

Analysis of As Sab'ad Islamic boarding school culture in improving students' moral action

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ARTICLE INFO

Article history

Received: December 2024

Revised: December 2024

Accepted: January 2025

Keywords

As Sab'ad Islamic boarding school

Morals

MA Muhammadiyah 01 Tegalombo

Islamic education

ABSTRACT

This study aims to investigate in depth the impact of Assabad Islamic Boarding School on the moral development of students at MA Muhammadiyah 01 Tegalombo. This study uses a qualitative approach involving interviews, observations, and document analysis as data collection techniques. The main participants in this study were students, teachers, and staff of Assabad Islamic Boarding School who are directly involved in the Islamic education process at MA Muhammadiyah 01 Tegalombo. Data were collected through in-depth interviews with participants, direct observations of activities at the Islamic boarding school and school, and document analysis related to the curriculum, extracurricular activities, and moral development programs carried out by the boarding school. The results show that Assabad Islamic Boarding School has a positive impact on the moral development of students at MA Muhammadiyah 01 Tegalombo. The boarding school makes a significant contribution in shaping the moral, ethical, and spiritual character of students through a holistic learning approach integrated with Islamic values. In addition, the boarding school also provides space for students to develop social skills, leadership, and empathy through various extracurricular activities and development programs.

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INTRODUCTION

Indonesia, as a country with a majority Muslim population, has a rich and diverse Islamic educational heritage. Islamic boarding schools (pesantren) in Indonesia have played a significant role in character and moral formation in accordance with Islamic values. These boarding schools aim to develop independent and virtuous individuals by instilling spiritual, social, and moral values. Character education in Islamic boarding schools follows the pattern of the “five souls of Islamic boarding schools,” which include values such as sincerity, simplicity, independence, Islamic brotherhood, and freedom. (Mardi et al., 2023). Boarding schools have proven effective in instilling Islamic character through a structured environment, discipline, and religious activities (Harlinda, Bahaking Rama and Muhammad Yahdi, 2023). Islamic education in Indonesia has a long history, with early Islamic educational institutions emerging in the form of mosques, langgar (prayer rooms), Islamic boarding schools, meunasah (meanings of prayer), rangkang (houses of worship), and surau (houses of worship) (Supaat, Inami and Kudus, 2023). Islamic boarding schools continue to exist in various models, such as the Salafiah Bihaar Bahri Asali Fadlaailir Rahmah Islamic Boarding School, which focuses on teaching religious material and promoting Sufism (Suwarno et al., 2023). Islamic education has long been an integral part of Indonesian culture and identity. With a rich history and strong traditions, Islamic boarding schools have

played a vital role in shaping the character and morality of individuals in society. Amidst the dynamics of the modern era, the moral challenges faced by the younger generation are increasingly complex, making the role of Islamic boarding schools increasingly relevant in teaching Islamic values.

The Assabad Islamic Boarding School, located near the MA Muhammadiyah 01 Tegalombo campus, is an Islamic educational institution with a reputation for guiding students toward a deeper understanding of Islamic teachings. As an institution that implements a traditional approach to education, the Assabad Islamic Boarding School integrates religious learning with daily life, providing opportunities for students to practice the values they learn.

Assabad Islamic Boarding School, located within the MA Muhammadiyah 01 Tegalombo area, is an Islamic educational institution focused on guiding students toward a deeper understanding of Islamic teachings. The school integrates religious learning with daily life, enabling students to practice the values they learn. Moral development is a primary focus of Islamic education, as good morals are seen as essential for success in life. As a school based on Islamic principles, MA Muhammadiyah 01 Tegalombo has a responsibility to provide a holistic education that includes the development of students' character and morals. In this context, Assabad Islamic Boarding School plays a crucial role as an educational partner in achieving this goal. (Mardiah Astuti et al., 2023)

However, with social, technological, and cultural changes, the challenges of developing good morals are increasingly complex. Globalization has an unavoidable impact, and students are often faced with confusing moral dilemmas. Therefore, research on the impact of the Assabad Islamic Boarding School on moral development at MA Muhammadiyah 01 Tegalombo is crucial to understand more deeply the contribution of Islamic boarding schools in shaping student character amidst the dynamics of the times.

