



## MOTIVE OF THE 'RAN AWAY' OF STUDENTS IN ONE OF THE TAHFIZ ISLAMIC BOARDING SCHOOL IN BOGOR

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### Abstract

*This research aims to find out to what extent the motives of students at the Tahfiz Al-Qur'an Islamic boarding school who often "ran away", both at night and in the morning. Even though regulations and sanctions have been implemented, the deterrent effect on students has not made any changes. This research uses a qualitative method with a phenomenological approach which is used to understand the "run away" motives of students. Interviews were conducted with 5 students representing middle and high school levels at one of the Tahfiz Islamic boarding schools in the city of Bogor. The results of interviews with the "run away" students showed that they had been studying or boarding for eleven months to three years. The students admitted that they felt bored and uncomfortable at the boarding school because of the lack of facilities and monotonous activities, as well as the lack of attention and appreciation from the supervisors at the boarding school. They often "run away" because they feel less fulfilled and did not get enough attention. Positive feedback and attention from coaches or teachers can increase their intrinsic motivation but it is still not optimal.*

**Key words:** *phenomenology, "run away" motives, Islamic boarding school, Tahfiz students*

## INTRODUCTION

Education is one of human needs. With education, humans have skills, knowledge and habits which can then be passed down from generation to generation through training and teaching. Based on these regulations, education is divided into four, namely early childhood, primary, secondary and tertiary education (*Proceeding of Inter-Islamic University Conference on Psychology Flight 1 No. 1 2021*)

One of the educational institutions that carries out and realizes the development of the national education system is Islamic boarding schools. Islamic boarding schools in running the education system are different from formal schools in general. Education carried out by Islamic boarding schools requires students or better known as santri to live in the Islamic boarding school environment. The obligation to live in an Islamic boarding school environment is a challenge for students who have never had one live far from their parents. *Proceeding of Inter-Islamic University Conference on Psychology Vol 1 No 1 (2021)*:

Students who live in Islamic boarding schools are faced with a number of rules and regulations that must be obeyed. Santri activities begin when the students wake up at dawn are required to perform morning prayers in congregation at the mosque, followed by activities muhadatsah, then the students prepare to go to school. In the afternoon the students continued



learning activities at school, in the afternoon students take part in extracurricular activities. In the evening the students take part in evening study activities with the *ustadz* and *ustadzah* (Islamic teachers) in class each of them until it was time to rest at night.

The rules and regulations implemented in Islamic boarding schools include regulations related to academic activities as well as regulations governing the daily activities of students, such as the obligation to come to school on time, wear appropriate uniforms, the obligation to communicate in Arabic or English in daily activities, the prohibition on carrying and using electronic items, prohibition on bringing and reading magazines or novels, obligation to perform congregational prayers in the mosque, prohibition on leaving the dormitory without permission and so on. Students who live in Islamic boarding schools are faced with a number of rules and regulations that must be obeyed.

At Islamic boarding schools, students have a busy schedule of activities from waking up to going back to sleep. Students' activities begin when they wake up at dawn, students are required to perform morning prayers in congregation at the mosque, followed by activities *muhadatsah* (providing vocabulary by the administrator language section), then the students prepare to go to school. Study time at school is held at 07.00 until noon time, followed by midday prayers in congregation at the mosque and lunch. During the day the students continue their learning activities at school, in the afternoon the students take part in extracurricular activities. In the evening the students take part in evening study activities with the *ustad* and *ustadzah* in their respective classes until it is time for the evening break. Every activity carried out by students is regulated by rules and regulations which aim to form independence and discipline in students.

The rules and regulations implemented in Islamic boarding schools include regulations related to academic activities as well as regulations governing the daily activities of students, such as the obligation to come to school on time, wear appropriate uniforms, the obligation to communicate in Arabic or English in daily activities, the prohibition on carrying and using electronic items, prohibition on bringing and reading magazines or novels, obligation to perform congregational prayers in the mosque, prohibition on leaving the dormitory without permission and so on. The regulations implemented by Islamic boarding school administrators are expected to be able to educate students so that they grow to have noble morals with disciplined, responsible and obedient character to repair the moral damage that is rife in the present era. The density of activities and strict regulations that must be obeyed make the condition of the students even more stressful. Students who are under pressure give vent to their emotional conditions with behavior that defies the rules, which is characterized by violations of the rules.

