

IMPLEMENTATION OF RELIGIOUS AND INDEPENDENT CHARACTER EDUCATION BASED ON ISLAMIC BOARDING SCHOOL CULTURE

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Abstract: Islamic boarding schools as traditional educational institutions in Indonesia have a strategic role in producing a generation with noble, independent and religious character. This research aims to examine the implementation of religious and independent character education based on Islamic boarding school culture in shaping the character of students. This research method uses a descriptive qualitative approach. Data was obtained through observation, interviews and documentation at the Putra Haf-sa Zainul Hasan Genggong Islamic Boarding School, Probolinggo. The research results show that religious and independent character education in Islamic boarding schools is implemented through the integration of Islamic values into daily activities, such as congregational prayers, recitation of the Yellow Book, and community service as part of strengthening independence. These values are instilled through the example of the kyai and ustadz, strict supervision, and consistent application of discipline. Islamic boarding school culture, which includes traditions, habits and social norms, is a strong foundation in forming an environment that supports character learning.

INTRODUCTION

Character education is one of the main pillars in forming a generation of the nation that is not only academically superior, but also has strong moral integrity (Harianto, 2021). In the current era of globalization, the social and moral challenges faced by the younger generation are increasingly complex, such as the spread of negative culture, weak faith, and dependence on technology which often obscures religious values (Wisiyanti, 2024). Islamic boarding schools as educational institutions based on Islamic values have great potential in instilling religious and independent character in their students.

Islamic boarding schools are the oldest educational institutions in Indonesia which have been centers of Islamic learning since pre-independence times (Fadhli, 2024). Islamic boarding schools have long been known as educational institutions that have succeeded in building

religious character through the habit of worship, discipline and moral formation rooted in the values of the Koran and Sunnah (Mita Silfiyasari & Ashif Az Zhafi, 2020). Islamic boarding schools not only shape religious character, but also encourage students' independence, such as time management, responsibility and self-confidence. This makes Islamic boarding schools an educational model that can produce a generation with dignity and ready to face the dynamics of life.

Islamic boarding school culture which is rich in local values and Islamic cultural wisdom is a strong foundation in creating holistic character education. This culture is not only manifested in learning routines, but also in the habit of worship, discipline, and harmonious social interaction between students, teachers, and the Islamic boarding school environment. The character formation process is carried out through an integrative approach, where religious values such as faith and noble morals are instilled together with independent values, such as responsibility and self-management. Islamic boarding schools create a learning atmosphere that not only focuses on cognitive aspects, but also educates the emotional and spiritual aspects of students. The combination of formal learning, positive habits, and communal life in Islamic boarding schools makes this environment very effective in forming religious and independent character in a sustainable manner (Jamaludin, 2021).

In the modern era, national education faces big challenges in forming the character of students (Hakim & Darajat, 2023). The main focus that tends to be on academic achievement often ignores the importance of moral and spiritual values. This causes the emergence of moral crisis phenomena, such as decreased awareness of religious values, excessive individualism, and a weak sense of responsibility and independence in the younger generation (Budiarto, 2020). This crisis is exacerbated by the influence of globalization which brings foreign culture without a strong filter of local values. Formal educational institutions are generally unable to provide a consistent environment in instilling religious values and independence. In fact, these two aspects are very important as the foundation for forming individuals with integrity. In this context, Islamic boarding schools offer an alternative educational model that integrates in-depth moral and spiritual learning through habitual practices of worship, strengthening discipline, and forming a spirit of independence.

The purpose of this study is to investigate how Islamic boarding school culture-based religious and autonomous character education is used to mold students' personalities. Along with the increasing flow of globalization, the implementation of Islamic boarding school-based character education is becoming increasingly important to answer the needs of the times. In

the context of globalization, an educational model is needed that is able to provide solutions to the moral crisis and the weakening of the independent character of the younger generation. This research aims to understand in depth how the implementation of religious and independent character education is carried out in an Islamic boarding school culture-based environment at the Putra Haf-sa Zainul Hasan Genggong Islamic Boarding School, Probolinggo.

