



## CHARACTER EDUCATION VALUES IN THE MAYORAN TRADITION AT THE LIRBOYO ISLAMIC BOARDING SCHOOL

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**Abstract:** The mayoran tradition is a form of typical culture in Islamic boarding schools that reflects the values of togetherness and simplicity. This research aims to identify and analyze the character education values contained in the mayoran tradition at the Lirboyo Kediri Islamic Boarding School. This research method uses a descriptive qualitative approach. Data was obtained through observation, interviews and documentation at the Lirboyo Kediri Islamic Boarding School. The research results show that the mayoran tradition contains character education values, such as mutual cooperation, responsibility, independence, togetherness, and gratitude. The value of mutual cooperation is reflected in cooking and eating together which involves all students, regardless of social status. Responsibility and independence are formed when students are given tasks in the major preparation process, such as managing food ingredients and equipment. Apart from that, togetherness and gratitude are at the heart of this tradition, which teaches students to appreciate good fortune and bond together *Islamic brotherhood*.

## INTRODUCTION

Islamic boarding schools, as traditional Islamic educational institutions in Indonesia, have an important role in shaping the character of students through various traditions and daily activities (Huda, 2022). One of the prominent traditions is mayoran, namely the activity of eating together in a large container such as a tray or tray (Akbar & Ansori, 2024). This tradition is not just an eating activity, but also an effective means of instilling character education values in the students.

Mayoran is an expression of gratitude to Allah for the blessings given. This activity is often held to celebrate success, such as completing a book recitation, passing an exam, or simply strengthening the ties of brotherhood between students (Akbar & Ansori, 2024). In mayoran, the students sit together, sharing food from one container, which reflects the values of togetherness and egalitarianism regardless of social status or background.

This tradition also teaches simplicity. The menu served in the mainan is usually simple, teaching santri to live without exaggeration and to be grateful for what is available (Rifqy, 2024). This is in line with the principles of simple living taught in Islam, where simplicity is a reflection of obedience and humility of a servant.

Mayoran not only teaches students to live a simple life, but mayoran also fosters a spirit of mutual cooperation. The process of preparation to implementation of the major involves collaboration between students, from cooking to cleaning eating utensils. Through this activity, students learn to work together, help each other, and understand the importance of individual contributions in achieving common goals. Discipline and responsibility are also values that are instilled through the major. Santri are trained to be disciplined in following the activity schedule and are responsible for completing the tasks given during the preparation and implementation of the major. This forms an orderly and reliable character in everyday life.

Character education in Islamic boarding schools is not only through formal teaching, but also through various deep-rooted traditions, such as mayoran (Chonitsa et al., 2022). This tradition is an effective medium for internalizing character values, because it is carried out regularly and involves the active participation of all students.

Research on the values of character education in the major tradition is important to understand how the process of internalizing these values takes place. It is hoped that the results of this research can contribute to the development of an effective character education model, especially in the Islamic boarding school environment. Apart from that, it can be a reference for other educational institutions in implementing character values through traditional activities that are appropriate to local culture and context.

Thus, the mayoran tradition is not only a cultural heritage that needs to be preserved, but also a means of character education that is relevant to the need to form a generation with noble character and superior personality. A deep understanding of the values contained in the majoran will help in efforts to strengthen character education in Indonesia. Therefore, this research will aim to explore the values of character education in the mayoran tradition in Islamic boarding schools, with the hope of providing new insight into the role of tradition in character formation, as well as its implications for the development of a holistic and value-based education system.



## RESEARCH METHODS

This research uses a qualitative descriptive method to explore the values of character education in the Mayoran tradition at the Lirboyoy Islamic Boarding School. This approach allows for an in-depth understanding of complex social and cultural phenomena in the Islamic boarding school context. Data was collected through participant observation, in-depth interviews with caregivers, administrators and students, as well as analysis of documentation related to Mayoran traditions. Data analysis was carried out inductively to identify themes and patterns related to the character education values contained in this tradition. Data validity is maintained through triangulation of sources and methods, ensuring the accuracy and reliability of research findings.

