

THE INFLUENCE OF ISLAMIC BOARDING SCHOOL CULTURE ON THE CHARACTER BUILDING OF SANTRI

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Abstract :

This study focuses on the influence of pesantren culture on the formation of student character at Queen Al-Falah Ploso Kediri Islamic Boarding School. The purpose of this study was to determine the influence of pesantren culture on the formation of student character at Queen Al-Falah Ploso Kediri Islamic Boarding School. This study used a quantitative approach, where researchers collected data using questionnaires, interviews and documentation techniques. The method used in this study is an inferential analysis method with multiple linear regression analysis. Sampling of 40 students. The results of this study show that the influence of pesantren culture on the formation of student character at Queen Al-Falah Ploso Kediri Islamic Boarding School has a strong and significant influence of 27.3%, meaning that pesantren culture is significantly related to the formation of student character. While 72.7% is determined by other factors. The implications of these findings show the need for a deeper understanding of external factors that also influence the formation of student character in pesantren.

Abstrak:

Studi ini berfokus pada pengaruh budaya pesantren terhadap pembentukan karakter santri di Pondok Pesantren Queen Al-Falah Ploso Kediri. Tujuan penelitian ini untuk mengetahui pengaruh budaya pesantren terhadap pembentukan karakter santri di Pondok Pesantren Queen Al-Falah Ploso Kediri. Pada penelitian ini menggunakan pendekatan kuantitatif, dimana peneliti mengumpulkan data menggunakan teknik angket, wawancara dan dokumentasi. Metode yang digunakan dalam penelitian ini adalah metode analisis inferensial dengan analisis regresi linier berganda. Pengambilan sampel terhadap 40 santri. Hasil penelitian ini menunjukkan bahwa pengaruh budaya pesantren terhadap pembentukan karakter santri di Pondok Pesantren Queen Al-Falah Ploso Kediri memberikan pengaruh kuat dan signifikan sebesar 27,3% artinya budaya pesantren berhubungan signifikan dengan pembentukan karakter santri. Sedangkan sebesar 72,7% ditentukan oleh faktor-faktor lainnya. Implikasi dari temuan ini menunjukkan perlunya pemahaman

yang lebih mendalam terkait faktor-faktor eksternal yang juga ikut memengaruhi pembentukan karakter santri di pesantren.

INTRODUCTION

Islamic boarding schools are traditional educational institutions (characteristics) that highlight the importance of character and morals as guidelines for daily behavior in order to learn, understand, explore, live and practice Islamic teachings (Isnaini et al., 2020). Pesantren is essentially an Islamic educational institution centered on a mosque which is held in a dormitory (cottage) system (Fachrizal et al., 2023). Kyai acts as the main figure of the institution and its focal point. Islamic boarding schools have taken various forms since they first developed, so there is no universal norm. However, there appears to be a general pattern in the expansion and development of Islamic boarding schools. This pattern is inferred from the terminology of the pesantren itself.

As the first Islamic educational institution in Indonesia, pesantren has unique characteristics and is different from other institutions (Manshur, 2020). In addition, Islamic boarding schools have characteristics that contain the meaning of cultural authenticity in Indonesia (Abdullah, 2020). As time goes on, Islamic boarding schools are increasingly being asked for because in Islamic boarding schools there is guidance and supervision from the caretakers of the Islamic boarding school, which will make students accustomed to the values and ethics that must be met. In the association of students in public schools more or less can affect the character and morals of students (McCallen & Johnson, 2020). So that the santri can be influenced by his friends. Therefore, as a parent, you should always pay attention to your child's social interactions. In a sense, not to choose friends but still have to pay attention to the positive and negative impacts on children. Apart from association, the community environment can also influence the character and morals of the students. When a child is in a bad environment, it will be affected by that environment (Smith & Pollak, 2020).

