THE STUDY OF MASS MEDIA USE BY ISLAMIC BOARDING SCHOOL STUDENTS IN WEST JAVA PROVINCE

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Abstract

Pesantren Modern or Islamic Boarding School is an educational system that combines general education with religious education. The students are staying in a dormitory during a period of time with very strict rules. They live in the limited access to the outside world. They are isolated from the news and important events. Meanwhile, the students are actually being prepared as part of next generation to fill the competent of human resources in the future.

This research entitled: “The Study of Mass Media Use by Boarding Students in West Java Province”. It endeavors to present a portrait of the students’ behavior in utilizing the mass media in four Islamic Boarding Schools. The study shows how these students are still able to increase their information capacity of self-enrichment in the limitation of mass media availability.

The research was conducted in Islamic Boarding Schools in West Java, which were selected and represented from four regions that are based on the Islamic Boarding School criteria which were Kabupaten Kuningan, Kabupaten Ciamis, Kabupaten Bandung and Kabupaten Sukabumi.

The method of data collection used mixed-method which were survey techniques (questionnaire), Focus Group Discussion (FGD) and in-depth interviews. For survey techniques, the respondents were selected randomly in each Islamic Boarding School by using purposive sampling.

The results showed that the students do have limitations in both using mass media and accessing the information. The media that are more accessible to the students is often in printed format. This type of media is more accessible to the students as a medium for information on entertainment and hobbies. There was an initiative to put wall paper in a certain place, but less than optimal. Although there is a television set in each dormitory, but it was only turned on occasionally.

The pattern of mass media use by the students was simply as "complementary" and not so influential for their lives. Media is not as a source of reference and knowledge that is relevant to their discipline, but rather as a "pleasure". The students are relying on the internet to get update information which was openly accessed. The mass media have almost no meaningful effect to their lives of in the Islamic Boarding School.

Caregivers of the Islamic Boarding School have a very dominant role in determining access to the mass media in the Islamic Boarding School environment. There are clear and firm rules in Islamic Boarding Schools that restrict the use of the mass media. However, this rule has been agreed by students and also by parents at the first time they enrolled their children to these schools.

Keywords: Islamic School, Mass Media, Islamic Student, Information, Islamic Boarding School.
Background

Pesantren has long been an institution that has a significant contribution in the nation. The number of Islamic Boarding Schools in Indonesia and the large number of students at each Islamic Boarding School, making this institution to be reckoned with in national development and moral education.

Improvements are continually made to the Islamic Boarding Schools, both in terms of management, academic (curriculum) and facilities, making boarding is no longer seen as a place of education "traditional" and "conservative". Some Islamic Boarding Schools have now even serve as a model of educational institution that promotes the concept of "character building".

Islamic School is an educational institution that is to say "unique". Not only because its existence has been long, but also because of the culture, methods, and network applied by the religious institutions. Because of its uniqueness was, Geertz (1993) called it a "subculture of Indonesian society". In colonial times boarding has become a base for the nationalist struggle-natives. A lot of resistance to the colonial-based and commanded from Islamic Boarding School environment.

Islamic Boarding Schools as a place of religious education has a clear social base and very strong, because the presence blends with the surrounding community. In general, boarding is life of, by, and for the community. This vision calls for the role and functions of the Islamic Boarding School in line with the situation and condition of the community, the nation, and growing state. While as a community, can play a role pesantren be a driving force for the improvement of public welfare, because boarding is a social force which is quite large and spread almost all over the country.

In general, the accumulation of values and spiritual life of Islam in Islamic Boarding School is basically a fad din tafaqqah to carry forward the Proceedings of the Prophet Muhammad while preserving the teachings of Islam. As an institution that is now formal, Islamic Boarding Schools intended to defend Islamic values with emphasis on educational programs.

Ideally, the future pattern of boarding education is must to balance the demands of the times while maintaining traditional values. But on the other hand at Islamic Boarding School education should also be open to changes oriented to the future.

There are two interesting phenomena related to the provision of education in Indonesia, namely the emergence of integrated schools and the implementation of quality school or Islamic Boarding School is often called. The students followed the regular education from morning to noon at the school, followed by a religious education or special education values in the afternoon or evening. During the 24 hours, the students are under the instruction and supervision of special teachers at Islamic Boarding School.

In the school environment, they are encouraged to master the science and technology intensive and comprehensive. While over in the residential dorms, they forgot to apply religious teachings or specific values earlier.