Previous research has shown that Islamic boarding schools (*pesantren*) have a significant influence in shaping individual personality and morality. However, specific research evaluating the impact of Islamic boarding schools on high school students, such as MA Muhammadiyah 01 Tegalombo, is still limited. Therefore, this study aims to fill this knowledge gap and provide a more comprehensive understanding of the role of Islamic boarding schools in Islamic education in Indonesia.

By understanding more deeply the impact of Assabad Islamic Boarding School on the moral development of students at MA Muhammadiyah 01 Tegalombo, it is hoped that the potential and challenges faced in character building can be identified. The results of this study are expected to provide not only academic but also practical contributions to the development of more effective and relevant Islamic education in the current context (Khalid, Martens, and Khalid, 2023).

Based on this background, this study was conducted with the aim of comprehensively evaluating the contribution of Assabad Islamic Boarding School to the formation of Islamic character in students at MA Muhammadiyah 01 Tegalombo and identifying the moral values promoted by Assabad Islamic Boarding School.

METHOD

This research method adopted a qualitative approach, allowing for an in-depth investigation of the impact of the Assabad Islamic Boarding School on moral development at MA Muhammadiyah 01 Tegalombo. This approach enabled the researcher to better understand the phenomenon through in-depth analysis, contextual understanding, and careful interpretation. Data collection techniques used included interviews, observation, and document analysis. Interviews provided the researcher with the opportunity to gain direct perspectives from participants regarding their experiences, thoughts, and perceptions of the impact of the Islamic boarding school on moral development at school. Observations allowed for direct observation of the interactions and behaviors of students, teachers, and staff within the school environment. Document analysis involved searching and evaluating various relevant documents, such as the Islamic boarding school curriculum, school policies, and student achievement records, to gain additional insight into the implementation of moral values.

The primary participants in this study included students, teachers, and staff of the Assabad Islamic Boarding School involved in Islamic education activities at MA Muhammadiyah 01 Tegalombo. Students are the primary focus of the research because they are the direct objects of the influence of the moral education implemented by the Islamic boarding school within the school environment. Teachers play a crucial role in implementing moral values in the curriculum and in daily interactions with students. Furthermore, Islamic boarding school staff also contribute significantly to providing an environment that supports students' moral development through various extracurricular activities, guidance, and coaching.

Analysis of data obtained from interviews, observations, and document analysis will provide a deeper understanding of the concrete impact of Assabad Islamic Boarding School on moral development at MA Muhammadiyah 01 Tegalombo. Thus, this study is expected to provide a valuable contribution to understanding the role of Islamic boarding schools in shaping the character and morality of students in secondary schools.

FINDINGS AND DISCUSSION

The majority of students acknowledged that the As-Sabad Islamic boarding school had made a significant contribution to their moral development. They stated that the boarding school provided a conducive environment for practicing religious values, such as patience, discipline, and hard work. Students also highlighted the role of Islamic boarding school administrators and teachers in providing exemplary role models and moral guidance to them. Islamic boarding school administrators and teachers view them as effective institutions for shaping students' character and morality. They emphasize the importance of a holistic approach to education in Islamic boarding schools, encompassing religious, academic, and social aspects.

1. Findings From Observation

Learning Activities: It was found that learning activities at the As-Sabad Islamic boarding school not only focus on academic aspects, but also on character and moral development. The use of interactive learning methods and group discussions helps students understand and internalize the moral values taught. Observations show that religious activities, such as congregational prayer, Quranic recitation, and religious study, are an integral part of daily life in Islamic boarding schools. These religious activities not only strengthen students' spiritual ties to religion but also strengthen social relationships among them.

2. Findings From Document Analysis

The As-Sabad Islamic boarding school curriculum focuses heavily on teaching Islamic values and moral ethics. Curriculum documents emphasize the development of responsibility, mutual assistance, and modesty. Activity records show that the Islamic boarding school consistently organizes programs designed to strengthen students' moral values and character. Activities such as community service, ethics classes, and group discussions on moral issues are an important part of the Islamic boarding school program. The findings of this study confirm that the As-Sabad Islamic Boarding School has a positive and significant impact on the moral formation of students at MA Muhammadiyah 01 Tegalombo. The holistic approach to education, emphasis on Islamic values, and a supportive educational environment contribute to this outcome. Thus, the Islamic boarding school is recognized as an effective institution in producing young people with character and noble morals.