Meanwhile, communication and education in many aspects have similarities, if seen from their elements and work processes, although they still have differences, especially in terms of message (material) and also their objectives. Communication is a means of communicating with other people, with social relationships and reciprocal interactions. Every person who survives cannot be separated from communication; communication occurs in every human activity. Communication is a process because it is a continuous series of activities that has no beginning or end and is constantly changing. Communication also involves complex, interrelated variations that never duplicate in exactly the same way: interrelationships between people, environments,



skills, attitudes, status, experiences, and feelings, all of which determine the communication that occurs at any given time.

### **A. Two-Way Communication Concept**

The world of education requires more parental participation. Because for the most part education grows in the family from childhood to adulthood at home. So with good communication between parents and school will make things easier to educate children in various different aspects. It's good to educate at school, especially at home. Nowadays, what communication we say and how we say it are the main factors that determine whether we will succeed or fail. Great leaders in government, industry, and education are highly skilled. in communicating effectively with others. This ability is not necessarily something you are born with. Everyone who wants it can have it. All that is needed is desire and determination, as well as efforts to hone our abilities.

Historical reality shows that *Kiai* (Islamic spiritual teachers) have played an active role in popularizing Islamic teachings in various ways. They face many challenges because there are parties who are not happy with the presence of Islamic teachings. His opponents view Islamic teachings as a threat that could prevent him from carrying out his life agenda. There is a tug of war between those who support and those who oppose da'wah activities, especially if the teachings are not in line with existing understandings in society (Maarif, 2010). Furthermore, (Maarif, 2010) said that religious messages should be implemented sympathetically and rationally. However, the facts show that there are still many Muslims who are devout and therefore unable to think critically and continue to follow public figures. This condition does not occur without cause, but is more related to the da'wah process carried out on various occasions.

### **B. Lasswell's Communication Character**

According to Agus Hendrayady, et al in the book *Introduction to Communication Science* (2021), one of the characteristics of the Lasswell communication model is that it is linear or one-way. This means that only the communicator is active in conveying the message. Meanwhile, the communicant is described as only receiving messages from the communicator, without providing feedback. In the book *Children's Communication and Social Interaction* (2021) by Encep Sudirjo and Muhammad Nur Alif, several characteristics of the Lasswell communication model are written, namely: Communication is one-way or linear. There is no feedback (feedback) (Kurniawan, 2018).

Viewed as very general and only covering traditional communication themes, Lasswell's communication model is the basis of propaganda, because it focuses more on output results. Usually used as a medium of persuasion. Lasswell's communication model is often used to describe mass communication contexts, such as television, radio, magazines, newspapers, and so on. Because the communication process is one-way. Seeing the reality on the ground, sometimes one-way communication is implemented by school or boarding school management. For example, and of course there is a WhatsApp group (WAG) in which the group members are all parents of students. Apart from the parents of the students/students, there are also the leaders of the school/boarding school or their representatives. The wag was created by the



school, only admins can send messages. The school does this so that conversations or messages can be conveyed quickly and directly, without any feedback from the students' parents. Some of the side effects of one-way communication result in communication not running effectively.

### **Disadvantages of One-Way Communication**

1. There is no feedback between the communicant and the communicator
2. There is no reciprocity from the communicant
3. Communication is ineffective because there is no feedback from the communicant to the communicator, resulting in ineffective communication
4. Communicants are only informants for the communicator
5. Limited communication media
6. Can give rise to misunderstandings and lack of clarity, resulting in bad prejudices appearing.

The emphasis in this communication model is more on the message conveyed being able to foster motivation, foster passion for the communicant so that the communicant quickly accepts the message received and then there is a change in behavioral attitudes. Onong Uchjana Efendy (2003, p. 253) explains that there are three important elements in the S-O-R communication model, namely: Message (Stimulus, S), Communicant (Organisms, O) and Effect (Response, R). If the S-O-R model communication scheme is described (Effendy, 2018).

Based on the description above, it shows the flow of how the communication model is carried out in changing attitudes. In short, every action has a reaction, as does communication. Then, things that need to be paid attention to in order to change attitudes are that the stimulus delivered must fulfill three elements, namely attention, understanding and acceptance. Therefore, as a teacher at school or a student supervisor (*Musyrif*), before delivering and opening a conversation, give attention and understanding to the students. This will make them feel comfortable so that they can easily accept the material and obey the instructions given by the teacher. Apart from that, what must not be forgotten is that communication activities are only limited to monologue (one-way talk) but also dialogue (two-way talk).

