

# The Influence Of Islamic Boarding School Culture On The Character Building Of Santri At Queen Al-Falah Islamic Boarding School Ploso Kediri

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## ABSTRACT

*The purpose of this study was to determine the influence of pesantren culture on the formation of the character of students at the Sirojul Ulum Pare Kediri Islamic Boarding School. In this study using a quantitative approach, in which researchers collected data using questionnaires, interviews and documentation. The method used in this research is inferential analysis method with multiple linear regression analysis. Sampling of 40 students. The results of this study indicate that the influence of Islamic boarding school culture on the formation of the character of the students at the Queen Al-Falah Ploso Islamic Boarding School, Kediri, has a strong and significant influence of 27.3%, meaning that the culture of the Islamic boarding school is significantly related to the formation of the character of the students. Meanwhile, 72.7% is determined by other factors.*

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## 1. 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.(Mashutu, 1994) Pesantren is essentially an Islamic educational institution centered on a mosque which is held in a dormitory (cottage) system. 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. (Lubis & Khomaeny, 2018)

As the first Islamic educational institution in Indonesia, pesantren has unique characteristics and is different from other institutions. In addition, Islamic boarding schools have characteristics that contain the meaning of cultural authenticity in Indonesia.(Majid, 1997) 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. 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.

Seeing the phenomenon of education and the current state of youth, character building activities must be carried out frequently and aim for students to learn and practice them in everyday life. Therefore, the author wants to examine the influence of Islamic boarding school culture on the formation of the character of students at the Queen Al-Falah Ploso Islamic Boarding School.

## 2. METHODS

The research method is a technique used for research. In this study using quantitative methods with calculations expressed as numbers. (Sudaryono, 2016). 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.

This research was conducted at the Multazam Al-Hadi Islamic Boarding School which is located in Sambiresik Village, Tunglur District, Kediri Regency. The time for the research was carried out from 2 – 16 December 2022. In this study the target population was students at the Multazam Al-Hadi Islamic Boarding School, with a total of 70 students. While taking the sample using simple random sampling with a total sample of 40 respondents. In this study using data collection techniques as follows:

### 2.1 Questionnaire

The questionnaire is a set of written questions or questions addressed to the respondents used as part of the data collection technique. (Prof. Dr. A. Muri Yusuf, 2016). In this study, using a questionnaire given to students of 70 people.

### 2.2 Interview

An interview is a process of interacting with someone to get the information needed. Interview is a process of obtaining information for research purposes by way of question and answer face to face between the interviewer and the informant using an interview guide. (Lina Ariyani et al., 2021)

### 2.3 Documentation

In the Methods section, clearly describe how you conducted your research study, such as what approach you used, where, when, and what instruments you used, and how the data was collected, clarification of where the data sources were obtained and the method of data analysis used like what.

## 3. 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. (Qomar, 2002)

Being a place of learning for Muslims, most Islamic boarding schools teach using Arabic textbooks (Kitab kuning). Al-Qur'an with recitation and interpretation, aq'a'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.(Gunawan et al., n.d.)

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:

### 3.1 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, namely:

Question item number	rh	sig	r <sub>tabel</sub>	α (0,05)	Description
<b>Variable X (Islamic Boarding School Culture)</b>					
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
<b>Variable Y (Student Character Formation)</b>					
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.

### 3.2 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 1.3 (Results of the Reliability Test of Variables X and Y)**

Cronbach's Alpha	N of Items
.847	10

Cronbach's Alpha	N of Items
.832	10

Based on the reliability test results in the two tables above, it was found that the X variable was  $r_{count} = 0.847$  and the Y variable was  $r_{count} = 0.832$  with the number of questions each being  $(n) = 10$ . If the  $r_{count}$  value is compared to the  $r_{table}$  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.

### 3.3 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. (Kartika & Kaihatu, 2010). 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 (Rochmat Aldy Purnomo & S, 2016) formulated by:  $Y = A + Bx$ . The results of the simple linear regression calculation model in this study are as follows:

**Tabel 1.4 Hasil Regresi Linier Sederhana**  
**Coefficients<sup>a</sup>**

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.

### 3.4 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 ( $\alpha$ ) = 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.

### 3.5 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 1.5 Test Results for the Coefficient of Determination (R2)**

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.523 <sup>a</sup>	.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.

## 4. CONCLUSION

In a study entitled the influence of Islamic boarding school culture on the character formation of students at the Ratu Al-Falah Islamic Boarding School, Ploso, Kediri, the authors can conclude that there is an influence of Islamic boarding school culture on the formation of the character of students at the Ratu Al-Falah Islamic Boarding School, Ploso, Kediri.

Judging from the alternative hypothesis (Ha), which is accepted, there is a significant correlation between the influence of pesantren culture (variable X) on the formation of the character of the students (variable Y) with a positive correlation. It can be seen from the results of calculating the correlation number, namely 18.437 with a df of 38, a significant r table of 5% is 0.832 with a significant level of 5%, an r table of 0.312 is obtained. Then the alternative hypothesis (Ha) is accepted and the null hypothesis (Ho) is rejected. In this study, the influence of the independent variable (Islamic boarding school

culture) on the dependent variable (character development) was 27.3%, while the remaining 72.7% indicated that the character development of students was influenced by other variables not explained in this study.

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