The presence of Islamic Boarding School is an age requirement as a logical consequence of changes in the social environment and the state of the economy and society religious perspective. Our social environment has now changed a lot, especially in the big cities, most people no longer live in a homogeneous community atmosphere.

A long habit of living with extended family has long shifted towards a heterogeneous society, diverse and pluralist. These conditions impact on people's behavior patterns are different due to the influence of different values as well. Therefore the majority of educated people, especially in urban assume that the social environment as it is no longer conducive to the growth and development of the intellectual and moral children.

The state of the local economy is getting better also been pushed above the fulfillment of basic needs such as health and education. For the upper middle class educated relatively high, resulting in obtaining positions better jobs. This clearly implies an increase in their income. This is one that encourages the intention and determination to marginal urban urban provide the best education for children who have received education exceed their parents.

Public religiosity perspective has changed, the latest trend of urban society moving towards an increasingly religious. The indicators are increasingly in demand and lackuster studies and religious activities in urban areas. Modernity brings negative implications by an imbalance between the physical and spiritual needs. For that this society does not want the same thing befall their children. The desire to give birth to a generation that religious values and a better life,
has encouraged parents to find an alternative education system.

The problem is, when the students that have been in the Islamic Boarding School environment. Because it is so dense activities from morning till night, so the students who are in Islamic Boarding Schools as never again to follow the developments in the outside world. Access to information obtained from the outside world through the mass media, was minimal and limited by boarding manager. Only regular and important activity that must be done by the students in the Islamic Boarding School which is studying and learning. The students in the Islamic Boarding School must also know and understand the developments taking place in the outside world. One way to get that information is by accessing important information through the mass media. These are problems that occur in a number of Islamic Boarding School at this time.

Research Problems
Several Islamic Boarding Schools, in recent years many emerging in West Java. Each with its own advantages and uniqueness. No vote by the uniqueness of additional Islamic studies in a particular field, there are cultural traditions that sustain the uniqueness, nothing in particular carries a certain scientific fields, etc..

The problems that arise are related to how the students were able to access information from the outside world, with more comprehensive and more open. Due to some Islamic Boarding School actually apply very strict rules, only a few gave a chance to the students to be able to access important information through the mass media.

Based on the description of the problem then the problem described in this study can be formulated as follows: "How Mass Media Utilization Patterns by The Islamic Boarding School Students in West Java in Obtaining Information from the Outside World ?"

Based on the above formula then identified several research questions as follows:

1. How to access information to the outside world in the modern Islamic Boarding School in West Java?
2. How does the media use patterns in Islamic Boarding Schools in the modern Islamic Boarding School in West Java?
3. How to effect the utilization of information through the mass media in the modern Islamic Boarding School in West Java?
4. How the role of caregiver Islamic Boarding School in the utilization of information access for the students in the Islamic Boarding School in West Java?

Review of Literature
Islamic world is loaded with a variety of unique and special characteristics not shared by other institutions. Pesantren are Islamic educational institution first and typical indigenous in Indonesia. As written by Khoirul Umam Sonhadji (2004), in a seminar titled "Kiai and Professor: Efforts Seeking Higher Education Rally Point", it is said that the results of studies by some scholars, such as Dhofer (1870), Martin (1740) and other scientists, showed no indication that there has been the emergence of an estimated boarding around the 19th century.

Gait Islamic Boarding School in many ways is perceived by the public, one being a prime example in addition to the formation and establishment of a cadre of scholars in the Islamic scientific development, as well as the pockets of the protest movement against the colonial Dutch East Indies. When stepping into the 20th century, the role of Islamic Boarding Schools began to experience a significant shift. Some observers say that the diminished role of Islamic Boarding Schools in the community due to political factors that have led to the Dutch East Indies and the functioning of pesantren roles shifted.

Post-independence Indonesia, pesantren education becomes increasingly structured Islamic Boarding School curriculum better. In addition to the religious curriculum as now, most Islamic Boarding Schools also offer general subjects. Even many Islamic Boarding Schools are now implementing Ministry of Education Curriculum and Culture using the ratio of enactment, 70% general subjects and 30% of religious subjects.

Quoting Syed Agil Siraj (2007) in a seminar, said that there are three things that have not been corroborated in a Islamic Boarding School, among others:

First, tamaddun that advance boarding. Many Islamic Boarding Schools are managed in a simple and traditional. Management and administration are still family and everything is handled by Kiai. Second, isqafah, how to enlighten the Muslims to creative - productive, by not forgetting originality of Islamic teachings. They also need to be familiar with computers and
a variety of modern science and other sciences, including access to information from the outside world through the mass media. Third, hadara, building a culture, how our culture can be characterized by the spirit and traditions of Islam. Islamic Boarding Schools are expected to develop a vibrant tradition and influence of Islam in the middle of blowing and devastating effect of globalization that seeks to homogenize culture through technology products.

