please enrich the abstract, discussion and conclusion section with MENTAL HEALTH aspect as mentioned in the title.
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2021-07-19
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- Mention Figure 2 before appeared.
- Improve the paper with 3 more references within 2011-2021.
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Update your metadata in our online system when you submit your revised paper through our online system, included:
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Raise mental health with character education in boarding schools

Rahmah Hidayati[1], Arif Rahman[2], Zalik Nuryana[3,4]

[1,2,3]Department of Islamic Education, Universitas Ahmad Dahlan Yogyakarta, [2]Department of Electrical Engineering,
[4]School of Education Science, Nanjing Normal University, China

Article Info	ABSTRACT
	This study aims to determine various characters implemented in the modern Islamic Muhammadiyah Boarding School (MBS). The need for character education implemented in the students' self is minimum, and their moral decrease in some aspects such as socialization, attitude, and speech, which require more attention given by each individual, for example, parents, teachers, or societies. This research was a case study field research in which the researcher carefully investigated a program, event, activity, process, or individual whose case is time-limited and activity is determined by using a qualitative approach. The data were analyzed using descriptive analysis. The researcher has analyzed the research based on data obtained from interviews, observation, and documentation. The result is RISTA, which stands for Religious Character, Independence, Social Character, Team Building, and Takzim. The conclusion shows that supporting and obstacle factors of character education in MBS Pleret are parents' support, assistance consistency teacher, dynamic and continuous boarding school program, conducive atmosphere, and environment.
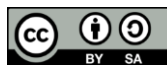
Corresponding Author:

Zalik Nuryana,
Department of Islamic Education,
Universitas Ahmad Dahlan Yogyakarta,
Jl. Ringroad Selatan, Tamanan, Banguntapan, Bantul, Daerah Istimewa Yogyakarta 55191, Indonesia
Email: zalik.nuryana@pai.uad.ac.id

1. INTRODUCTION

Education is an everlasting process. It is done since human's birth to death because education is human's primary need in undergoing life and implement the duties which are given by The Creator to pray. Character education is not only the memorizing process of learning materials in the classroom but character building needs habituation. Continuous habituation can make the students be skilled. For example habituations of doing good and honest action, being sportive and shy to act lazy and let the environment dirty, etc. Character is not built instantly but should be trained continuously, seriously and proportionally to reach ideal shape and strength [1]. Since humans' creation, they have various life potentials and functions in this world. Therefore, humans have selection position, the best and primary humans [2]. Being the best and central humans should have strong character.

Zubaedi presented his opinion on character education, which is more than a good nature that has a core in the teaching program and develop character or behaviors by inspiring societies' values and belief as moral strength in the life through honesty, trustworthiness, discipline, and cooperation which emphasizes on affective aspect (feeling/attitude) without leaving cognitive aspects (rational thinking), skill aspects (skill to process data and present opinion [3]. Through daily implementation through direct instruction, literature use, and parents' involvement, a learning environment is improved [4], model example and sanction provision [5].

The objective of character education is to improve Human Resource Quality because it will determine nation development. The qualified character should be formed and maintained from an early age because it is

a golden period to identify an individual's character. Developing children's character is our parents and our responsibilities. Although our parents are the main character education, empirical research indicates that they want all mature people to have contact with their children and contribute to such education, especially their children's teachers. The character becomes the priority which is taught by school, including in England [6].

Character education is embedded through values education that becomes a nation character fundamental value. Therefore, it is values development which comes from Indonesia nation ideology, religion, culture, and values formulated in national education. Character values which are developed at school are in relationship with the One Almighty God, the self, environment, and nationality. Education institution will influence in creating graduates, including in applying character education. For example, in the Study Program of Islam Religion Education of Ahmad Dahlan University, the character education is packaged in ORNAMI activity which is aimed to provide understanding on students' religious values[7]. We can distinguish three types of "character education": (1) simple moral education (basically, Kohlberg's moral education in the classroom), (2) just, community education (Deweyesque' practice which emphasizes on democratic decision making outside the school), and (3) simple character education (try to build character in or outside the first grade attitude at one moment by emphasizing good behaviors) [8]. Boarding school is an Islamic educational institution that has education and social function by using dormitory system guided by teachers and kyai to become *mutafaqqih fiddiin* and *mandzirul qawm.*