## RESULTS AND DISCUSSION

### Character building

Character education in Islamic boarding schools is one of the efforts that has been going on for years to shape students' personalities who are strong and have noble morals (Anwari, 2020). Based on research conducted, it was found that the Lirboyoy Islamic Boarding School has traditions and an education system that really supports character formation based on Islamic values. This tradition is not only applied in the learning process, but also in the daily lives of students at Islamic boarding schools. Lirboyoy Islamic Boarding School instills main values such as honesty, responsibility, discipline and independence. These values are taught through various methods, both through recitation of the yellow book, daily habits, and extracurricular activities (Khoirul Mustamir, 2024). Instilling these values is an important foundation in forming students who are not only intellectually intelligent, but also emotionally and spiritually mature.

One of the methods used in character education at the Lirboyoy Islamic boarding school is the exemplary method (Sumantri, 2021). The kyai and ustadz provide real examples in implementing Islamic values in everyday life. Apart from that, dialogic and discussion methods are also used to help students understand and internalize these values in depth.

The Islamic boarding school environment which is full of religious nuances is the main factor in forming the character of students (Nugraheni, 2024). Lirboyoy Islamic Boarding School creates an atmosphere that is conducive to learning and worship, so that students get used to routines that support the formation of strong character. Activities such as congregational



prayers, recitation of the yellow book, and social activities are an integral part of character education at this Islamic boarding school.

Even though many successes have been achieved, character education at the Lirboyoy Islamic boarding school also faces various challenges. One of them is the influence of globalization and digital technology which can divert students' attention from the traditional values of Islamic boarding schools. Islamic boarding schools need to continue to innovate in integrating Islamic values with current developments so that the relevance of character education is maintained.

Students graduating from the Lirboyoy Islamic boarding school are proven to be able to implement character values in everyday life. They are active in social and religious activities in society, and become reliable leaders in various organizations. This shows the success of Islamic boarding schools in forming the character of students holistically.

Lirboyoy Islamic Boarding School is starting to adopt a new approach to character education to answer the challenges of the digital era. The use of social media and information technology is utilized to spread Islamic da'wah and values. Students are taught to use technology wisely, so they are able to filter negative influences from outside.

As an educational institution, Lirboyoy Islamic boarding school continues to evaluate its character education program. Feedback from alumni and the community is an important ingredient for improving and developing programs that are more relevant to current needs. Character education at the Lirboyoy Islamic boarding school has made a major contribution in forming individuals with noble and competitive character. Despite facing various challenges, this Islamic boarding school remains consistent in maintaining its traditions while adapting to current developments. This makes the Lirboyoy Islamic boarding school a model of character education that other educational institutions should emulate.

### **Mayoran Tradition**

The mayoran tradition in Islamic boarding schools is the practice of eating together in one large container, such as a tray, involving several students (Hasan, 2023). This tradition is not just an eating activity, but also a means of learning the values of togetherness, harmony and simplicity among students. Mayoran implementation at the Lirboyoy Islamic Boarding School is usually carried out at special moments, such as celebrating the completion of the book or as an expression of gratitude for certain achievements. Through majoring, students are taught to share, respect each other, and strengthen ties of brotherhood. This habit also reflects the values

taught by Rasulullah SAW regarding the importance of togetherness in eating (Ahmad Faizal Ramly et al., 2020).

Based on an interview with one of the Islamic boarding school administrators, the mayoran tradition plays a role in maintaining the values of "harmony" and "compassion" in the santri community. Through mayoran, students learn to live in harmony, respect each other, and develop a sense of compassion between each other. This is in line with the aim of Islamic boarding school education in forming the character of students with noble morals.