No doubt, that the presence of Islamic Boarding Schools have a significant contribution in the development of education. Especially when viewed historically, Islamic Boarding Schools have tremendous experience in building and developing communities. Human development is not only the responsibility of government or society solely, but also the responsibility of all components, including the Islamic world.

Islamic Boarding Schools that have had historical value in fostering and developing community, quality should be encouraged and developed. The process of human development that is done by the pesantren can not be separated from the process of human development that is being pursued by the government.

The process of developing the Islamic world in addition to being an internal responsibility boarding, should also be supported by the serious attention of the government building. Improving and developing the role of Islamic Boarding Schools in the development process is a strategic step in building society. Moreover, in the conditions, when most people experiencing a crisis (degradation) moral, Islamic Boarding Schools as educational institutions that shape and develop moral values, should be a pioneer and inspiration for the rise of the nation's morals.

Educational Islamic Boarding School that is part of the National Education System has three main elements, namely: 1) Kyai as an educator and owner of the cottage and the students, 2) curriculum Islamic Boarding School, and 3) Means of worship and education, such as mosques, clerics house and lodgings, and some madrash and skills workshops. Its activities are summarized in the Tri Dharma Islamic Boarding School, namely: 1) Faith and devotion to God, 2) Developing useful science, and 3) Service of religion, community and country.

Referring to the Law No. 20 Year 2003 on “National Education System”, the actual position and the presence of Islamic Boarding Schools had a special place under the law. However, the fact has not been recognized by the majority of the Muslim Community. Since the birth of this Act is still relatively new compared to the old pesantren in Indonesia itself.

In Article 3 of the Law on National Education explained that the national working to develop the capability and form the character and civilization of dignity in the context of the intellectual life of the nation, aimed at developing students' potentials in order to become a man of faith and fear of God Almighty, noble, healthy, knowledgeable, skilled, creative, independent and become citizens of a democratic and accountable.

These provisions apply and of course already implemented in some Islamic Boarding School. Islamic School has long been institutions that make up the character and civilization as well as national life based on science and devotion to God almighty.

The provisions in Chapter III of the Principles of Education Organization, described in Article 4 that : (1) Education held in a democratic and fair and not discriminatory to uphold human rights, religious values, cultural values and national diversity. (2) Education organized as a systemic entity with open systems and multimakna. (3) Education was held as a civilizing process and the empowerment of learners that last a lifetime. (4) Education organized by an example, the willingness to build and develop the creativity of learners in the learning process. (5) Education organized by developing a culture of reading, writing and numeracy for all members of society. (6) Education organized by empowering all components of the community through participation in the implementation and quality control of education services. All the organizing principle of education is still valid and are run at the school. Therefore, Islamic Boarding Schools have actually implemented the provisions in the administration of education in accordance with the national education system.

Currently boarding not only serves as a means of religious education per se, but in its development, there are many Islamic Boarding Schools also serve as a means of non-formal education, where his students are guided and trained to have the expertise and skills or life skills according to the talent of the students.

Pesantren is a Community-Based Education, recognized and guaranteed funding by the government or local
government. Article 55 of the Education Law stipulates that:

1. The public right to conduct community-based education in formal and non-formal education in accordance with peculiarities of religious, social environment, and culture for the benefit of society.
2. Community-based education provider to develop and implement educational curriculum and evaluation, as well as the management and funding of education in accordance with national standards.
3. The implementation of community-based education funding can be sourced from the organizers, the public, government, local government and / or other sources that are not contrary to the laws and regulations in force.
4. Educational institutions community-based technical assistance, subsidy funds and other resources in a fair and equitable from the government or local governments.

Although some people still think that Islamic Boarding School life is considered "traditional", but at some Islamic Boarding Schools that apply the concept of Islamic Boarding School in fact it is more modern and evolving. But unfortunately, santri in Islamic Boarding School like this, just to live and hang out in an environment that is special and as if “isolated” from the outside world. In fact, following the development of the world outside the pesantren also a must for the students so that they are not left behind from the outside world is evolving so rapidly.