### **Two Steps Flow of Communication (Two-Way Communication Model)**

In fact, in mass communication there is a one-step flow model, but this model has been abandoned by many communication scientists. The problem is, the one-stage flow model has many shortcomings and is no longer appropriate to the development of mass media and the impacts it currently has. The one-stage flow model is heavily influenced by the mass media of the World War II era which states that mass media has a very strong influence on the minds of the audience. Meanwhile, the audience itself is considered not have the power to avoid or be passive from mass media messages. This theory originates from the results of research conducted by Paul Lazarsfeld regarding the effects of mass media in the presidential election campaign in the United States in 1940. This study was carried out with the assumption that the stimulus-response process worked to produce mass media effects. However, research results show the opposite; the effect of mass media is apparently low, and the stimulus-response assumption does not adequately describe the reality of mass media audiences in spreading the



flow of information and forming public opinion (Hamdan, 2010). Lazarsfeld, as quoted in (Hamdan, 2010), proposed the idea of "two-way communication", namely that the influence of mass media does not directly affect individuals, but first reaches opinion leaders as explained in the "development of communication" section (Muhammad Mufid, 2007:23) as cited in (Hamdan, 2010).

According to Sendjaja, the two-stage communication theory and the concept of opinion opening have the following assumptions:

- a) Individuals are not isolated from social life, but are members of social groups in interacting with other people;
- b) Responses and reactions to messages from the media do not occur directly and immediately, but through intermediaries and are influenced by these social relationships;
- c) There are two processes that take place, the first concerns acceptance and attention and the second relates to responses in the form of approval or rejection of attempts to influence or convey information.
- d) Individuals do not have the same attitude towards media messages, but rather have different messages in the communication process, and in particular can be divided between those who actively receive and spread ideas from the media, and those who solely rely on personal relationships with other people as his role model.
- e) Individuals who play a more active role (opinion leaders) are characterized by greater use of mass media, a higher level of sociability, the perception that they influence each other, and have a message as a source of information and role model. (Burhan Bungin, 2008, 278-279) By looking at the development of mass media and the parties involved in it, a two-step flow model has emerged as a refinement of the one-stage flow model (Hamdan, 2010).

Two-way communication is the key to success in learning. Beyond basic communication, good communication today refers to the coordinated use of promotional materials to create and achieve a synergistic communication effect (Ma'ruf & Anwar, 2024). Therefore, a teacher is required to develop communication skills as well as have good listening skills and openness towards students (Iova, 2013) in (<https://www.kompas.com/skola/read/2021/12/10/143000369/communication-model-lasswell-concept-and-its-characteristics>, 2021). Listening is also a basic component of the communication process, apart from speaking, reading and writing. A good listener is active listening by receiving messages accurately. Apart from active listening, it must also be interactive by interacting directly with the other person by asking questions and providing explanations and presentations (Brezuleani, 2011) in (<https://www.kompas.com/skola/read/2021/12/10/143000369/model-lasswell-communications-oncept-and-its-characteristics>, 2021).

### **C. Phenomenological Theory**

The phenomenological tradition focuses its attention on the conscious experience of an individual. Communication theory included in the phenomenological tradition holds that humans actively interpret their experiences so that they can understand their environment through personal and direct experience with the environment. The phenomenological tradition places a very strong emphasis on perception and interpretation and subjective human



experience. Supporters of this theory hold that individual stories or experiences are more important and have greater authority than even research hypotheses.

Phenomenology emerged as an influential philosophical school in the late nineteenth century and is credited to Edmund Husserl (1859–1938). Husserl states in his seminal work *Ideas: General Introduction to Pure Phenomenology*, “the sole task and service of phenomenology is to clarify the meaning of this world.” (p. 21). With this statement in mind, Husserl (2001) as cited in (Larsen & Adu, 2021) launched an ambitious project to redefine modern philosophy with the aim of substantiating what it means to think and what it means to know (see p. 98). To this end, Husserl envisioned a project with parallels to empirical research in the sense that it would be based on observing acts of thought that had no concrete content. In this way, he hopes to explain how transcendental subjectivity plays a role in shaping what people typically find to be objective reality (Larsen & Adu, 2021).

