



EXPLORING EMOTION MANAGEMENT TO IMPROVE SANTRI DISCIPLINE IN PESANTREN: AN ANGER MANAGEMENT PERSPECTIVE

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Abstract:

This study explores the emotional management of pesantren administrators as the first step in fostering santri by utilizing anger management as a synergy between emotional management and discipline. The approach used in this research is qualitative with a case study type to understand how to shape discipline values. The research findings show that in shaping the Santri discipline, administrators need to manage emotions positively, understand emotion recognition to help better manage reactions to situations and use relaxation techniques to reduce stress and improve concentration. In addition, it is essential to identify problems, look for alternatives, choose the best solution, speak clearly, honestly, and politely, change mindsets from negative to more positive or realistic, create a comfortable workspace and maintain healthy relationships with others. The results of this study provide a deep understanding of the spirit of discipline; these findings become a specific place in helping and developing a new face of an administrator and become a reference for other institutions, especially pesantren, by expressing emotion management.

Keywords: *Exploring emotion management, Discipline, Anger Management*

INTRODUCTION

Pesantren is an Islamic educational institution that has a strategic role in forming a generation with superior character and integrity (Hosaini et al., 2024). As an institution that integrates religious knowledge learning with moral development, pesantren serves as a center for developing the character of students based on Islamic values. One of the fundamental elements in this development is discipline, which is the main foundation in creating individuals with strong moral integrity (Agustian, 2024). That discipline not only supports academic achievement, but also strengthens the appreciation of religious values, so that it is in line with the main goal of Islamic education, which is to produce a generation that is able to contribute positively to society based on the principles of morals and civilization. Pelaksanaan nilai-nilai kedisiplinan di pesantren sering kali menghadapi berbagai tantangan, salah satunya adalah pengelolaan emosi, khususnya kemarahan, baik di kalangan santri maupun pengurus (Mustofa, 2024).

In this context, emotional management has a very important role, especially in dealing with rule violations by santri. Based on a case study at Pesantren Nurul Jadid, it was found that some administrators still impose sanctions that are excessive or not in accordance with pesantren regulations and codes of conduct (Najiburrahman et al., 2024). This discrepancy is often caused by the inability of administrators, especially those in charge of Abu Hasan As-Syadzili Dormitory, to control their emotions. For example, in sanctioning santri who do not go to school or do not attend congregational

prayers in the mosque, they tend to still apply the local wisdom approach of previous pesantren, which involves physical actions such as beatings. Such actions show a lack of proportionality and wisdom in decision-making, which can have a negative impact on the relationship between administrators and santri, and reduce the effectiveness of implementing discipline in pesantren (Najiburrahman et al., 2024).

Inappropriate sanctions not only have a negative impact on individual santri, but also on the education system in pesantren as a whole (Wahyuna, 2024). Injustice in the application of sanctions can create a sense of dissatisfaction, reduce the effectiveness of discipline, and even damage the relationship between administrators and students. In addition, a non-conducive pesantren environment due to poor emotional management can hinder efforts to optimally build the character of students, as well as reduce the quality of education that pesantren are committed to (Khuzaini, 2024).

To overcome these problems, the application of effective emotion management is an urgent need. Emotion management, especially in anger management, needs to be an integral part of the training system for administrators and educators in pesantren (Alfathiri, 2024). This training aims to improve the ability of administrators to recognize and manage their emotions, so that sanctions given to santri are always based on applicable regulations, not emotional reactions.

The synergistic application of emotion management and discipline in pesantren can create an atmosphere that is more conducive to learning and character building (Al Qodli & Haryanto, 2024). With this approach, pesantren are not only able to improve the quality of education, but also maintain their function as institutions that give birth to superior generations with Islamic identity. Good emotional management also strengthens pesantren in facing the challenges of the times, so that they remain relevant as holistic Islamic educational institutions (Suyatno, 2024).

Discussions about discipline have been widely discussed, such as research by Zaini and Maula (2022), explaining that to overcome discipline problems, one way is by having an order that must be obeyed for students. In addition, the research of Muttaqin, Zulhannan, and Hijriyah. (2023), said that the attitude of discipline at Al-Ishlah Islamic Boarding School is applied through structured, planned, and directed activities. In addition, pesantren rules function to control santri behavior and activities. Takzir is also applied so that students realize the impact of violating regulations, while awards are given to students who show high discipline and achievement. Anger management research has also been discussed, such as research by Rozi et al. (2022) anger management in improving teacher performance in schools shows that first, analyzing the causes of the problem. Second, personal Third, Reflection so that each teacher knows the extent of his ability to manage anger.