Present boarding school can be classified into two, which are traditional boarding school (*salafiah*) and modern boarding school (*Khalafiah*). In its teaching, S*alaf* boarding school only study and deepen classical Islam bibles as the education core. In the boarding school, it only teaches classical Islam without introducing a general lesson. While modern boarding school (*khalafiah*) has embedded general lessons in the Islamic school which is developed or opens public school types in boarding school environment [9]. Boarding school education is aimed to enrich scientific treasure of each *santri,* improve morale, train or improve spirit, respect humanistic spiritual values, teach moral attitudes and behaviors and prepare Islamic religious students (s*antri*) to live in modest life with a clean heart [10]. In the 21st century, students' character and emotional-social competence will bring to superior school[11], character education requires strategies to be applied at school [12]. Susan in her research, divided three types of Islam education, such as Education of Muslims, Education for Muslims, and Education about Islam [13]. Boarding school is a solution to embed students' character education because all students' activities are integrated into comprehensive curriculum system which covers three typologies of Islam education. Besides, boarding school is also Indonesian special education institution which can respond era modernization challenge.

2.   RESEARCH METHOD (10 PT)

The research was a case study field that utilized a qualitative approach. In this research, the researchers carefully observed a program, event, activity, process, or a group of individuals whose cases are limited by the determined time [14]. The researchers carried out it at Muhammadiyah Boarding Scholl Pleret. This research was carried out at the modern Islamic Muhammadiyah Boarding School (MBS) Pleret Bantul Yogyakarta Indonesia. The informants were selected to understand the history of Modern Islamic Muhammadiyah Boarding School (MBS) Pleret Bantul, and their teaching-learning activities. The selected informants were the director, manager, dormitory assistant, and some Islamic religious students (santri). Observation, interviews, and documentation obtain information about the implementation of character education to obtain relevant, in-depth, and appropriate information to support this research. The triangulation technique was utilized as data analysis. It was done by combining all data which is obtained from a determined data source, and the conclusion was drawn.

3.   RESULTS AND DISCUSSIONS

There are four indicator principles of character education implementation at school in California to support high academic achievement, which are: First, a good school ensures physical cleanliness and environment is maintained well. Second, a good school will uphold justice, equality, care, and respect. Third, a good school has students who contribute in meaningful ways. Four, a good school promotes their studying community well and care of social relation [15]. Character is a set of complex psychological characteristics which enable an individual act as a moral agent. Character education is good and the most primary education to control behaviors [16]. It is also an effort to guide an individual's behaviors through determined standard and provide a way to respect individuals' perspective and values which are represented at school [17].

Tomas Lickona explained 11 basic principles of character education, which are: First, Character Educator Promotes Core Ethics Values as Good Character Base. Second, "Character" should be defined comprehensively to accompany thinking, feeling, and behavior. Third, Effective Character Education needs Intentional, Proactive, and Comprehensive Approach which Encourages Core Value in All School Life Phases.

Commented [CS2]: In our opinion, such terms should be explained in a clear way.

Commented [CS3]: Rather than listing the points, we advise you to elaborate on points deeper revealing the concrete context and usage of that list. Remember that in the Introduction part, you have to lead the reader to a proper apprehension about the important of research you were carrying out. The same action is also required in the case of ORNAMI.

Commented [CS4]: We did not see any research question. Please state your research question in the end of Introduction!

Commented [CS5]: We have observed that the number of reference with regards to research method is extremely limited. Please be kind to consider add some of references!

Four, School should be Care Community. Fifth, To Develop Character, Students need an Opportunity for Moral Action. Sixth, Effective Character Education covers Meaningful and Challenging Academic Curriculum which respects all Students and Help Their Success. Seventh, Character Education should try to develop Students' Intrinsic Motivation. Eighth, School Staff Should Be Study and Moral Community in which All share Responsibilities for Character Education and Try to Obey Same Core Values that Guide Students' Education. Ninth, Character Education Needs Moral Leadership from Staf and Students. Tenth, School should Recruit Parents and Societies' Members as Full Partner in Building Character A. Eleventh, Character Education Evaluation Should Assess School Character, School Staff Function as Character Educator and How Far the Students Manifest Good Character [18]. It is found a positive effect on school ability to fulfill students' social, Emotional and Cognitive Needs after social development program for all school citizens which is based on empirical proof from education psychological point of view [19]. Psychological approach is seen as new approach which can help cognitive development for moral and character education from preschool to university [20].

3.1. Character Education Values at Muhammadiyah Boarding School Pleret

The result of research which was performed at Modern Islamic Muhammadiyah Boarding School (MBS) Pleret Bantul is related to character education implementation which is explained as follow: Character values which are applied at MBS Pleret can be categorized into four aspects so-called "RISTA" term. It stands for Religious Character, Independence, Social Character, Team Building, and *Ta'zim*. The five points are a part of values accumulation found in boarding school life which is summarized by the researchers in the five aspects.