Mayoran also becomes a medium for instilling moral values, such as tolerance, cooperation and responsibility. By eating together in one container, students are trained to share and not be selfish. This tradition also teaches simplicity and prevents students from being stingy. At the Lirboyo Islamic Boarding School, the mayoran tradition is an integral part of the students' daily life. This activity not only strengthens relationships between students, but also between students and caregivers. Through majoran, a harmonious family atmosphere is created, which supports the learning process and character development of students.

The implementation of the mayoran tradition in Lirboyo is also in line with the concept of character education which emphasizes the importance of moral values in everyday life (Nafsaka et al., 2023). Through this practice, students not only gain knowledge, but are also equipped with noble values that become provisions for life in society. Overall, the mayoran tradition at the Lirboyo Islamic Boarding School plays an important role in forming the character of the students. Through this activity, values such as togetherness, harmony, simplicity and responsibility are instilled effectively, so that students can grow into individuals with noble character and ready to contribute positively to society.

### **Character Education Values in the Mayoran Tradition**

The mayoran tradition is the practice of eating together in a large container, such as a tray or tray, which is commonly done in Islamic boarding schools. This tradition is not just an activity of eating together, but is also full of character education values which are important in forming the personality of students.

Through mayoran, students learn the meaning of togetherness and solidarity. Eating together in one container teaches them to share and feel close togetherness (Saputra, 2024). This strengthens the bonds of brotherhood between them, creating a harmonious atmosphere of harmony. Mayoran also reflects the value of simplicity. The menu served is usually simple,

such as rice with simple side dishes. This teaches students to live simply and not excessively, and fosters a sense of gratitude for the blessings given.

The preparation process until the implementation of the major involves cooperation between students. Together they choose the menu, shop for groceries, cook and clean the utensils after eating. This activity instills the values of mutual cooperation and shared responsibility. In the mayoran, students are taught eating etiquette according to religious teachings, such as eating with the right hand, not making noise when eating, and respecting food. This learning forms an ethical and civilized character in everyday life.

Some Islamic boarding schools view mayoran as part of penance or spiritual practice. By living a simple and together life, it is hoped that students can improve their spiritual quality and get closer to Allah. The mayoran tradition is also a means of instilling moral values, such as honesty, sincerity and tolerance. Through interactions in this activity, students learn to appreciate differences and treat each other with respect.

By being directly involved in all major processes, students are trained to be independent, from planning to implementation. This independence is an important provision for them in facing life outside the Islamic boarding school. Intense interaction in majors helps students develop social skills, such as effective communication, empathy, and the ability to adapt in groups. These skills are essential in building healthy relationships with others.

Mayoran is part of the Islamic boarding school tradition that needs to be preserved. Through this practice, students are taught to appreciate and protect cultural heritage that has noble values. It is hoped that the values obtained from the mayoran tradition can be applied by students in everyday life, both in the Islamic boarding school environment and in the wider community. In this way, they can become individuals with strong character and contribute positively to the surrounding environment. Overall, the mayoran tradition in Islamic boarding schools plays a significant role in forming the character of the students. Through this activity, various positive values are instilled, which are not only beneficial for individual students, but also for society in general.

## **CONCLUSIONS AND RECOMMENDATION**

The mayoran tradition at the Lirboyo Islamic Boarding School is a cultural practice that is full of character education values. Through this tradition, students learn the values of togetherness, mutual cooperation and responsibility. Mayoran is not only a moment of togetherness in sharing food, but also a vehicle for informal learning about the importance of



humility, tolerance and caring for each other. In addition, this tradition teaches students to appreciate collective processes and contributions, which reflects Islamic teachings about ukhuwah Islamiyah. In this way, mayoran becomes an instrument for character formation that is integrated into Islamic boarding school life, strengthening spiritual and social values among students. The hope from the research is that the mayoran tradition will continue to be maintained and strengthened as part of local culture-based character education in Islamic boarding schools.

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