As an integral part of traditional Islamic education, the As-Sabad Islamic boarding school at MA Muhammadiyah 01 Tegalombo plays a crucial role in shaping the morality and character development of its students. The school's emphasis on Islamic teachings is evident in a study by Widyasari et al., which highlighted the importance of training interventions in improving students' knowledge and behavior. Furthermore, a study by Saleem et al. underscored the importance of cultural religious practices in influencing oral health behaviors among children in religious schools, emphasizing the impact of pre-existing knowledge and environment on students' well-being. By prioritizing not only academics but also the cultivation of good character and morals, the As-Sabad Islamic boarding school aligns with the broader goal of traditional Islamic educational institutions to nurture well-rounded individuals grounded in ethical principles and religious teachings. Boarding schools provide an ideal environment for instilling moral, ethical, and spiritual values in students. The emphasis on religion and spirituality in a boarding school setting aligns with the goal of cultivating a strong moral foundation among students. By integrating Islamic principles into the curriculum and daily life at the boarding school, students are exposed to teachings and practices that promote virtuous behavior and ethical decision-making (Fasari, Maflahah and Dewi, 2018). As-Sabad Pesantren's commitment to moral formation reflects the belief that holistic education encompasses not only intellectual growth but also the development of character and values.

The structured environment of boarding schools significantly influences student behavior, as evidenced by numerous research studies. Boarding significantly reduces students' dietary diversity,

leading to an increased likelihood of anemia due to altered food consumption patterns. Furthermore, the school environment, including relationships with teachers and peers, plays a crucial role in shaping young people's health behaviors, with unsupervised 'hotspots' contributing to health-risk behaviors. Decision-making processes are also influenced by the structure of the cognitive environment, highlighting the complexity of how the environment shapes cognition and behavior. Furthermore, the relationship between school environmental factors and adolescent drinking behaviors highlights the influence of classmates and friends on students' alcohol consumption patterns, emphasizing the impact of peer influence in the school setting. A well-planned school environment that promotes interaction and communication contributes to improved student coexistence and citizenship development, emphasizing the importance of creating an environment conducive to positive student outcomes. Daily life in boarding schools, including a schedule of religious activities, religious learning, and social interactions guided by Islamic values, gradually shapes mindsets and behaviors consistent with religious teachings (Susanto and Muzakki, 2017). The boarding school environment provides opportunities for students to develop their character, enhance their social and human capital, and become role models for the community. By instilling Islamic values, such as discipline, hard work, and togetherness, boarding schools help students develop good behavior and become responsible individuals (Gultom, Nurhamsyah, and Irwin, 2023). The application of social capital, trust, cooperation, and values in the boarding school environment contributes to the formation of positive behavior among students (Bin Thohir, 2020). Overall, the boarding school environment plays a vital role in shaping student behavior and promoting a clean and healthy lifestyle.

The As-Sabad Islamic boarding school curriculum and extracurricular activities play a crucial role in shaping students' morals, aligning with the principles of moral development in Islamic educational institutions. Curriculum planning at Islamic boarding schools like As-Sabad involves creating a local curriculum to enhance the character, skills, and competencies of students and teachers, ultimately influencing career development. Furthermore, the integration of extracurricular activities, particularly religious ones, is crucial for holistic student development, balancing the physical, emotional, spiritual, intellectual, and social domains. Effective management of these activities, based on theories such as POAC, TQM, and the Six Life Value Systems, is crucial for instilling commendable morals in students through a planned and programmed approach. By integrating curriculum design with extracurricular programs, As-Sabad Islamic boarding school can maximize its role in encouraging the mental, spiritual, and intellectual growth of students. The curriculum not only focuses on academic aspects but also introduces Islamic values and provides systematic moral guidance through lectures, group discussions, and social activities (Nurjanah and Saepudin, 2023). Islamic boarding schools emphasize character learning to foster human values and ensure national unity. It upholds human rights, democracy, pluralism, and tolerance of differences, making it an important institution for world peace (Faisal and Dr. H. Ayi Sobarna, 2022). The implementation of moral education at Tazkiyatunnufus Islamic boarding school includes various methods such as diniyah, storytelling, muthola'ah, providing good examples, and using rewards and punishments [4]. Islamic boarding schools aim to build good character and moral values in children, shaping their morals, personality, and character in accordance with Islamic teachings (Edy and Hadawiyah, 2022).

