# Contribution of Islamic Boarding Schools to the Character Development of Students from the Perspective of Islamic Education Management

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| Abstract | Article Info |
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| The background of this research is based on the phenomenon of declining moral values among adolescents in the current era of globalization. This condition drives the need to strengthen character education as an effort to build a generation with morals and integrity. This study aims to analyze the role of the Aisyiyah Boarding School Islamic Boarding School in shaping the character of its students through the application of Islamic educational management. This research employed a qualitative approach using library research. Data collection was conducted through online interviews using the WhatsApp application, supplemented by a review of various literature sources, such as relevant books and scientific journals. The results of the study show that: (1) character education planning is based on the vision, mission, and objectives of education, which are integrated into curriculum development, learning methods, and the socialization process by involving all PPRU stakeholders; (2) organization is carried out by appointing Islamic boarding schools and student caretakers as the main responsible parties; (3) implementation of character education is implemented through formal, informal, and non-formal activities; and (4) supervision is carried out by all PPRU stakeholders through evaluations and boarding school reports which are the basis for determining class promotion and student graduation. | |

## INTRODUCTION

One of the pressing issues currently facing the Indonesian nation is the moral decline among youth. Phenomena such as student brawls, drug abuse in schools, student involvement in criminal activities, and various other forms of deviant behavior have become a serious concern. This problem is not limited to the younger generation; Indonesian society as a whole is also facing a number of complex social and national crises. These challenges continue to evolve and continue to attract public attention. If not addressed seriously and systematically, it is feared that this condition will gradually shift the nation's identity from one based on positive values to a more negative character.

In recent years, the issue of character education has received increasing attention in national education discourse. The emergence of character education as a key agenda is not surprising, given the significant influence social, political, and national dynamics on the formation of character. The rise of anarchic acts, social conflict, promiscuity, corruption, crime, and environmental degradation are all indications of more fundamental problems in national character development.

This situation further reinforces the importance of strategic breakthroughs in shaping and nurturing the character of students as the nation's future generation. Educational experts have offered various character education concepts, some of which have been implemented in educational practice. These efforts are crucial to ensuring that Muslims, the majority of Indonesia's population, remain

steadfast in their intellectual traditions and Islamic values in contributing to the development of national civilization.

Islamic boarding schools (pesantren) are one of the educational institutions that have grown and developed in line with the dynamics of the national education system in Indonesia. Therefore, they hold a strategic position within the national education landscape. As religious-based educational institutions, pesantren occupy a unique position within society due to their significant contribution to moral formation and the development of cultural values.

Furthermore, the role of religion in national development has been constitutionally recognized as stipulated in the General Guidelines of State Policy (GBHN), which emphasizes that religion serves as the ethical, moral, and spiritual foundation for development. This recognition presents both an opportunity and a challenge for Islamic boarding schools (pesantren) to play an active role in realizing a more advanced and civilized society.

This article aims to provide a comprehensive study of the role of Aisyiyah Boarding School located in Lawang, Malang Regency, in shaping the character of students through an Islamic educational management approach.

**METHOD**

Data was collected through online interviews conducted via WhatsApp with one of the female teachers and one of the students. Furthermore, the research findings were supported by a review of various relevant literature, sourced from books and scientific journals related to the research topic.

**Results**

1. ***Character Education in Islamic Boarding Schools***

The research results show that character education in Islamic boarding schools is implemented through an integration of formal learning, daily habits, and exemplary behavior from the kiai (Islamic cleric) and teachers. The religious environment of Islamic boarding schools fosters an educational culture that emphasizes the values of sincerity, simplicity, discipline, and responsibility.

Character values are instilled through various activities, such as studying the holy book, congregational worship, study sessions, and various daily activities of the students. All of these activities serve as a means of ongoing character development.

2. ***The Role of Islamic Boarding Schools in Character Formation***

Islamic boarding schools play a crucial role in shaping the character of their students through the integration of theoretical education and practical experiences in daily life. Education in Islamic boarding schools focuses not only on cognitive aspects but also on affective and psychomotor aspects.

The character values developed include religiosity, honesty, discipline, responsibility, and mutual respect. Through this educational process, Islamic boarding schools are expected to produce a generation with noble morals and capable of facing the challenges of modern life.

3. ***Islamic Education Management in Character Formation***

   a. Planning

Character education planning is carried out through the development of an integrated educational program within the Islamic boarding school curriculum. This process involves the Islamic boarding school leadership, educational units, and foundations through coordination meetings and program evaluations.

   b. Organizing

Organization is carried out by dividing tasks and responsibilities among all parties involved in the educational process, including Islamic boarding school leaders, teachers, student supervisors, and parents.

   c. Implementation

The implementation of character education is carried out through formal activities in class as well as informal and non-formal activities such as congregational worship, fostering good behavior, and activities to develop students' interests and talents.

   d. Control

Control is carried out through evaluation of the students' character development, as recorded in the development reports or Islamic boarding school report cards. This evaluation involves teachers, Islamic boarding school administrators, and parents.

**DISCUSSION**

1. *Interpretation of Results*

The research results show that character education in Islamic boarding schools is implemented through an integration of formal learning, daily habits, and exemplary behavior from the kiai (Islamic scholars) and teachers. The religious-based environment of Islamic boarding schools allows for a continuous internalization of character values. Students not only gain a conceptual understanding of moral values but also practice them directly in their daily lives through worship, discipline in learning, and responsibility in various Islamic boarding school activities.