Research Objectives

1. To know about the outside world access to information on the environment of Islamic Boarding School in West Java.
2. To know about patterns of media use in Islamic Boarding Schools in West Java.
3. To find out about the effects of the use of information through the mass media in Islamic Boarding School in West Java.
4. To find out about the role of caregiver Islamic Boarding School in the utilization of information for the students in the Islamic Boarding School in West Java.

Significance of the Research

1. The results of this study can be used as a reference for other similar studies or in connection with the issue of communication, media and information.
2. Overview of how mass media use patterns in the Islamic Boarding School environment is important to know, that the process of development in the field of information can be equally to all walks of life.
3. The students studying in the Islamic Boarding School, is part of the preparation of human resources in the future, so they also need to know the developments taking place in the outside world.
4. Knowing the role of caregiver Islamic Boarding School in directing students to obtain correct information about the outside world, it is imperative to do with penyiapkan reliable human resources.
5. Where possible, the discovery of specific patterns in the utilization of information access by the students in the Islamic Boarding School can then cooperate with mass media.

Research Methods

This study aims to look at the phenomenon of the use patterns of media use in Islamic Boarding Schools, especially in Islamic Islamic Boarding School in West Java sampled in this study. To get a complete picture, this study using the combined (mixed method) method which is a combination of quantitative and qualitative methods.

Unit of Analysis

The unit of analysis of this study were (1) The Modern Students at Islamic Boarding School and (2) Chairman of the Islamic Boarding Schools. FGD and in-depth interviews, is expected to reveal a picture of the use of the mass media in the Islamic Boarding School environment. As for the construction of models and patterns in the use
of the mass media in the Islamic Islamic Boarding School environment by involving the media experts to "clarify data" findings in the field.

Population and Sample
To get a picture of how the use of mass media by students at the cottage, selected data collection techniques purposive sampling by first determining sample Islamic Boarding School in several areas of representation that are considered to have homogeneous properties as the research sample.

Through some predetermined criteria, some Islamic Islamic Boarding Schools are selected and sampled in this study are:

1. Islamic Islamic Boarding School in Cirebon Region Husnul Khatimah
   Husnul Khatimah Islamic Islamic Boarding School located in region III Cirebon, precisely in the village of Manis Kidul, Kecamatan Jalakarna, Kabupaten Kuningan, West Java. The Islamic Islamic Boarding Schools implement integrated education system which requires the students to stay in the dorm Islamic Islamic Boarding School.

2. Islamic Islamic Boarding Schools in Region East Priangan Darussalam
   Darussalam Islamic Islamic Islamic Boarding School located in the region of East Priangan, precisely in the village of Dewasari, Kecamatan Cijeungjing, West Java. The development of the Islamic Boarding School from year to year, Darussalam growing rapidly and the education system was changed from the traditional to the modern system. Since the sixties decade, Darussalam has two education systems, namely formal and non-formal education.

3. Islamic Boarding School in Region in Bandung Area Al Ihsan
   Al Ihsan Islamic Islamic Boarding School located in Baleendah, Kabupaten Bandung, West Java. Established by the Alumni of Al Ihsan Islamic Boarding School. Date under the auspices of the Foundation for Islamic Education Miftahul Imanah. Along with the cooperation of Al Ihsan Foundation, this Islamic Boarding School began to fix infrastructure for the implementation of the teaching and learning process.

4. Islamic Boarding School in Region Bogor Area Al-Bayan
   Al-Bayan Islamic Islamic Boarding School located in Cibadak, Kabupaten Sukabumi, under of the Yayasan Kesejahteraan Bina Ummah Jakarta, which has been engaged in the field of social commitment and education. For the sake of continuity and organize rganization Al-Bayan shaded directly by the Steering Assembly formed by Bina Ummah Welfare Foundation.

Data Collection Techniques
This study uses multiple data collection techniques, as follows:

1. Questionnaire will be carried out to the students at the four study sites Islamic Boarding School with random sampling method, after the selected location Islamic Boarding School by purposive sampling. Through this questionnaire is expected to obtain an overview of how the mass media utilization patterns by the students in the Islamic Islamic Boarding School.

2. Focus Group Discussion (FGD), made to the Students with certain criteria. Focus group discussion is expected to be revealed recognition and feelings experienced by the students, when they access information from outside.

3. In-depth interviews, conducted by the Leaders or Chairman of the Islamic Boarding School at the four study sites.

4. Observation the direct observation of the situation in each location Islamic Boarding School sampled was conducted, mainly on the activity of the mass media use by the students in the study site.