Teachers and administrators in boarding schools play a crucial role in shaping students' morals and character development. Research emphasizes the importance of teacher personality competency, curriculum, and school climate in positively influencing student morality. Islamic boarding schools focus on providing an environment that supports moral development through education and role modeling by teachers and administrators. These institutions aim to instill values such as discipline, honesty, responsibility, and religious understanding in students, fostering traits such as independence and truthfulness. The structured environment of Islamic boarding schools, guided by Kyai (Islamic religious leaders) and modeled after the "five souls of Islamic boarding schools," plays a crucial role in effectively implementing character education and developing strong and noble individuals. They serve not only as educators but also as role models, modeling good behavior in line with Islamic teachings. The close relationship between teachers and students enables the effective transmission of moral values (Budiyaniti et al., 2021). By providing guidance and instilling moral values, teachers and administrators help students understand what constitutes good attitudes and behavior. Boarding schools have specific programs and activities to encourage character development and moral education (Asmendri, 2014). These programs include religious development, discipline, Islamic character development, self-development, and life skills training. The daily schedule of activities at boarding schools serves as a means of implementing

and practicing these values. Overall, boarding school teachers and administrators play a crucial role in shaping students' moral character and guiding them to become responsible individuals in society.

The role of family and community in supporting the moral development of students at the As-Sabad Islamic boarding school is indeed crucial. Families play a fundamental role in shaping attitudes, morals, and personality, especially during a child's formative years, with parents being the primary educators at home. Furthermore, the community, including the school environment, is crucial in providing a platform for students to observe and learn from others, ultimately influencing their moral character. Islamic boarding schools like As-Sabad prioritize moral education, utilizing methods such as studying the Book of Adab and applying its teachings through observation and practice. By integrating teachings from family and community, students can develop a strong moral foundation that guides their behavior and interactions with others. Strong family support in participating in boarding school activities and community involvement in character-building programs are determining factors in the success of boarding schools in shaping student character (Zakiyah, 2022). The family is the first environment that shapes a child's character, and parents play a crucial role in instilling moral values in children (Abroto, Nugraheni, and Awliyah, 2022). Furthermore, community involvement in supporting character development programs provides a harmonious and dynamic environment for children to develop strong character and a positive spirit. Boarding school administrators also play an influential role in shaping students' moral character. Family and community support play a crucial role in shaping students' morals at the As-Sabad Islamic boarding school, as evidenced by research in various Islamic boarding schools. The Babussa'adah Bajo Modern Boarding School emphasizes the supervision of moral education with the involvement of the extended family, the local community, and parents, leading to a significant increase in students' moral practice. Similarly, at the Al Manaar Islamic Boarding School in Pemalang, the role of administrators in shaping students' moral character through environmental experiences is highlighted, emphasizing the influence of observing and modeling behavior. Furthermore, a study of the Darullughah Wadda'wah Banat Islamic Boarding School underscores the importance of factors such as support from parents, teachers, and caregivers, in addition to the students' own motivation, in fostering discipline and moral values among students. These findings collectively emphasize the indispensable role of family and community support in the moral education and character development of students in Islamic boarding schools.

The implementation of programs such as Ramadhan Islamic Boarding Schools in Islamic schools plays a crucial role in enhancing students' religious character and adherence to Islamic teachings. Furthermore, the involvement of teachers, parents, and boarding school administrators in fostering commendable behavior, independence, and religious guidance significantly impacts student behavior and character development. Furthermore, the design of character education in boarding schools focuses on social awareness, organizational culture, religious leaders (kiai), alumni influence, and educational materials to foster students' socially conscious character. Studies also highlight the importance of religious activities such as congregational prayer, Quranic recitation, and Islamic holiday events in motivating students to align their behavior with religious teachings, leading to increased awareness and adherence to Islamic principles. A boarding school environment that consistently instills religious values, such as devotion to worship, understanding the teachings of the Quran and Hadith, and daily religious practices, has a positive impact on strengthening students' religious identity (Yahya, Hindun Ulfah, and Siswadi, 2023). This is reflected in students' attitudes and behaviors, which are more obedient to Islamic rules and values, both in and outside the boarding school environment. Increased awareness of religious teachings also encourages students to live lives that are more in line with Islamic moral and ethical principles, thus forming a strong foundation for the formation of good character in society (Robbaniyah and Lina, 2023).