The word phenomenology comes from the word *fenomeno phenomenon* which means the appearance of an object, event or condition in the perception of an individual. Phenomenology uses direct experience as a way to understand people's world (Larsen & Adu, 2021). This includes knowing experiences or events by testing them consciously through the feelings and perceptions of the person concerned. One of the supporters of this tradition writes that all knowledge about the world, even scientific knowledge, is obtained from one's own views or from experience in the world of phenomenology, becoming actual experience as the main data in understanding the reality that a person can know is what he experiences. If he wants to know what love is, he will not ask other people but must understand love and experience it directly himself.

Further in (Larsen, 2023) it is stated that often, phenomenology is subsumed into an inductive method, and readers will be met with phrases such as “the meaning of lived experience” or “the principles of lived experience,” but state that you are investigating “lived experience.” and subject interviews do not produce phenomenological findings on their own. In his famous essay on the *Phenomenology of Perception*, Merleau-Ponty (1978, p. (i.e., the study of essence). Merleau-Ponty points out several research themes, for example, the essence of consciousness, the essence of perception, or the essence that originates from human existence in the world. However, his account emphasizes the heterogeneous nature of the field rather than providing an explanation of the material subject itself, and instead, Heidegger (2010) argues that phenomenology should be formulated more in terms of methods, which do not designate “objects of inquiry” (pp. 32–33). Although seminal authors have different definitions of the phenomenon-enology, a theme general is that the meaning of reality must be understood from a first-person perspective. As such, it is our reality because we live in it, and Merleau-Ponty stated that “there is no conceivable world that someone does not think about.” (Edie, 2000, p. 57). Therefore, Merleau-Ponty (1978) argues that “all my knowledge of the world, even my scientific knowledge, is derived from my own point of view, or from some experience of the world with-from which symbols the symbols of science are meaningless,” (Larsen, 2023).

#### **D. Motive Theory**

In the literature on intrinsic motivation, it is generally predicted that feedback will



increase internal motivation. In part this is because verbal rewards are usually unexpected, and as we show in the following section, even unexpected real expectations do not have a negative effect on intrinsic motivation. However, predictions of positive effects for verbal rewards are based on more than that; in particular, verbal rewards tend to increase people's feelings of competence. Thus, the informational aspect is expected to be salient, assuming that individuals also experience some feelings of autonomy. So-called positive feedback is labeled verbal rewards by behaviorists, so here we use the two terms interchangeably, despite their varying meta-theoretical bases (Sansone & Harackiewicz, 2000).

Furthermore, an early, still controversial finding that raised the possibility that rewards have a negative effect on natural regulatory processes was the demonstration that rewards can undermine intrinsic motivation (Deci, 1971) as cited in (Sansone & Harackiewicz, 2000). The phenomenon of intrinsic motivation reflects the primary tendency of organisms to engage in activities that interest them and, thus, to learn, develop and expand their capacities. Intrinsic motivation involves whenever people behave for the satisfaction inherent in the behavior itself. These satisfactions are usually related to positive feelings of being effective (White, 1959) and a source of behavior (deCharms, 1968), and they often arise from engaging in new and challenging activities (Sansone & Harackiewicz, 2000).

In summary, a meta-analysis of verbal reward studies suggests that positive feedback tends to have an enhancing effect on intrinsic motivation; However, that also showed that the increase occurred mainly in adults. (i.e., college students). In fact, verbal rewards did not increase behavioral measures of intrinsic motivation for children. Furthermore, they dominate intrinsic motivation if they are administered in a controlled manner. Narrative accounts that have not been confirmed by meta-analysis also identify four other caveats. Basically, positive feedback (1) tends to have an enhancing effect only when the individual also feels independent, (2) can have a negative effect on women even when it is enhancing for men, (3) tends to be detrimental when expected during an activity, and (4) most likely to strengthen intrinsic motivation when it is important to the recipient (Sansone & Harackiewicz, 2000).