Based on the previous literature review, it was found that discussions related to emotion management, especially anger management, and santri discipline tend to be carried out separately and have not been integrated with each other. In fact, in the context of pesantren education, both have a significant relationship in shaping the character of superior students (Amin, 2021). Therefore, this study is designed to present a new perspective in building santri discipline through a structured anger management approach. This approach is expected to create a fair environment, without discrimination, in the application of pesantren rules, thus supporting the creation of more harmonious and effective pesantren governance.

From the explanation mentioned, it can be concluded that the purpose of this study is to introduce anger management as an innovative approach in shaping santri discipline. The model offers a powerful and flexible framework for managing emotions effectively, especially in situations that trigger conflict or tension, thus helping to create a more harmonious educational environment (Sugitanata & Ridwan, 2024). By integrating anger management into the coaching system, this research seeks to produce a pattern of emotion management that is not only fair and consistent, but also able to improve santri discipline in a sustainable manner without neglecting pesantren values.

RESEARCH METHODS

This study describes the implementation of several procedures for solving the problem under study by presenting data about overcoming santri discipline at the nurul jadid pesantren, through an angry management approach so that the object of the problem can be clearly exposed. This research uses a qualitative method of case study type. The case study in this research is an in-depth study of an individual, a group, an organization, an activity program, and so on at a certain time. Case studies are conducted because they are specific to an in-depth case of the development of santri discipline in the perspective of anger management.

Data collection techniques in this study were carried out circularly using three main approaches, namely: 1) participant observation, 2) in-depth interviews with the head of the central area of jumadil kubro, the head of the abu hasan as-syadzili area of Pesantren Nurul Jadid and the BK (Guidance Counseling) coordinator and foster guardians, and 3) documentation studies. The data analysis was carried out through the stages of data reduction, data presentation, and conclusion drawing or verification (Avivah, 2022).

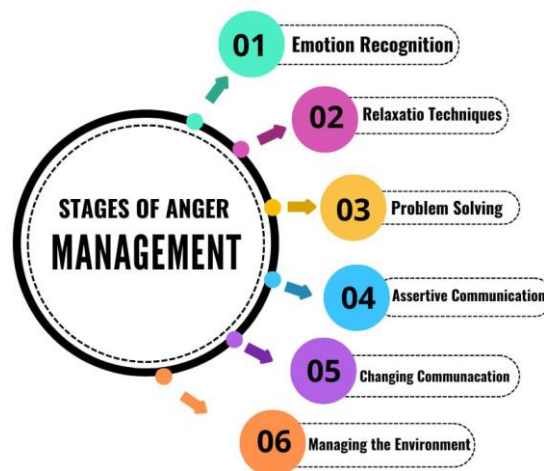
Data analysis in this study was carried out by reviewing all field notes obtained from observations, interviews, and document reviews. The collected data will then be analyzed to become the basis for formulating the focus of improving discipline at Nurul Jadid Islamic Boarding School. The data obtained through observation, interviews, and document review were collected, selected, grouped, and summarized without reducing the substance or original meaning of the data (Mewengkang et al., 2021).

Data presentation is done by arranging information systematically to facilitate drawing conclusions that support taking more appropriate actions. This data presentation process aims to comprehensively reveal all the data obtained, so that it can be read and understood clearly. The presentation of this data also provides an overview of the discipline formation system and methods adopted by Pesantren Nurul Jadid, as well as how the approach can be applied to improve the quality of santri discipline.

RESULTS AND DISCUSSION

Anger management is a systematic and planned process to recognize, control, and express anger adaptively and constructively (Maulida, 2020). As an important aspect of emotion management, anger management aims to prevent negative impacts that have the potential to harm individuals and the social environment (Fatahillah & Hariyadi, 2024). This process involves an in-depth ability to identify emotional triggers, apply effective self-control strategies, and channel emotional expression through assertive communication that is not destructive.

STAGES OF ANGER MANAGEMENT



Emotion Recognition

Emotion recognition is a complex process that involves an individual's ability to

identify and interpret various emotional cues shown through nonverbal and verbal communication channels, such as facial expressions, body language, voice intonation, and the surrounding situational context (Putri, 2022). This skill is a fundamental element of emotional intelligence, which plays an important role in shaping adaptive responses to the feelings of others and facilitating effective interactions in various situations (Sukmawati, 2024).