RESEARCH METHODS

This research uses a qualitative descriptive method to explain the implementation of religious and independent character education based on Islamic boarding school culture at the Putra Haf-sa Zainul Hasan Genggong Islamic Boarding School, Probolinggo. This approach was chosen because it aims to describe phenomena in depth and detail according to the real context in the field. Data was collected through participant observation, in-depth interviews with caregivers, ustadz, and students, and analysis of documents related to the character education program implemented. Researchers also utilize triangulation techniques to ensure data validity by comparing various sources of information. The focus of the research is to understand the application of Islamic boarding schools in instilling religious values, combined with the formation of independence. The results of the research are expected to provide insight into the effectiveness of the Islamic boarding school cultural approach in forming the religious and independent character of students, as well as becoming a reference for the development of character-based education models in other educational institutions.

RESULTS AND DISCUSSION

Religious and Independent Character Education

Character education is a planned effort to instill moral and ethical values in individuals, with the aim of forming individuals with integrity, responsibility and good behavior (Fadhillah Quratul 'Aini et al., 2024). According to Thomas Lickona, character education helps someone understand, care about, and act based on essential ethical values (Mainuddin et al., 2023). Religious and independent character education is a fundamental aspect in the Indonesian education system, especially in the Islamic boarding school environment (Ipung Purwati & Endang Fauziati, 2022). Islamic boarding schools, as traditional Islamic educational institutions, play a vital role in shaping the character of students through various methods and approaches that are integrated into everyday life.

Religious character education at the Putra Haf-sa Zainul Hasan Genggong Probolinggo Islamic Boarding School is implemented through the habit of worship, teaching Islamic values, and the example of caregivers. Activities such as congregational prayers, recitation of the yellow book, and regular dhikr become routines that shape the spirituality of the students. Apart

from that, discipline in carrying out worship and Islamic boarding school rules instill strong religious values.

Based on the results of interviews with the head of the boarding school, the Putra Haf-Sha Zainul Hasan Genggong Probolinggo Islamic Boarding School has a vision to form students who are faithful, devout, knowledgeable and have good morals. Their mission includes the cultivation of commendable qualities in daily life and the implementation of worship, both obligatory and sunnah. To achieve this goal, Islamic boarding schools require students to perform congregational prayers, not only the five daily prayers but also sunnah prayers. This practice aims to train students' sincerity in worship and familiarize them with discipline and togetherness in carrying out religious teachings. Apart from that, this Islamic boarding school emphasizes the importance of practicing Islamic values in everyday life, so that students can actualize the knowledge gained in independent behavior and have noble character. Thus, the combination of theoretical understanding and practice of worship is expected to produce students who are religious and have good morals in accordance with the vision and mission of the Putra Haf-Sha Zainul Hasan Genggong Islamic Boarding School.

The vision and mission of the Putra Haf-Sa Zainul Hasan Genggong Islamic Boarding School is not only to educate its students with religious character education, but also to educate its students with independent character education. Students' independent character education is formed through responsibility for personal needs, such as washing clothes, cleaning the dormitory, and managing study time. Islamic boarding schools encourage students to be independent in various aspects of life, so that they are ready to face challenges in society.

Learning methods in Islamic boarding schools involve teaching, example, habituation, motivation, rule enforcement, and supervision. This combination of methods is effective in instilling character values in students. Santri who undergo education at Islamic boarding schools show changes in aspects of religiosity and independence. They become individuals who are disciplined, responsible and have high moral integrity. This is reflected in their daily behavior and ability to adapt in society. However, Islamic boarding schools face challenges in consistently implementing character values, especially with the influence of globalization and technology. Therefore, it is necessary to adapt teaching methods that are relevant to current developments without sacrificing traditional values. The typical Islamic boarding school culture, such as communal life and leadership hierarchy, plays a significant role in forming the character of students. The interaction between students and kyai and ustadz becomes a medium for internalizing positive values.

The Putra Haf-Sa Zainul Hasan Genggong Islamic Boarding School, Probolinggo, integrates religious values and independence in the formal and non-formal curriculum. This approach ensures that character education is not only taught theoretically but also practiced in everyday life. Thus, religious and independent character education at the Putra Haf-Sa Zainul Hasan Genggong Probolinggo Islamic Boarding School has proven effective in forming individuals with integrity and ready to face the challenges of the times. With the right adaptation and innovation, Islamic boarding schools can continue to play a strategic role in developing the character of Indonesia's young generation.