In (Pardee, 1990), several motivation experts explain various motivation theories. Maslow stated that people are driven by unmet needs that are in a hierarchical order that prevents us from being motivated by a need area unless all lower-level needs have been met. Herzberg stated that satisfaction and dissatisfaction are not on the same continuum and therefore are not contradictory. He also stated that motivational factors can cause satisfaction or lack of satisfaction while hygiene factors cause, dissatisfaction when absent and disapproval when present, both of which have magnitudes of power. The theory was developed from an industrial setting and some critics question its validity outside that area, especially if critical incident methods are not used for data collection. McClelland's need for achievement underlies Maslow's self-realization. The similarity with Herzberg is that high achievers tend to invest in Herzberg's motivators while low achievers worry more about hygiene factors. McGregor's theory fits most of Maslow's levels of motivation. It is based on the assumption that self-orientation, self-control, and tendencies control motivation. The reward system must be in accordance with intrinsic factors if employees are to be motivated. Addressing external factors is a method often attempted to motivate workers, but theory suggests that these efforts may not



lead to motivated workers (Pardee, 1990).

Based on the previous literatures, this research aims to find out to what extent the motives of students at the Tahfiz Al-Qur'an Islamic boarding school who often "run away". The problem formulation is what are the motives of Islamic boarding school students who often 'run away'.

## METHOD

This research uses a qualitative method with a phenomenological approach (Creswell & Creswell, 2018). The word phenomenology comes from the word *fenomeno phenomenon* which means the appearance of an object, event or condition in the perception of an individual. Phenomenology uses direct experience as a way to understand people's world (Larsen & Adu, 2021). In this research the author determines the specific approach used and provides references to literature that discusses this approach. The steps for this research are; the authors provide some background information about the approach, such as its origins, applications, and brief definition. Then discuss why it was the right strategy to use in this study. Next, identify how the use of the approach will shape many aspects of the design process, such as the title, problem, research questions, data collection and analysis, and report writing (Creswell & Creswell, 2018). The research objects were 5 male students with an age range of 14-17 years or equivalent to middle and high school levels. Data collection was carried out by interviews consisting of 7 questions.

## DISCUSSION

There are four things that can influence and shape everyone's discipline. a) The initial step is to follow the rules, for everyone's actions. b) Self-awareness, refers to self-understanding and discipline considered essential for goodness and success. However, self-awareness is a powerful goal in discipline recognition. c) Educational tools that influence, change, develop and modify behavior based on what has been proven or taught. d) Punishment is used to provide information, correct mistakes, and make people behave as expected again. In (Harweli et al., 2024) explains that one of the obstacles to modern Islamic boarding schools is problems originating from students (low motivation to develop themselves, social interactions, boredom, etc.).

## SUMMARY RESULTS OF INTERVIEWS ABOUT STUDENTS

Table 1. Interview Result

NO	NAMA SANTRI / ASAL	LEVEL SMP / SMA	PERTANYAAN	JAWABAN
1	Responden 1 (14 tahun ) / Anak ke 3 bersaudara , Ananda	SMP Kelas 1	Sudah berapa lama Anda mondok?	Masuk sejak Juli 2023, sudah setahun di pondok. Jumlah Hafalan mencapai 12 juz,
			Apakah Anda merasa kurang nyaman? Mengapa?	Kabur di malam hari jam 23.00 sampai jam 02.00





	yang bungsu,		Faktor apa yang membuat Anda Kurang nyaman?	Faktornya karena jenuh dan bosan kepingin tahu aja kalau kabur,
			Sudah berapa kali Anda kabur?	Sekali aja, dan yang dilakukan jajan, makan
			Apakah ada yang mengajak Anda untuk Kabur?	Keinginan sendiri, akhirnya ketemu di pakansari santri yang lain
			Bagaimana tanggapan Anda terhadap pembinaan di pondok?	Di panggil dan di wawancara, ditanya tanya, kenapa kabur,
			Apa harapan Anda agar pondok bisa lebih bagus kedepan?	Adakan ekstrakurikuler yang banyak seperti futsal, di perbanyak waktunya, dan sering ikut dalam turnamen di luar sekolah.
2	Responden 2 (15 Tahun) Asal Sulawesi Selatan	SMP Kelas 8	Sudah berapa lama Anda mondok?	Sudah dua tahun . Hafalan sudah mencapai 5 Juz
			Apakah Anda merasa kurang nyaman? Mengapa?	Iya, Karena tidak ada kegiatan kegiatan yang seru di pondok
			Faktor apa yang membuat Anda Kurang nyaman?	.Tidak ada kegiaiatn di pondok , akhir kepingin kabur. 2. tidak ada yg ajak, kalau kepingin kaburaja,
			Sudah berapa kali Anda kabur?	Tidak terhitung berapa kali kabur. Yang dilakukan saat di St Pakansari, Main PS, Merokok (3 batang semalam)
			Apakah ada yang mengajak Anda untuk Kabur?	1 3. pernah diajak sama SMA beberapa waktu yg lalu.
			Bagaimana tanggapan Anda terhadap pembinaan di pondok?	1.Pembinaan sudah bagus, baik dari aspek ibadah maupun kegiatan lainnya.