> **Commented [CS6]:** We did not see any relevance of the above part to the 3.1. How notes 15-17 and 18 will be associated with the analysis? If you want to adopt an argumentation about 'Psychological Approach' please advance a connection between the theories/ literature with the 'Research Question'!

Table 1. Religious Character, Independence, Social Character, Team Building, and Ta'zim

|	
Religious Character	Religious character is the primary character which must exist in MBS Pleret Bantul. The religious values which can be found are five daily prayers, sunah salat (tahajjud and duha), Monday-Thursday Fasting, Tadarus Al-qur'an, tahfidz, etc. The emphasizing of character values concerning religious matters becomes the Islamic religious students' (santri)' basic capital at Modern Muhamadiyah Boarding School (MBS) Pleret Bantul. Islamic Boarding School is a religious institution which protrudes their religious values. Certainly, the Islamic religious students (santri) must be taught with more religious values than students who live outside the boarding school.
Independence	Independence is also trained in MBS Pleret environment to build Islamic religious students' (santri) character. Independence is required by all individuals because and individual does not feel the dependence towards other people. Moreover, Islamic religious students (santri) who study at the boarding school are demanded to have independence. It is different from the students who do not stay at the dormitory because they are still taken care of by their parents. In other words, Islamic religious students (santri) at the boarding school are required to be independent so that they can do everything independently although they help each other. They don't only teach Islamic religious students (santri) to wash clothes, take care of themselves, or manage time, but also teach them to be brave (active). Khitobah Ashgar and Khitobah Akbar is also found in the program of Modern Islamic Muhammadiyah Boarding School Pleret. The objective is Islamic religious students (santri) will be able to become master of ceremony if they're asked because they have been trained to do it.
Social Character	Social character is a character which is embedded through interaction with peers and teachers, the care act towards the environment, etc. In boarding school, they must use Arabic and English. To dig their Arabic and English skill, they are expected to interact/speak with their friends or ustadz/ustadzah in the boarding school more often. Social values are seen from communication using foreign languages and social character values are built through their attention to peers. The objective of social character is to have sensitivity towards themselves, environment or other people who need our assistance.
Team Building	Team building is more often called as cooperation. When they live at boarding school, Islamic religious students *(santri)* do not live alone and for a period of time, their solidarity is needed. The cooperation is also built-in their lives such as doing assignment together, community service to clean and maintain the boarding school environment, sport, etc. Building Islamic religious students *(santri)'s* cooperation has a fundamental objective which is to strengthen and tighten their relationship. They live separately from parents. So they are trained to be independent and able to cooperate well. In the future, they will be more intimate, solid and able to cooperate with other people.
Ta'zim	Ta'zim is a form of Islamic religious students' *(santri)* respect to teachers or ustadz/ustadzah. In the Islamic boarding school, ta'zim to teachers is ordinary and sacred because it is a form of respect towards teachers. It is challenging to find Islamic religious students *(santri)* who speak rude with ustadz/ustadzah in the boarding school. However, it is easy to find rude students outside the boarding who do not respect teacher. In Islamic Muhammadiyah Boarding School, the students (santri) are taught to respect, obey, be polite and well-mannered towards older

> **Commented [CS7]:** Please elaborate on both terms prior to the analysis.

people. m As the term which mentions "Respect older people, love young people", it is clear that they are taught to respect both peers and older people.

Based on table 1, the five aspects are connected because it is impossible if each point run by itself and does not support each other. It's unlikely that they have religious character but do not have social character. Also, social character must be built from religious values, cooperation, and respect towards teachers so that the five aspects which are conceptualized by the researchers become an offer in the boarding school. Figure 1 is the visualization of the five aspects which are packaged to be an exciting concept.

Figure 1. Conception (RISTA) of Character Education Aspects at Islamic MBS Pleret
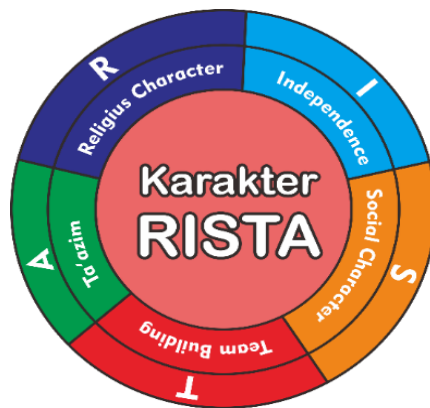
RISTA characters are summarized in the five values aspects in activities or programs which have been arranged in both programmed and incidental daily, weekly, monthly and annual activities which are aimed to build the Islamic students' (santri) character and personality to be better [21]. The researchers figure out personality characters values in the following tabulation. In which character aspects which are drawn in RISTA contain values drawn in the santri's life at the boarding school. Moral emotion has function to be an important connector between moral personality development and proximal decision making which is seen from daily moral behavior [22]. Daniel has an opinion that character education needs clear psychological understanding of disposition and development coherence and approach which can be maintained for the appropriate education and what is known about effective teaching and learning [20]. The importance of character education program in school curriculum, work definition of character education and teachers and parents' character in character education program. The objective is to prepare future leader [23]. Table 2 explains values which are found in the character developed at school. Considering the five RISTA aspects which are conceptualized by the researchers is the picture on character education runs as the religious, independence, social, cooperation, and respect values. Certainly, there are character values found there, but the researchers limit them in some values. The researchers realize that there will be many relevant values contained in each aspect.