The ability to accurately recognize emotions not only enriches interpersonal communication but also contributes to the prevention of potential conflicts or unwanted actions, such as inappropriate physical contact (Harefa, 2024). Thus, mastery of emotion recognition supports individuals in managing their emotional reactions in a more controlled manner, allowing them to remain calm and think rationally in the face of social challenges and dynamics (Sugiarto, 2024).

At Nurul Jadid Islamic Boarding School, the phenomenon of negative emotions often arises among some administrators in the coaching process for students who often violate regulations. This condition has the potential to have a negative impact, where santri who feel they are treated unfairly or not in accordance with the sanctions given can show defiance or disobedience to the authority of the management. The tension that arises due to suboptimal emotional management can interfere with the coaching process, which should run constructively, and hinder the creation of a harmonious and productive relationship between administrators and students (Mira, 2023).

According to Hafidzul Ahkam, the regional head of Abu Hasan As-syadzili, the importance of identifying emotional triggers in the context of stewardship is crucial. He emphasized that understanding what can trigger anger, such as certain situations or the behavior of others, allows administrators to respond in a more controlled manner and not involve excessive emotions. Therefore, administrators are expected to develop effective emotion management skills to create an atmosphere that supports the learning process and character development of santri. With this approach, it is expected that administrators can provide proportional sanctions and maintain empathic communication, which ultimately helps build a conducive environment.

Head of the Central Region Muhammad Sahlan, emphasized that effective emotion management should involve two main aspects, namely self-recognition of emotions and recognition of the emotions of others. Self-emotion recognition refers to an individual's ability to identify and understand the feelings they are experiencing, recognize the physical and psychological signs that accompany these emotions, and respond to them in a constructive way. This ability is important for maintaining emotional balance and avoiding impulsive responses that can damage relationships. On the other hand, recognition of others' emotions includes the ability to interpret facial expressions, body language, and voice intonation in order to understand the emotional state and needs of others more accurately (Rofiqotul, 2024). This ability allows individuals to respond with empathy, create more harmonious relationships, and support the creation of an environment conducive to learning (Kurnia, 2024).

According to Sahlan, mastering these two aspects is an important foundation in building positive and productive interactions, especially in the Nurul Jadid Islamic Boarding School environment. With good emotional management, pesantren administrators can provide more effective, empathy-based coaching, and support the process of holistic character building of santri. This approach not only strengthens the relationship between administrators and students but also improves the overall quality of the pesantren education environment. The routine training program implemented in pesantren is a strategic step to integrate emotional management as part of the coaching process. This approach is in line with the concept of emotional intelligence expressed by Goleman (1998), that the ability to recognize and manage emotions is the core of healthy and productive interpersonal relationships (Zulfikar, 2022).

Based on interviews with administrators of Pondok Pesantren Nurul Jadid, mastery of emotional control skills was identified as a very urgent competency to be possessed by every administrator. Effective emotional management not only has an impact on the quality of interactions between administrators and students, but also

determines the success of overall character development of students (Alfathiri, 2024). This is in line with the view of Musyarofah, (2021), which states that the ability to control emotions is one of the important foundations in building harmonious relationships in an educational environment.

With adequate emotional control skills, administrators are able to respond to various situations with wisdom, impose sanctions proportionally, and maintain empathic communication. This empathy-based relationship is the main foundation in creating trust between administrators and students, which in turn strengthens the educational process and character building (Febrianty et al., 2024).

As a strategic step to support the mastery of these skills, Nurul Jadid Islamic Boarding School established the Counseling Guidance and Guardians Division (BK/WA). This division aims to control the character of the board and provide continuous guidance, especially in the Abu Hasan As-Syadzili dormitory. Roman Darsono, one of the BK/WA Division representatives, said that routine training is held every month. This training focuses on developing santri service competencies and optimizing individual santri potential through an empathic and professional approach. This training program includes simulation of critical situations, evaluation of emotional responses, and provision of constructive feedback to improve the ability of administrators to serve students. This coaching model is in line with the results of research by Warsah et al. (2024), which emphasizes that systematic emotional management can create a conducive educational environment, both from academic and social aspects.

With the existence of a coaching forum such as the BK/WA Division, Nurul Jadid Islamic Boarding School not only develops the individual competence of administrators, but also ensures the realization of a service system that is oriented towards the values of character education and strengthening the spirituality of students.