			Apa harapan Anda agar pondok bisa lebih bagus kedepan?	<ol style="list-style-type: none"> <li>1. Diperbanyak kegiatan futsal.</li> <li>2. Sering adakan Rihlah, keluar, pondok.</li> <li>3. kegiatan berenang, kemping,</li> </ol>
3	Responden 3 (17 Tahun) Asal Garut	SMA Kelas 10	Sudah berapa lama Anda mondok?	Masuk Pondok sejak kelas 9, Informasi Pondok dapat dari kakak yng kerja di Bogor
			Apakah Anda merasa kurang nyaman? Mengapa?	Kurang nyaman
			Faktor apa yang membuat Anda Kurang nyaman?	<ol style="list-style-type: none"> <li>1. Bosan suasana monoton,</li> <li>2. kepingin tahu suasan diluar pondok</li> </ol>
			Sudah berapa kali Anda kabur?	Udah ngga ke hitung, Lakukan Jogging di Stadion Pakansari, Kaburnya waktu Pagi.
			Apakah ada yang mengajak Anda untuk Kabur?	<ol style="list-style-type: none"> <li>1, Pernah diajak</li> <li>2, Pernah juga keluar keinginan sendiri</li> </ol>
			Bagaimana tanggapan Anda terhadap pembinaan di pondok?	<ol style="list-style-type: none"> <li>1. Setelah diketahui, dipanggil dan dinasehati</li> <li>2. discorsing tidak sekolah selama tiga hari</li> </ol>
			Apa harapan Anda agar pondok bisa lebih bagus kedepan?	<ol style="list-style-type: none"> <li>1. Dibuatkan kegiatan peningkatan skill santri.</li> <li>2. tidak melulu menghafal, sekolah ,dan sekolah lagi,</li> <li>3.</li> </ol>
			Catatan yang lain di laur pertanyaan seputar Kaburan	Guru gurunya kalau ngajar ngga dimengerti
4	Responden 4 (17 Tahun) Asal NTT Tnggal wawancara	SMA	Sudah berapa lama Anda mondok?	Dipondok sudah 11 bulan Target hafalan sudah encapai 6 juz
			Apakah Anda merasa kurang nyaman? Mengapa?	Kurang betah aja,



	22 juni 2024,		Faktor apa yang membuat Anda Kurang nyaman?	1.Cari pengalaman keluar malam 2.Fasilitas di pondok masing kurang.
			Sudah berapa kali Anda kabur?	Kabur dua kali Awalnya keluar sendiri, ke pakansari akhirnya ketemu semua yg kabur malam itu di lokasi yang sama (stadion pakansari)
			Apakah ada yang mengajak Anda untuk Kabur?	Kabur kedua karena diajak.
			Bagaimana tanggapan Anda terhadap pembinaan di pondok?	1.Pembinanya kurang peduli pada santri. 2.Kegiatan ekstrakurikuler kurangnya perlombaan, agak jarang ikut tournament di luar, hingga pengalaman terbatas,
			Apa harapan Anda agar pondok bisa lebih bagus kedepan?	1.diusahakan jangan ada santri yang sering masuk, saat sahalat berjamaah. 2. Ada akhwatnya,
5	<b>Responden 5</b> (17 tahun)  Wawancara tanggal 22 juni 2024  Santri ini tinggal 800 meter dari pondok.	SMA 16 TAHUN (KELAS 10)	Sudah berapa lama Anda mondok?	Pondok sejak kelas 7 SMP
			Apakah Anda merasa kurang nyaman? Mengapa?	Kurang nyaman, karena suasana gitu gitu aja, Bosan
			Faktor apa yang membuat Anda Kurang nyaman?	1.Kegiatan yang kurang 2. Ijin keluar ditambah, dipermudah.
			Sudah berapa kali Anda kabur?	Kalau kabur udah sempathitung (banyak kali)
			Apakah ada yang mengajak Anda untuk Kabur?	Kadang diajak santri lain, kadang juga sendiri.
			Bagaimana tanggapan Anda terhadap pembinaan di pondok?	Udah cukup, tapi belum sangat baik,