5. Studies Library. A literature study reference materials to obtain secondary data on the use of mass media in Islamic Boarding School environment and its impact on the social life of the community. Literature
study is used to obtain a wide range of concepts and theories that provide an understanding of the use of the mass media in the Islamic Boarding School environment.

**Data Analysis and Processing Techniques**

Quantitative and qualitative data collected in one time with the simultaneous implementation by developing a concurrent triangulation strategy. Once the data is collected and then compare the two databases to find out if there is convergence, the differences or some combination. In this strategy, mixing occurs when up on stage interpretation of the data.

The data obtained will be tabulated to obtain research data, then the data will be processed both quantitatively and qualitatively. The analysis was performed descriptively related to aspects that were unit of analysis. The analysis was also carried out with reference to the identification of existing problems and research objectives have been achieved. In addition to the descriptive analysis of the results of exposure is accomplished by mapping the various aspects related to conducting the preparation of models and patterns of media use in the Islamic Boarding School.

**Results and Discussion**

Based on the findings in the field, it can several points as follows:

**1. Access to the Outside World Information:**

a. The Pupils at Islamic Boarding School, has limitations in accessing information from the outside world through the mass media. This limitation is due to the more stringent rules of the school and the students did not dare to break the rules.

b. The media is more frequently accessed by the students is Print Media, the way is to subscribe themselves or together. In one dormitory inhabited by dozens of students, usually there are about 5 different publishing media to the interests of the students.

c. The Islamic Boarding School also provides the means print information by placing a wall paper in certain places, but these efforts optimization perceived by the students in accessing information from the outside world.

d. The print media is much more accessible to the students to the types of print media for the purposes of self-improvement, hobbies and entertainment information.

e. Although there is a TV set in every dorm, but only switched on given time by the leader of dormitory.

**2. Utilization Patterns of Mass Media**

a. Mass Media Presence utilized by the students at Islamic Boarding School, just as "complementary" only and not so influential to their daily lives. This means that there is a mass media that is accessible or not, does not affect the existence of the students.

b. The pattern of utilization of the mass media by the students rather than as a primary source of knowledge relevant to the field of science that they have learned so far, but more to the function of the media only as "pleasure" (functions to entertain the media).

c. The pattern of utilization of mass media made only limited when the students do have free time to access it and not be a major consumption need.

d. To get the latest information from the outside world, the more students relying on information by the internet, which can be accessed by the school library. This is the only major source of information to know the development taking place in the outside world.

**3. Utilization effects through Mass Media Information**

a. Mass Media no effect meaningful to the lives of the students Islamic Boarding School in the neighborhood. The existence of the mass media has absolutely no effect
on the "harmony of self" that is perceived by the students. Lack of information about the outside world that can be accessed by the students also do not make them discouraged, because they assume ownership of the information is not so influential for him.

b. The effect of the use of mass media by some students at the Islamic Boarding School, only be used for one another socially. Some students admitted, that the wealth of information about the outside world gained through the mass media, only used for one another socially.

c. The students also realized that by accessing information through the mass media, can increase confidence in the association, especially when they get together with their friends in a relaxed moment.

d. But on the other hand, the students who access more information through the mass media (newspapers, television and internet) usually there will be more pronounced when the analysis of paper assignment. This suggests that somehow the media still provide a positive contribution to the lives of the students at the Islamic Boarding School.

4. Role of Chairman in Islamic Boarding School in Media Utilization

a. Chairman of the Islamic Boarding School, has a very dominant role in determining the availability of access to information through the mass media in the Islamic Boarding School environment.

b. Islamic Boarding School has applied the clear and unequivocal, relating to the use of mass media in Islamic Boarding Schools. This rule has been notified at the beginning of the boarding students entering. Automatically so that these rules have also understood and agreed and binding on both parties.

c. This rule has been agreed by students and parents and chairman, when the first time they send their children to the Islamic Boarding School.

d. The role of chairman Islamic Boarding School just implement the rules take action if there is a deviation from the rules has been agreed.

It turns out that in any Islamic Boarding School, there are several typical, which is different from other Islamic Boarding Schools. Among some of the characteristics of research results described in each of the following locations:

a. Islamic Boarding School Husnul Khotimah

- Access information to the outside world through the mass media is mostly done through the medium of the students newspaper. Many students are asking for additional funds to their parents to subscribe to the print media. Boarding School only provide paper taped to a wall in the open, and even then not well managed. Media Radio is not used as a source of information on these schools, while the Internet can be accessed media but very limited, when students do lab work in the computer lab.