These findings indicate that character education in Islamic boarding schools is not solely oriented toward cognitive aspects, but also encompasses affective and psychomotor dimensions. This reinforces the role of Islamic boarding schools as educational institutions that emphasize a balance between mastery of knowledge and moral development. Thus, character education in Islamic boarding schools plays a crucial role in shaping a generation that not only possesses knowledge but also possesses moral and spiritual integrity.

Furthermore, the implementation of educational management functions, including planning, organizing, implementing, and controlling, is also a crucial factor in supporting the success of character education in Islamic boarding schools. Through thorough planning, clear division of tasks, targeted program implementation, and ongoing evaluation, the process of character formation in students can proceed systematically and structured.

2. *Previous Research*

The findings of this study align with the concept of character education proposed by Thomas Lickona, who states that character education encompasses not only moral knowledge but also the formation of moral attitudes and behavior through habituation and role modeling. In the context of Islamic boarding schools, the role models provided by kiai (Islamic boarding school teachers) are a key factor in shaping the behavior of students.

This research also aligns with M. Kristiawan's findings, which emphasize that the success of an educational program is greatly influenced by the effective implementation of educational management functions. In this study, the application of management functions, including planning, organizing, implementing, and controlling, was proven to support the successful implementation of character education in Islamic boarding schools.

The results of this study also support previous research showing that Islamic boarding schools (pesantren) play a strategic role in shaping the character of the younger generation through the integration of religious education, behavioral habits, and the strengthening of religious culture in daily life. Thus, Islamic boarding schools function not only as religious educational institutions but also as social institutions that play a vital role in building national character.

3. *Implications*

The findings of this study have several important implications, both practical and theoretical. Practically, the results demonstrate that the implementation of structured Islamic educational management can be an effective strategy for strengthening character education in Islamic boarding school-based educational institutions. The integration of formal learning, behavioral conditioning, and exemplary behavior from educators can serve as an effective model for character education.

Theoretically, this research reinforces the concept that character education cannot be separated from the social and cultural environment in which students learn. A conducive educational environment based on religious values can be a crucial factor in supporting the internalization of character values in students.

The results of this study also show that Islamic boarding schools have great potential to contribute to strengthening character education in Indonesia, especially in facing the challenges of globalization that can influence the moral values of the younger generation.

4. *Limitations*

This study has several limitations that should be considered. First, it used a qualitative approach with a literature review method supported by limited interviews with one female religious teacher and one male student. This limited number of informants may have affected the depth of the data obtained.

This research only focuses on one Islamic boarding school institution so that the research results cannot necessarily be generalized to all Islamic boarding schools in Indonesia which have different characteristics and education systems.

This research places more emphasis on the descriptive aspects regarding the implementation of character education in Islamic boarding schools so that it has not yet fully measured the level of effectiveness of the character education program empirically.

5. *Suggestion*

Based on the limitations of future research, it is recommended that more informants, such as Islamic boarding school leaders, teachers, students, and parents, be involved to obtain more comprehensive data. Furthermore, future research could use a mixed methods approach to combine qualitative and quantitative analysis to measure the effectiveness of character education programs.

Future research could also expand the research focus by involving several Islamic boarding schools (pesantren) in various regions, thereby providing a broader picture of the implementation of character education management within the Islamic boarding school environment. The research findings are expected to make a more significant contribution to the development of character education within the Islamic education system in Indonesia.

## CONCLUSION

Education in Islamic boarding schools plays a crucial role in shaping students' character in the era of globalization. As Islamic educational institutions, Islamic boarding schools serve not only as centers for the transmission of knowledge but also as institutions for moral development, aiming to cultivate students with noble morals and a sound understanding of Islamic values.

It can be concluded that Aisyiyah Boarding School implements four main management functions in the character building process: planning, organizing, implementing, and controlling. The planning function is carried out through institutional meetings to design character education programs aligned with the institution's vision, mission, and goals. The organizing function is realized through a clear division of tasks and responsibilities between the boarding school leadership, teachers, and student mentors. Meanwhile, the implementation of character education is carried out through the integration of formal, informal, and non-formal activities. The controlling function is implemented through an ongoing evaluation mechanism, including the boarding school report card system, which is used to assess the character development of students and serves as the basis for determining promotion and graduation.

The results of this study indicate that the integration of Islamic educational management and Islamic boarding school culture can effectively support the implementation of character education. The formation of students' character is not only achieved through classroom learning, but also through habituation, role models, and a religious educational environment.

This study has several limitations. It involved only a limited number of informants and focused on a single Islamic boarding school, so the results cannot be broadly generalized to all Islamic boarding schools in Indonesia. Furthermore, this study used a qualitative approach supported by literature review, so it did not quantitatively measure the effectiveness of the implemented character education program.

This research contributes to the development of Islamic education management studies, particularly regarding the implementation of management functions in supporting character education in Islamic boarding schools. Therefore, further research is recommended to involve more informants, expand the research object to several Islamic boarding schools in various regions, and use a mixed methods approach to obtain a more comprehensive picture of character education management in Islamic boarding schools.

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