The evolution of pesantren over time has witnessed a fascinating divergence, embracing a myriad of practices and approaches that manifest the cultural richness and authenticity of Indonesia (Liow, 2022). Despite this diversity, the fundamental ethos of pesantren remains steadfast in its commitment to nurturing students' character and fostering a deep-rooted understanding of Islamic principles. Within the confines of these educational sanctuaries, a distinctive environment prevails, where caretakers, often revered scholars themselves, and the organic peer associations among students, contribute significantly to the moral and ethical development of the young learners (Diana & Zaini, 2023). The daily routine, interactions, and teachings within the pesantren foster an atmosphere that instills values and ethical codes shaping the behavior and perspectives of students.

However, it is crucial to acknowledge that while pesantren serve as influential environments for character development, external factors also wield considerable influence over the shaping of students' character. Peer associations, both within and beyond the boarding school, as well as the broader community environment, contribute significantly to the multifaceted development of students' character traits. In the landscape of educational institutions, pesantren

continue to occupy a distinctive place, not just as centers of academic learning, but as cradles of character formation and moral guidance deeply rooted in Islamic teachings (Wijaya et al., 2022). Understanding the interplay between the internal dynamics of pesantren and external influences on character development is essential for comprehensive insights into the holistic development of students within these unique educational settings (Maulidah et al., 2023). Islamic boarding schools are renowned for their emphasis on character development rooted in Islamic teachings (Zaini et al., 2022). However, while they play a pivotal role in shaping students' character, the precise influence and extent of Islamic boarding school culture on character formation remain relatively underexplored within the academic sphere (Buanaputra et al., 2022).

There exists a gap in understanding the direct influence of Islamic boarding school culture on the development of student character traits. While past research has highlighted the cultural significance and general patterns of pesantren, there is limited empirical exploration into how these cultural elements impact the formation of student character traits within a specific Islamic boarding school context (Zaki et al., 2020; Mujahid, 2021).

Previous studies have touched upon various aspects of pesantren culture and its significance within the context of Indonesian education (Burga & Damopolii, 2022). These studies have provided insights into the general patterns and unique characteristics of Islamic boarding schools. Nevertheless, a comprehensive investigation into how the specific cultural elements of an Islamic boarding school contribute to character formation among students remains lacking.

The novelty of this research lies in its specific focus on examining the influence of pesantren culture on character formation among students at the Queen Al-Falah Ploso Islamic Boarding School. While there have been numerous studies highlighting the role of pesantren in education and character development, this research adopts a more detailed and specific approach in analyzing how the internal cultural aspects of the pesantren specifically impact the character development of students within this educational institution.

This study aims to elucidate and quantify the influence of Islamic boarding school culture on character formation among students at the Queen Al-Falah Ploso Islamic Boarding School. By employing quantitative analysis techniques, including questionnaires, interviews, and documentation, this research endeavors to provide empirical insights into the relationship between pesantren culture and the character development of students within this unique educational setting.

RESEARCH METHODS

The research method is a technique used for research. In this study using quantitative methods with calculations expressed as numbers. The purpose of this study was to find out how the two variables interact with each other, so the quantitative method was chosen to make it easier for researchers to draw conclusions, describe events and facts obtained from the results of data analysis in the form of numbers and describe the relationship between the two variables.

In this research, data collection techniques involved the distribution of questionnaires to 70 students at Multazam Al-Hadi Islamic Boarding School. The questionnaire was designed to obtain students' quantitative views on pesantren culture and its impact on their character. Additionally, face-to-face interviews were conducted with teaching staff and administrative personnel at the pesantren to gain deeper qualitative insights related to the research variables. Documentation methods were also used to gather materials and information supporting the research objectives.

The methodology employed in this study is inferential analysis with multiple linear regression analysis. The utilization of multiple linear regression analysis aims primarily to assess the relationship between the independent variable (pesantren culture) and the dependent variable (student character formation) within the context of the study. This technique allows researchers to evaluate the extent of pesantren culture's influence on student character formation at the Islamic Boarding School.