- One of the patterns of access to information found in the Islamic Boarding School that is more to the "creativity of students". If students want to access information from the outside world, they will actively seek it themselves through newspapers or out of Islamic Boarding Schools to be able to access the internet but it could only be done at the time of the holiday.

b. Islamic Boarding School Darussalam

- Access information to the outside world through the mass media in these schools is mostly done by the students through the medium of television. This is done formally by the teacher in the classroom. So the students can not be arbitrary watching television, because they are directly supervised by the teacher. Newspapers can be accessed very limited in the form of wall newspapers were read openly by all students. While the radio medium is not used by the students in accessing information from outside. While the medium of the Internet can be accessed only at certain times, especially when used as a medium of learning by
the students, and even then with the close supervision of chairman of Islamic Boarding School.

- One of the patterns of access to the information found in these schools is through a "watch together" in the classroom with the guidance of a teacher. The students do watch together, when there was a link with the interests of teaching and learning process of the students. If there is important information in the outside world is to know the students, the teacher will guide him through the medium of television which has direct international channels in front of the class.

c. Islamic Boarding School Al Ihsan
- Access information to the outside world through the mass media in this Islamic Boarding School, more through newspaper media purchased in retail students. Sometimes the students also create your own magazine korang wall or walls, a compilation of the print media that is in Islamic Boarding Schools. The media then attached to the wall and then consumed by the other students. In these schools, the students are denied the freedom to watch television broadcasts. So is the case with internet access, limited only done when the computer lab in the classroom and even then nothing more than a medium of learning. Therefore, sometimes the students go to the nearest Internet cafe in the break, if you want to get more extensive information. While the radio medium is strictly prohibited carried by the students at the Islamic Boarding School.
- One of the patterns of information access to the outside world are found in these schools is a form of "information sharing". There are some students who diligently buy newspapers at retail, then the information from the newspaper media relayed back through the wall or bulletin magazine run by the students, and even then not done routinely.

d. Islamic Boarding School Al Bayan
- Access information to the outside world through the mass media in these schools is mostly done by the students through the medium of newspaper. The students usually subscribe to their own print media in accordance with the needs of the hobby and pleasure. While television media is only accessible at certain times and even then conducted openly mass in the dorm hall students. Media Radio is not used by the students in accessing information, for all electronic equipment should not be brought students into the room. While the Internet media, can still be accessed by the students with less freely, especially at holiday time.
- The Pupils are given the freedom to access the Internet, especially through the Library. In these schools, the students are allowed to use the laptop, handphone or blackberry.
- One of the unique findings in the pattern of access to information found in these schools is through a "second hand" the teachers/tutors. So it is usually important information from the outside world needs to know or wants to be known by the students, will be presented by the teacher in the early hours of lessons, so students are not too out information about the outside world. Therefore the teachers at the Islamic Boarding School must be "well informed" of the vital information that occurs outside the Islamic Boarding School.

Conclusion:
1. Access to the acquisition of information from the outside world through the mass media, it is very limited in most of the Islamic Boarding School in West Java. The reason is because the information is not relevant and not so useful for the needs of the students in Islamic Boarding School.
2. Patterns of mass media use by the students in some Islamic Boarding School in West Java, is determined more by the chairman Islamic Boarding School. The pattern of one another boarding with relatively similar. The use of the media is restricted and closely monitored by the chairman of the Islamic Boarding School.
3. The effects of mass media for the life of the students in the Islamic Boarding School environment is relatively not so influential. The mass media has not
become a major necessity felt by the students.

4. Role of the chairman in the use of the Islamic Boarding School outside world access information through the mass media is very dominant. Almost all the chairman of Islamic Boarding Schools are less familiar with the mass media, so that some important information about the outside world, not be considered part by Islamic Boarding Schools.

Suggestions:

1. The mass media is one of the doors to bring the world closer to Islamic Boarding Schools outside the pesantren community, so that access to information from the outside world, should be opened wide by the Islamic Boarding School but still with a watchful eye.

2. One of the efforts to equip the students to avoid the negative influence of the mass media is to provide a better understanding of the "Information Literacy" and "Media Literacy" to the students. This means that access to the outside world through the mass media remain open, but on the other hand the students were given a quiet how to utilize the media as well.

3. At the next stage, this research will be better if followed by "action research" in the form of training of Media and Information Literacy (MIL) to the students at the Islamic Boarding School that became the object of this study.

About Authors


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