			Apa harapan Anda agar pondok bisa lebih bagus kedepan?	Kegiatan dan fasilitasnya di tambah. Kegiatan Outdoor, ditambah porsinya, Olahraga di tambah kulaitasnya, misalnya lapangan bulutangkis,
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The results of the interview in previous Table 1 display the data from interview results. The first question shows that the "ran away" students have been studying or boarding for an average of eleven months to three years. Their existence at the cottage cannot be separated from the intrinsic motivation they have. As quoted from (Sansone & Harackiewics, 2000) that intrinsic motivation reflects the main tendency to engage in activities that are interesting to them and, thus, to learn, develop and expand their capacities. Next, the second question asked about the comfort felt by the students while at the boarding school. The five respondents stated that they generally felt bored and uncomfortable. This can be supported by Herzberg's theory which states that satisfaction and dissatisfaction are not always in the same state and therefore are not contradictory. Herzberg also stated that motivational factors can cause satisfaction or lack of satisfaction while hygiene factors cause, dissatisfaction when absent and disapproval when present, both of which have magnitudes of power (Pardee, 1990).

Furthermore, from the third question it can be concluded that the factors that make it less comfortable are the lack of facilities and activities that do not vary. According to Maslow, people are driven by deep unmet needs Hierarchical order prevents a person from being motivated by needs, unless all lower level needs have been satisfied (Pardee, 1990).

From the fourth and fifth questions about how many times they had run away and who invited them, three students answered that on average they had run away many times and it was uncountable. Two people stated that they had only escaped once or twice. Some of them fled alone and others fled with friends. This is as McGregor's Theory fits most of Maslow's levels of motivation. It is based on the assumption that self-orientation, self-control, and tendencies control motivation (Pardee, 1990).

The sixth and seventh questions regarding the students' responses and expectations regarding coaching at the boarding school, the average answer was still not optimal, there was a lack of attention from the coaches. This shows a lack of attention and appreciation which causes students' motivation to decrease and they become less enthusiastic. According to McGregor's theory, satisfying external factors is a method that is often tried to motivate (Pardee, 1990). Also, according to (Sansone & Harackiewics, 2000) shows that positive feedback tends to have an increasing effect on intrinsic motivation. Basically, positive feedback tends to have an enhancing effect only when the individual also feels autonomous.

From the phenomenon of students running away, it can be seen about the motives of students running away. As is known, phenomenology comes from the word *fenomeno*



*phenomenon* which means the appearance of an object, event or condition in the perception of an individual. Phenomenology uses direct experience as a way to understand people's world (Larsen & Adu, 2021). This includes knowing experiences or events by testing them consciously through the feelings and perceptions of the person concerned. One of the supporters of this tradition writes that all knowledge about the world, even scientific knowledge, is obtained from one's own views or from experience in the world of phenomenology, becoming actual experience as the main data in understanding what reality a person can know.

## CONCLUSION

Interviews with "ran away" students show that they have usually been studying or boarding for eleven months to three years. Their intrinsic motivation is the main factor that drives them to live in the cottage. However, the students admitted that they felt bored and uncomfortable in the boarding school, because the facilities were lacking and the activities were monotonous. They also revealed that the coaches at the boarding school did not give them enough attention and appreciation, so their motivation decreased.

The students also revealed that they often "ran away" from the cottage, either alone or with friends. They feel less fulfilled and do not receive enough attention at the cottage. Herzberg and Maslow's theory is used to explain that these factors can influence a person's satisfaction and motivation.

On the other hand, they also showed that positive feedback and attention given by coaches could increase their intrinsic motivation. However, the students still feel that the supervisors at the boarding school still do not provide maximum attention and guidance. Apart from that, phenomenology is also used to understand the "blurred" motives of students. This shows that the students' direct experiences and perceptions are the main factors in their understanding of the conditions at the boarding school.

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