FINDINGS AND DISCUSSION

Islamic boarding schools are institutions for teaching and teaching religion, usually in a non-classical way. A kyai taught Islamic knowledge to his students using texts written in Arabic by medieval scholars, and the santri usually lived in huts (dormitories) at the pesantren. Based on Islamic religious ideals, loaded with norms and practices, pesantren are separate communities where kyai, ustadz, santri, and pesantren administrators all share one campus. Unlike the local community.

Being a place of learning for Muslims, most Islamic boarding schools teach using Arabic textbooks (Kitab kuning). Al-Qur'an with recitation and interpretation, aqa'id and kalam, fiqh and ushul fiqh, hadith with musthalah hadith, Arabic with knowledge, dates, mantiq, and tasawuf are religious disciplines studied in Islamic boarding schools.

The values, behavior, and daily routines of Islamic boarding schools are deliberately built or shaped by them for the purpose of developing and educating students in Islamic boarding schools and achieving the goals of Islamic boarding schools. The purpose of pesantren culture is identity and representation, value systems, resources, behavior patterns, and educational institutions that distinguish individuals from others.

According to the etymology of the word, the concept of "character" comes from the Greek word "charassein", which means to engrave to make patterns. Good character cannot be inherited after one is born; it has to be developed through time through upbringing and education. This character is known as "akhlâq" in Arabic.

Discussion of research results is a study of findings related to the completion of research questions. Based on the findings of the data above, the hypothesis is "there is a significant influence between the culture of the pesantren on the formation of the character of the santri which can be tested for its validity, in the sense that this research is able to answer the truth of the research hypothesis. The results in this study are described in detail as follows:

Validity test

The validity test is used to test the accuracy of the measuring device, it can reveal the concept of the symptoms/events being measured. The validity test is used to measure whether or not a questionnaire is valid, a questionnaire is declared valid if the questions/statements on the questionnaire are able to reveal something that the questionnaire will measure. The validity test can be used with a correlation coefficient with a significance value of less than 5% (level of significance) indicating that these statements are valid as forming indicators. There are also validity test results in this study.

Table 1. The Influence of Islamic Boarding School Culture on the Character Building of Santri at Queen Al-Falah Islamic Boarding School Ploso Kediri

Question item number	rh	sig	r _{tabel}	α (0,05)	Description
Variable X (Islamic Boarding School Culture)					
1.	0,803	0,000	0,312	0,05	Valid
2.	0,803	0,000	0,312	0,05	Valid
3.	0,420	0,007	0,312	0,05	Valid
4.	0,245	0,128	0,312	0,05	Tidak Valid
5.	0,749	0,000	0,312	0,05	Valid
6.	0,749	0,000	0,312	0,05	Valid
7.	0,646	0,000	0,312	0,05	Valid
8.	0,670	0,000	0,312	0,05	Valid
9.	0,492	0,001	0,312	0,05	Valid
10.	0,803	0,000	0,312	0,05	Valid
Variable Y (Student Character Formation)					
1.	0,838	0,000	0,312	0,05	Valid
2.	0,838	0,000	0,312	0,05	Valid
3.	0,400	0,011	0,312	0,05	Valid
4.	0,348	0,028	0,312	0,05	Valid
5.	0,702	0,000	0,312	0,05	Valid
6.	0,634	0,000	0,312	0,05	Valid
7.	0,658	0,000	0,312	0,05	Valid
8.	0,544	0,005	0,312	0,05	Valid
9.	0,439	0,000	0,312	0,05	Valid
10.	0,838	0,000	0,312	0,05	Valid

Based on the results of the validity test, it was obtained that the X variable above with the number of respondents (n) = 40 obtained that if the calculated r value was compared to the r table value at a significance of 5%, an r table of 0.312 was obtained. Thus, if seen from the comparison of r arithmetic and r table of questions that have r arithmetic > r table, the question items are declared valid. Meanwhile, if seen from the significance value which has <0.05, then the question items are declared valid.