Relaxation Techniques

Relaxation techniques are methods to reduce stress, promote calmness, and support physical and mental well-being. According to Dr. Herbert Benson, this technique triggers the relaxation response, which activates the parasympathetic nervous system to lower stress hormones such as cortisol, stabilize blood pressure, slow heart rate, and reduce muscle tension (Haryani et al., 2021).

In addition to helping manage stress, relaxation techniques also contribute to improving overall health (Kadir et al., 2024). Research shows that these techniques can improve sleep quality, increase concentration, and manage mental disorders such as anxiety and depression.

Muhammad Sahlan revealed that pesantren administrators and foster guardians need to undergo special training in relaxation techniques. This training is important to help them manage stress and emotions effectively, so as to better support their role in guiding santri. Techniques such as deep breathing, dhikr meditation, and spiritual-based stress management are appropriate choices to be included in this training program. This is in line with research conducted by Setyorini et al. (2024), which showed that relaxation techniques can stimulate a physiological relaxation response that activates the parasympathetic nervous system, helps reduce stress levels, and improves mental well-being. The statement is also reinforced by Regional BK Abu Hasan As-Syadzili, who emphasized, If we can maintain emotional balance and inner calm, we will be better able to assist students with a loving and wise heart.

With these skills, administrators and guardians are not only positive examples in managing emotions, but are also able to strengthen empathetic and trusting relationships with students. It is hoped that this kind of structured coaching can create a positive environment, which supports the overall character development of students and improves the quality of the coaching process.

Through interviews conducted, it was revealed that the application of relaxation techniques is very necessary to control emotions, especially when working in the field. Nurul Jadid Islamic Boarding School understands the importance of this, so it has created a training forum for administrators. One of the programs developed is

remembrance meditation organized by the Islamic boarding school bureau. Abdul Gafur, Head of Regional Planning, emphasized that this relaxation training was held in the form of religious tourism, which involved visits to several makbaroh places for the masyaih and was accompanied by group prayer activities and monthly istigosah activities at the Jami' mosque which were the main focus. This approach aims to help administrators achieve inner peace, so that they can be better role models in accompanying students.

Problem Solving

Problem solving is a systematic process that involves identifying challenges or problems, analyzing potential solutions, as well as selecting and implementing the most effective strategy to solve the problem (Muktamar et al., 2024). This process includes a series of structured stages, starting from comprehensive problem formulation, collecting relevant data and information, exploring solutions, evaluating various alternatives, to executing the actions that have been formulated. This skill gives individuals the capacity to make more rational decisions, adapt effectively to situation dynamics, overcome obstacles with a strategic approach, and achieve goals (Basuki, 2023).

According to the Head of the Central Region of the Islamic Boarding School, Nurul Jadid, the problem solving approach applied at this Islamic boarding school is based on a systematic and structured mechanism. This approach focuses on in-depth identification of the root of the problem to ensure that the resulting solution not only addresses surface symptoms, but also resolves the root cause. The first step in dealing with a problem is to carry out a thorough identification. After identification, a comprehensive analysis of the causal factors that contribute to the problem is carried out. The goal is to produce solutions that are holistic and not partial. Therefore, the Nurul Jadid Islamic Boarding School stated that it emphasizes collaboration as the importance of working together in solving problems. For this reason, Islamic boarding schools form deliberation forums that involve the community as the highest panel in making policies and decisions, known as the Supervisory Body. This forum aims to familiarize administrators with making decisions collectively, so that they can avoid authoritarian leadership patterns. The data above was also confirmed by Fathol Latif as a senior administrator of the Nurul Jadid Islamic Boarding School, he said that in all matters there must be deliberation, if there is no deliberation forum then it is difficult to commit to each other in organizing, whereas according to the caretaker of the Nurul Jadid Islamic Boarding School, discipline at the Nurul Jadid Islamic Boarding School becomes shared or collective responsibility or complement each other in an organization.

From an Islamic perspective, deliberation is a noble value that is applied in the lives of individuals, families, communities and even countries, as taught in many verses of the Koran (Husain & Wahyuni, 2021). From this approach, it can be concluded that the success of solving problems at the Nurul Jadid Islamic Boarding School lies in the integration of religious values, systematic mechanisms, and active collaboration from various parties. In this way, this Islamic boarding school not only produces short-term solutions, but also builds an environment that is conducive to sustainable character and leadership development.