Islamic boarding school culture

The Putra Haf-Sa Zainul Hasan Genggong Islamic Boarding School in Probolinggo is one of the Islamic educational institutions in Indonesia, which was founded in 2012 (Rohim, 2023). This Islamic boarding school is known for its distinctive Islamic boarding school culture, which plays an important role in shaping the character of the students. One of the main concepts applied in this Islamic boarding school is the Santri Satlogy, namely a system of values and philosophy of life which is the basis for forming the character of santri. The Santri Satlogy consists of six core values which include faith, knowledge, sincerity, simplicity, independence and togetherness. These values are internalized through various Islamic boarding school activities and traditions, thereby forming students' thought patterns and behavior that are in accordance with Islamic teachings (Herwati, 2021).

The implementation of religious and independent character education based on Islamic boarding school culture at the Putra Haf-Sa Zainul Hasan Genggong Islamic Boarding School is carried out through various programs and activities. One of them is regular recitations that discuss various aspects of Islam, as well as activities that encourage students' independence in everyday life. This aims to form students who are not only knowledgeable in religious knowledge, but also have independence and responsibility in social life.

The numerous religious and social events that are regularly held also demonstrate the strong traditions of Islamic boarding schools. To honor their contributions and to model the fight for the spread of Islamic teachings, for instance, it is customary to visit the graves of the founders of Islamic boarding schools. In addition, this Islamic boarding school actively participates in a number of community-based social events to foster a cordial relationship between the local community and the Islamic boarding school.

The significance of adjusting students to the religious education environment is also emphasized by the Islamic boarding school culture at Putra Haf-Sa Zainul Hasan Genggong Islamic Boarding School. Islamic boarding schools, which seek to instill morality and discipline, teach Santri to adjust to a variety of rules and conventions. This process of adaptation is thought to play a significant role in helping students develop their moral character in line with Islamic principles. In addition, this Islamic boarding school offers a range of formal educational programs at all levels, from elementary to university, all of which are founded on the principles of Islamic boarding schools. This demonstrates the Islamic boarding school's

dedication to giving pupils a well-rounded education that covers both academic and spiritual subjects.

In facing the challenges of globalization, the Putra Haf-Sa Zainul Hasan Genggong Islamic Boarding School continues to maintain the traditions and values of the Islamic boarding school which have become its identity. However, this Islamic boarding school also carries out various innovations in educational methods and institutional management, so that it remains relevant to current developments without sacrificing the basic values it adheres to.

Overall, Islamic boarding school culture at the Putra Haf-Sa Zainul Hasan Genggong Islamic Boarding School plays an important role in forming the character of students who are religious, independent and have integrity. Through various educational programs and preserved traditions, this Islamic boarding school has succeeded in producing a generation that is not only knowledgeable in religious knowledge, but also ready to face life's challenges by adhering to Islamic values.

CONCLUSIONS AND RECOMMENDATION

The implementation of religious and independent character education based on Islamic boarding school culture at the Putra Haf-Sa Zainul Hasan Genggong Probolinggo Islamic Boarding School shows that the integration of religious values and independence in the daily activities of the students has succeeded in forming a strong and independent character. Through various religious activities and the habit of living independently, students are able to internalize these values in their lives. This is reflected in the increased discipline, responsibility and independence of students in living their lives at the Islamic boarding school. Thus, an educational approach that emphasizes strengthening religious and independent character based on Islamic boarding school culture is effective in forming students with integrity and ready to face challenges in society.

To increase the strengthening of religious and independent character education at the Putra Haf-Sa Zainul Hasan Genggong Islamic Boarding School, it is recommended to strengthen the synergy between Islamic boarding school administrators, teaching staff and students' families. This collaboration is important so that the character values instilled in Islamic boarding schools can be strengthened and applied consistently in the daily lives of students, both in the Islamic boarding school environment and at home.

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