Reliability Test

The reliability test is a tool for measuring a questionnaire which is an indicator of a variable or construct. A questionnaire is declared reliable or reliable if a person's answers to statements are consistent or stable from time to time. The

reliability test in this study is to use the Cronbach's Alpha formula. if the value of Cronbach's Alpha > r table then the questionnaire is declared reliable, but if the value of Cronbach's Alpha < r table then the questionnaire is not reliable. The results of the reliability test from this study are as follows:

Table 2. Realibility & Reliability Statistics

Reliability Statistics		Reliability Statistics	
Cronbach's Alpha	N of Items	Cronbach's Alpha	N of Items
.847	10	.832	10

Based on the reliability test results in the two tables above, it was found that the X variable was rcount = 0.847 and the Y variable was rcount = 0.832 with the number of questions each being (n) = 10. If the rcount value is compared to the rtable value at 5% significance then obtained r table of 0.312. So that Cronbach's Alpha values were 0.847 and 0.832 > 0.444 (r table). Thus, it can be concluded that the questionnaire on variables X and Y is declared reliable (trusted) as a data collection tool in this study.

Multiple Linear Regression Analysis

The data analysis technique used in this study is simple regression. This analysis technique aims to examine the effect of one independent variable on the dependent variable and measure the strength of the relationship between the two variables. Simple regression can be analyzed because it is based on a causal relationship between the independent variables and the dependent variable. The method of linear regression analysis can be done by substituting the simple regression equation with the value of the data obtained. As for the simple regression equation according to formulated by: $Y = A+Bx$. The results of the simple linear regression calculation model in this study are as follows:

Tabel 3. Coefficientns

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	18.437	5.208		3.540	.001
	Budaya	.515	.136	.523	3.779	.001

a. Dependent Variable: Karakter

Based on the Coefficients table, it is known that the Constant (a) value is 18.437, while the Cultural value (b/regression coefficient) is 0.515, so that if it is substituted in the regression equation it will produce: $Y = a + bX$ or $Y = 18.437 + 0.515X$

From the regression equation above, it can be interpreted that a constant of 18.437 indicates that the consistent value of variable X (Character Development) is 18.437. Meanwhile, the regression coefficient of variable X

(Character Development) is 0.515, which means that for every 1% addition in the value of variable Y (Islamic boarding school culture), the value of variable X (character development) increases by 0.515. The regression coefficient is positive, so it can be said that the direction of the influence of variable X (Character Development) on variable Y (Islamic Boarding School Culture) is positive.

T Test

Testing the hypothesis in this study is by conducting a T test. The T test is used to partially test the significance of variable X to variable Y. This study uses the number of respondents as a sample (n) of 40 people. To obtain the t table value in the use of the T test with a significance level (α) = 5%, a t table of 2.02439 is obtained with the following calculation:

$$\begin{aligned}
 t_{tabel} &= \left(\frac{\alpha}{2}; df \right) \\
 &= \left(\frac{\alpha}{2}; (n - 2) \right) \\
 &= \left(\frac{0,05}{2}; 40 - 2 \right) \\
 &= (0,025 ; 38) \\
 &= 2,02439 \text{ (seen on the distribution of t table values)}
 \end{aligned}$$

Based on the significance value of the Coefficients table (table 1.4) it is found that the significance value is $0.001 < 0.05$, so it can be concluded that the Islamic Boarding School Culture variable (X) influences the Character Development variable (Y). Likewise with the T test, based on the t value in table 1.4 it is known that the tcount value is $3.779 > t_{table} 2.02439$, so it can be concluded that the Islamic Boarding School Culture variable (X) influences the Character Development variable (Y).

Thus, H1 which reads as the Islamic Boarding School Culture variable has a partially significant effect on the Santri Character Development variable is accepted, while H0 which reads the Islamic Boarding School Culture variable does not have a partial significant effect on the Character Development variable is rejected.