As-Sabad Pesantren plays a significant role in shaping the moral development of students at MA Muhammadiyah 01 Tegalombo. Research on the pesantren education system shows a strong relationship between the pesantren education system and students' moral development, with significant influences observed. Furthermore, the implementation of moral reasoning methods in Islamic religious education subjects has shown a significant impact on students' understanding of moral concepts, further emphasizing the role of educational approaches in moral formation. Furthermore, pesantren institutions such as Sidogiri Pesantren are known for their emphasis on morality and character formation, demonstrating how pesantren education contributes significantly to the internalization of moral values among students. Overall, the combination of traditional educational practices, moral reasoning methods, and experiential learning approaches in the pesantren setting underscores their significant influence on students' moral development at MA Muhammadiyah 01 Tegalombo. Through a holistic educational

approach and based on Islamic values, the boarding school has a striking positive impact on students' character and quality of life (Zakiyah, 2022). By immersing themselves in Islamic teachings and applying them in their daily lives, students experience a moral transformation encompassing various aspects, such as patience, honesty, hard work, and empathy (Izza and Azizi, 2022). Furthermore, the boarding school also provides opportunities for students to develop social and leadership skills through various extracurricular activities and community service aimed at improving the quality of life not only for themselves but also for the surrounding community (Rohanah Hidayati, 2022). Thus, the As-Sabad Islamic boarding school is not only an educational institution, but also a character-building institution that plays a vital role in shaping a young generation that is responsible, has noble character, and is ready to contribute to building a better society (Muhammad et al., 2023).

CONCLUSION

The following is a seven-paragraph conclusion regarding the impact of the As-Sabad Islamic Boarding School on moral formation at MA Muhammadiyah 01 Tegalombo: The As-Sabad Islamic Boarding School has proven to play a significant role in the formation of morals among students at MA Muhammadiyah 01 Tegalombo. Through a holistic approach based on Islamic values, this Islamic boarding school has become an effective vehicle for shaping students' character and encouraging them to live lives in accordance with religious teachings. In a structured environment filled with moral values, students not only receive academic education but also receive training in the aspects of personality expected in Islam. The As-Sabad Islamic Boarding School provides a strong foundation for the formation of students' morals through a comprehensive approach. From a curriculum that integrates religious lessons with daily activities to interactions between students and teachers and boarding school administrators who serve as role models in behavior and attitudes, all these aspects contribute to the formation of good character. Increased awareness of religious teachings and adherence to Islamic values are characteristic of students who receive education at this Islamic boarding school. A pesantren environment that deeply instills students in Islamic values also has a broad positive impact. With increased religious awareness, students become more responsive to the moral and ethical norms mandated by religion. This adherence to religious teachings is reflected not only in students' individual behavior but also in their interactions with others and the positive contributions they make to society. The positive impact of the As-Sabad Islamic Boarding School is not limited to individual character development but also encompasses an improvement in the quality of social life. Students trained in Islamic values tend to be more able to contribute positively to society, both within and outside the educational environment. They become agents of change, bringing Islamic moral and ethical values to various aspects of social life. However, it is important to remember that the success of the As-Sabad Islamic Boarding School in shaping students' morals is inseparable from the support of their families and communities. Family involvement in supporting the school's activities and community support in upholding religious values are determining factors in the success of the moral development program at this boarding school. Collaboration between the pesantren, families, and communities is key to creating an environment conducive to the formation of strong morals in the younger generation. In a broader context, the impact of the As-Sabad Islamic Boarding School on moral formation at MA Muhammadiyah 01 Tegalombo provides evidence that traditional Islamic education remains relevant and has a valuable contribution in shaping the character of individuals and society. Pesantren is one of the important instruments in maintaining and passing on moral values and spirituality in the Islamic tradition, which are urgently needed in facing the moral and social challenges of the modern era. Overall, the As-Sabad Islamic Boarding School has proven its important role in shaping the morals of students at MA Muhammadiyah 01 Tegalombo. Through a holistic approach, a structured environment, and support from family and community, this pesantren has succeeded in producing a young generation with a high religious awareness, adherence to Islamic values, and positive contributions to society.

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