Assertive Communication

Assertive communication is a communication style in which someone expresses their feelings, thoughts and needs clearly, honestly and directly, while still respecting other people (Utomo et al., 2024). This is a balanced form of communication, where individuals are able to express their opinions and desires without feeling afraid or aggressive, and without ignoring the rights and feelings of others.

Ahmad Sahidah, a lecturer at Nurul Jadid University, explained that assertive communication is not only important in personal interactions, but also has a significant role in the professional world. This was also emphasized by Rias, (2023) who explained that assertive communication allows individuals to face challenging situations with confidence and still maintain harmonious relationships. According to him, this skill can help reduce misunderstandings and increase team productivity.

In order to increase the effectiveness of character and discipline education at the Nurul Jadid Islamic Boarding School, updating the communication skills training system for administrators is seen as an urgent need. Administrators, who play a central role as *uswatun hasanah* (good role models) for students, are not only required to carry out teaching functions, but also play an active role in building solidarity and a family atmosphere within the Islamic boarding school environment. Therefore, a structured and value-based system is needed to retrain management's communication skills to make them more professional and inspiring.

The main aim of this reform is to create administrators who are able to carry out their roles effectively, both in the teaching aspect and in social activities. Apart from that, Islamic boarding school administrators who have excellent communication skills are expected to be able to actively contribute to various collective activities, such as discussions, deliberations and other collaborative programs. These activities aim to create strong solidarity among students, which ultimately strengthens the values of togetherness and social responsibility. For example, in the student deliberation program, administrators not only act as facilitators, but also as motivators who direct students to think critically and find solutions in facing various challenges.

The head of the central region of Islamic Boarding School, Nurul Jadid, revealed that assertive communication is taught through deliberation and training-based programs. According to the admin of the development division, Fahri Suryanata, said that as a result of our observations regarding the low level of mental and communication skills within the *santri*, we formed an organization called FKS (*santri* communication forum) according to the area of origin, considering the culture of the *santri* who always gather with other *santri*. which is appropriate to their hometown, where administrators and students are trained to express their aspirations, opinions and needs openly in a conducive atmosphere. Islamic boarding school leaders stated that this program aims to instill the values of honest communication and maintain Islamic etiquette. In this forum, students are invited to solve problems together with a collective approach and mutual respect.

Apart from that, Fahri Suryanata also explained that the special forum for *Santri* (FKO) also plays a strategic role as a vehicle for developing organizational capacity, one of which is through communication skills training. In this forum, an integrative approach between theory and practice places assertive communication as the main competency that supports individual self-development while building healthy interpersonal relationships. This relationship covers various dimensions, both in personal, educational and professional contexts. Furthermore, this effort reflects the synergy between religious values and modern communication principles, which are scientifically considered capable of offering sustainable and adaptive solutions to the dynamic needs of the contemporary era.

Changing Mindset

Changing mindset refers to the process of transformation in the way one thinks, feels, and responds to situations or challenges faced by a person (Kurniyati & Basyit, n.d.). Mindset, which is a pattern of thought or mental attitude, functions as the basis for how individuals view themselves, make decisions, and overcome difficulties in life (Suriyanti, 2020). A change in mindset aims to adopt a more positive, flexible, and constructive perspective, which in turn supports personal growth and professional development.

The regional head of the Islamic Boarding School, Nurul Jadid, revealed that one of the main challenges faced by this institution is the continuation of traditions that are deeply rooted in the Islamic boarding school ecosystem. This tradition not only forms the framework for the Islamic boarding school community's mindset, but also functions as an integral element of institutional identity. However, efforts to innovate or transform often face significant resistance, given concerns that such changes have the potential to erode noble values that have been respected and passed down from generation to generation.

This statement is in line with the views of Mulianah, (2024) who emphasizes that the traditional values upheld by Islamic boarding schools are a moral and social foundation that has been internalized in the practice of daily life. However, a paradigm that places too much emphasis on tradition often becomes a challenge for Islamic boarding schools in adapting to the demands of current developments, especially amidst the dynamics of global modernization.

To answer this challenge, the Nurul Jadid Islamic Boarding School has taken strategic steps in reforming the mindset of administrators and students. One concrete effort is to encourage professionalism in carrying out management duties without ignoring local wisdom, but still based on institutional ethical principles that are in accordance with regulations.