Test the Coefficient of Determination (R2)

The coefficient of determination test was carried out to determine the percentage influence of variable X on variable Y. The test results obtained are as follows:

Table 4. Test Results for the Coefficient of Determination (R2)

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.523 ^a	.273	.254	3.229

a. Predictors: (Constant), Budaya

The Model Summary table above explains the magnitude of the correlation/relationship (R) which is equal to 0.523 and has obtained a coefficient of determination R2 (R Square) of 0.273. This shows that the effect of the independent variable (Islamic boarding school culture) on the dependent

variable (character development) is 27.3%. Meanwhile, the remaining 72.7% indicates that Character Development (Y) is influenced by other variables not examined.

The findings highlighted the essence of Islamic boarding schools as educational institutions imparting religious teachings, often using non-classical methods. These schools maintain a unique environment with a focus on Islamic knowledge taught by a kyai through texts authored by medieval scholars. The santri, residing in dormitories within the pesantren, engage in a community lifestyle that stands apart from the local community. Islamic boarding schools predominantly teach subjects like Al-Qur'an recitation, interpretation, aqa'id and kalam, fiqh and ushul fiqh, hadith, Arabic language, dates, mantiq, and tasawuf. These disciplines, together with norms and practices, contribute to the deliberate construction of values, behaviors, and daily routines within the pesantren to facilitate students' Islamic education and overall development. The discussion focused on the etymology of "character" derived from the Greek term "charassein," reflecting the significance of upbringing and education in shaping one's character. This aligns with the Arabic concept of "akhlâq" representing good character, developed over time. The study delved into the validity test results, examining the relationship between Islamic boarding school culture (X) and student character formation (Y).

The validity test verified the questionnaire's accuracy, indicating the statements were valid indicators, significantly measuring the concepts outlined. Similarly, the reliability test using Cronbach's Alpha confirmed the questionnaire's trustworthiness, demonstrating consistency in participants' responses over time. Furthermore, the multiple linear regression analysis aimed to understand the influence of the pesantren culture on student character development. The coefficients table displayed a positive relationship between the variables, demonstrating that for every 1% increase in Islamic boarding school culture, character development increased by 0.515 units. The t-test examined the significance of the Islamic boarding school culture variable (X) on character development (Y), concluding that the X variable significantly influenced Y.

Additionally, the coefficient of determination (R²) depicted that 27.3% of the variance in character development could be attributed to the influence of the Islamic boarding school culture variable (X), while the remaining 72.7% is impacted by unexplored factors. Overall, the study affirmed a significant relationship between Islamic boarding school culture and student character development, illuminating the pivotal role these institutions play in nurturing students' ethical and moral development within an Islamic framework.

This research makes a significant contribution to deepening our understanding of pesantren culture and the formation of student character within these environments. The analysis conducted sheds light on the substantial influence of pesantren culture in shaping individuals' characters. The findings reinforce the comprehension of the unique environment and distinguishing characteristics that set pesantren apart from other communities. Moreover, the study emphasizes the importance of education in character development, underscoring that good character isn't merely inherited but cultivated through

proper educational processes. The validity and reliability results of the measurement tools used provide confidence that the research instruments are dependable and yield authentic data.

CONCLUSION

In summary, the research confirms a significant and positive relationship between Islamic boarding school culture and student character development at Ratu Al-Falah Islamic Boarding School, Ploso, Kediri. Acceptance of the alternative hypothesis indicates a substantial influence (27.3%) of pesantren culture on character formation, yet 72.7% of the variance remains influenced by unexplored factors beyond this study's scope.

The next research phase could focus on expanding comparative studies to juxtapose the impact of cultural values on character development across a broader spectrum of educational settings. By contrasting pesantren culture with various other schooling environments, such as secular schools, international schools, or alternative educational models, researchers can delve deeper into understanding the distinct mechanisms that shape student character.

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