3.2. The Implementation of Character Education Values at Islamic Muhammadiyah Boarding School

The implementation process of character education values at MBS Pleret utilizes some methods to make the delivery process more effective and efficient and can reach the desired result. The methods which are utilized are: (1) Habituation method is one of reasonable educating efforts in building humans' character. It is a method which is being used by educators to accustom students repeatedly until it becomes a habit which cannot be easily left and will be brought until their old days; (2) An exemplary method is a proper and appropriate action to be imitated. Ustadz/ustadzah are their primary role model at Islamic Boarding School because their Islamic students (santri) will see how their teachers act, speak, and politely and well-mannered behave; (3) Advising method is one of the activities which builds students' moral. Therefore, Islamic students

(santri) will have a sense of being noticed and loved by their teachers. Advise giving is aimed to improve and disenchant them so that they do not violate the rules which are prevailed in the boarding school; (4) Reward and punishment method. The reward is given to Islamic students (santri) who have potential which can motivate other sentry to do as he does. While punishment is given to who violate the rules and regulation in the boarding school. It is aimed to provide them deterrent effect so they will not repeat the same mistake.

Table 2. Character Values Content at Modern Islamic Muhammadiyah Boarding School (MBS) Pleret

No	Aspect	Values Content
1	Religious Character	Thankfulness/ Gratitude
		Sincerity
2	Independence	Strong
		Brave
		Independent
3	Social Character	Care
		Empathy
		Inclusive
		Tolerance
		Attention
4	Team Building	Hard Work
		Cooperation
		Solid
5	Ta'zim	Respect
		Obedient
		Polite
		Tabarruk

Character education is a part of education. Government support such as in United States has helped the success of character education because the government partiality can support or thwart the implementation of character education [24]. In California, schools with higher total character education implementation tend to have higher academic score than academic action for the year before, during, and two years after their application [25]. Using meta-analysis, this research tries to determine the effect of religion school and personal religious commitment on academic achievement of African-American and Hispanic students. The result indicates that religious schools and each religious commitment have positive impact on academic achievement and behaviors which are related to school [26]. It is different to North America case that schools have role in encouraging moral societies' development in the democratic society which needs focus on broader moral, moral and relevant character development, citizenship and skill development skill and citizenship disposition [27].

Commented [CS8]: What is the important of this part? We suggest you to not put any data without any relation to the title (extremely research question)!

3.3. Factors of Supporting and Obstacle of Character Education Values Embedding Process at Islamic Muhammadiyah Boarding School Pleret Bantul

Four important aspects of character education are 1. Students need performance characters (work ethics, self-discipline, perseverance, initiative, teamwork, etc) to perform their best academic work. 2. Students develop their performance character (ability to work harder, overcome obstacles, find excitement in their work which is completed well, etc) from their schoolworks. 3. Students need moral character (respect, justice, goodness, honesty, etc) to create classroom relationship which makes learning environment positive. 4. Students develop moral character from their school work (for example by assisting their colleagues in performing their best work through "critical culture" which offers constructive feedback by learning ethic problem in the curriculum and using curricular learning in service project) that assist solving the real-world problem) [28]. Character Education Program designed in sociocultural understanding on development has a positive effect on teachers' conversation, students' assignment and anti-social behavior. Qualitative and quantitative data prove students' behavior development and teachers' capacity building to focus their time on delivery content during the course [19]. After the explanation of character education values as found in Islamic MBS Pleret and its implementation, the last problem formulations on the supporting factors in the embedding process which is done at modern Islamic Muhammadiyah Boarding School (MBS) Pleret Bantul are: (1) Parents' support. Support, spirit, motivation, and prayer given by their parents are helpful for the character

education process continuation at the Boarding School; (2) The consistency of ustadz/ ustadzah assistance. It is performed 24 hours by them. They stay in the boarding school environment with all Islamic students (santri(or who are so-called as Musyrifah/ dormitory head. Musyrifah is assigned to support, assist, keep, and monitor all santri's activities in the boarding school environment; (3) The boarding school program is dynamic and continuous. The programs which are arranged in Curriculum Document of Modern Islamic Muhammadiyah Boarding School (MBS) Pleret Bantul which covers daily, weekly, monthly and annual program; (4) Conducive boarding school atmosphere and environment. The environment can also be the supporting factor of character values embedding the process in the boarding school because good environment helps the process to run smoothly.