In this context, Mujibul Rohman as admin of HUMPRO (community and protocol relations) said that Islamic boarding schools provide controlled freedom for administrators to utilize modern technology, such as providing digital communication devices, internet network access and other information technology tools. It is hoped that this facility can become a medium for broadening horizons and enriching information references from outside the Islamic boarding school, so as to be able to form a more adaptive and progressive mindset without abandoning the basic Islamic values that are characteristic of Islamic boarding schools.

This step reflects a synergistic effort between preserving tradition and innovation, which aims to make Islamic boarding schools not only as institutions that maintain Islamic values, but also as centers of learning that are relevant in facing the challenges of the modern era.

Managing the Environment

Managing the environment refers to the process of managing and controlling elements around individuals to create conditions that support productivity, comfort and well-being (Aulia, 2023). The environment in question can include the physical environment, such as the work space, home, or surrounding area, as well as the social and emotional environment which includes interpersonal relationships and mood (Utami, 2023). The goal of environmental management is to minimize distractions, increase focus, and create optimal conditions for daily activities.

Muhammad Sahlan explained that environmental management at the Nurul Jadid Islamic Boarding School is focused on two points of view, namely physical and social environmental management. In terms of managing the physical environment, attention is paid to the cleanliness of dormitories, study rooms and mosques. Each student has an organized cleaning picket schedule, thereby creating a comfortable atmosphere for studying and worshipping.

Apart from that, the social environment at the Nurul Jadid Islamic Boarding School is also well managed. The students are taught the importance of establishing harmonious relationships with fellow students and administrators. To strengthen these relationships, regular activities are held such as guided discussions and recitations. This creates a conducive atmosphere and supports the emotional well-being of students. This creates a conducive atmosphere and supports the emotional well-being of students.

Mujibul Khoir, as head of the regional planning and santri welfare division, explained that in an effort to improve the management of a healthy and productive social environment, the Nurul Jadid Islamic Boarding School has initiated an innovative foster carer program. This program stipulates that each administrator is responsible for thirteen students in one room, which allows them to act as substitute parental figures for the students. The main aim of this program is to create a positive and supportive social environment, where students feel safe and comfortable in communicating, discussing or consulting with administrators. By creating caring and understanding relationships, this program is expected to strengthen bonds between fellow students and build a harmonious atmosphere in the Islamic boarding school environment.

This was also confirmed by Islami et al., (2024) who stated that mentoring programs like this can improve the mental and social well-being of students, as well as

enrich the learning experience in a community-based educational environment. Hafidzul Ahkam as regional head also stated that an environment that supports positive communication and interaction can strengthen a sense of togetherness and support the development of essential social skills for young individuals. In this way, it is hoped that the Nurul Jadid Islamic Boarding School will become a place where students not only gain religious knowledge, but also develop into individuals who have good social skills and a high sense of togetherness.

CONCLUSION

In forming the disciplinary character of Nurul Jadid Islamic boarding school students, exploring the emotional management of Islamic boarding school administrators as the first step in developing students, and establishing regulations that are in the nature of updating the management mindset. Through a deep understanding of the context of emotions and discipline in the anger management model, it becomes a solution to the erosion of discipline in the boarding school. Nurul Jadid Islamic Boarding School.

The anger management approach makes it possible to explain emotional management so that it does not have fatal consequences in carrying out tasks in the field. The model offers a powerful framework for managing emotions effectively, especially in situations that trigger conflict or tension, thereby helping to create a more harmonious educational environment with several stages in it. Emotion Recognition is the ability to understand the feelings we are experiencing, such as happy, sad, angry or afraid. Recognizing emotions helps us manage reactions to situations more effectively.

Relaxation Techniques are ways to calm the mind and body, such as deep breathing, meditation, dhikr. This technique can reduce stress and increase concentration. Problem Solving is the process of finding solutions to challenges or conflicts. It involves identifying the problem, searching for alternatives, and selecting the best solution. Assertive Communication is a way of speaking that is clear, honest and polite. With assertive communication, we can express our desires or opinions without harming ourselves or others. Changing Mindset is the process of changing your way of thinking from negative to more positive or realistic. This helps us see situations with a better perspective and make more informed decisions. Managing the Environment is arranging the conditions around us to be more supportive, such as creating a comfortable work space or maintaining healthy relationships with other people.

This process serves as a concrete bridge in fostering student discipline, enabling students to continue the discipline relay at the Nurul Jadid Islamic Boarding School effectively and sustainably. In this way, this Islamic boarding school is able to create the character of students who not only understand the values of Islamic boarding schools based on local wisdom, but are also ready to face future challenges.

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