Besides supporting factors, there are also obstacles of character values embedding process at Modern Islamic Boarding School (MBS) Pleret, such as: (1) The Islamic Students' various backgrounds. Although it is an extraordinary potential, it will be an obstacle at the boarding school because their local origin characters are still prevalent and language that cannot be understood and accepted easily by other friends; (2) Inconsistent punishment for Islamic Students (santri). Violations performed by students are found in both educational institution and social boarding. The violations which are performed by them are late coming for Salat in congregation or they do not perform daily duties etc. The violation will continuously occur if punishment is not given firmly because, during the research, the researchers find some students do not maintain cleanliness such as throw throwing the rubbish carelessly, let the environment dirty and laundry falls down. The teachers' role in guiding character education is also essential. It is done by the teachers in each condition, for example when they teach, give command or communicate with parents [29]. The research explained that primary school teachers perceive that they understand most of character education aspects and get bachelor degree from private university which is affiliated with religion so that they have higher understanding on character education [30]. This research has drawn how are the data and analysis which are relevant with character education at modern Islamic Muhammadiyah Boarding School (MBS) Pleret Bantul seen from conception, implementation, and supporting and obstacle factors that can be drawn as the following. Character implementation has the potential itself. The design found here is RISTA. Then the researcher accumulates it with various types of analysis and data which is relevant with character education at modern Islamic Muhammadiyah Boarding School (MBS).

Figure 2. Concept of Character Education Implementation in MBS Pleret
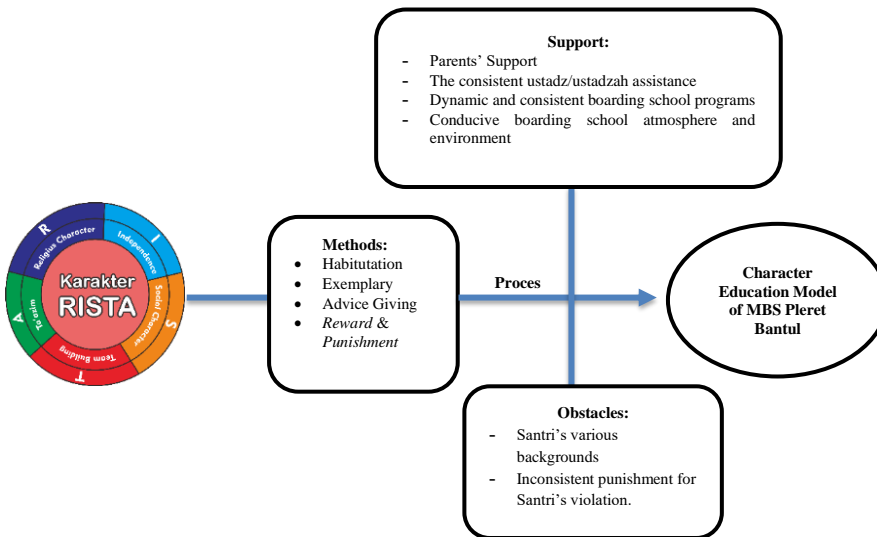
There are some methods of embedding character in the students. Films can be used to involve students in moral-dilemma moral to promote critical thinking and character development. The researchers perceive that film use in the classroom can challenge students to broaden and analyze their values and belief by checking moral dilemma in popular film [31]. However, boarding school has all needed in the character building.

Students will be controlled since wake up to bedtime.

4. CONCLUSION

Based on the data explanation, the researchers conclude: First, character values in MBS Pleret contain four aspects which are summarized into "RISTA". It stands for religious character, independence, social character, team building, and ta'zim. Second, character education implementation in MBS Pleret is done using some methods, such as habituation, exemplary, advising, reward and punishment giving. Third, supporting and obstacle factors of character education in MBS Pleret are parents' support, assistance consistency ustadz/ustadzah, dynamic and continuous boarding school program, conducive atmosphere and environment. While the obstacle factors are the Islamic students (santri)'s various backgrounds and inconsistent punishment to santri's violations.

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