



## **IMPLEMENTATION OF THE ISLAMIC BOARDING SCHOOL CURRICULUM IN FORMING THE SOCIAL AND SPIRITUAL CHARACTER OF STUDENTS**

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### **Abstract:**

This study examines the implementation of the pesantren curriculum at the Nurul Jadid Islamic Boarding School, especially in the Az-Zainiyah region, in shaping the social and spiritual character of students. The pesantren curriculum implemented in this pesantren shows a comprehensive and holistic approach, integrating religious education with the formation of social character through social activities such as community service and community service. Religious learning does not only focus on theological aspects, but also instills social values such as cooperation, empathy, and responsibility, which in turn strengthens the spiritual character of students. In addition, the pesantren curriculum also pays attention to the development of practical skills that support the social life of students, such as leadership, communication, and time management. The integration of social and spiritual characters has proven effective in producing students who have noble morals, are sensitive to social needs, and have a strong spiritual closeness to God. Despite several challenges, such as limited resources and difficulties in connecting theory with practice, Nurul Jadid Islamic Boarding School has succeeded in creating an environment that supports the formation of character as a whole. By strengthening the evaluation system and utilizing technology, this pesantren has great potential to continue to develop its curriculum and produce students who excel in religious knowledge and play an active role in the social and spiritual development of the community.

**Keywords:** *Implementation, Islamic boarding school curriculum, character*

### **INTRODUCTION**

Islamic boarding schools as traditional Islamic educational institutions based on Islamic teachings have a very urgent role in shaping the character of students, both in terms of social and spiritual. In addition to being a place to study religious knowledge, Islamic boarding schools also function as a place to form noble morals, build social awareness, and instill strong spiritual values in students. In the Islamic boarding school curriculum, it does not only focus on teaching religious knowledge such as interpretation, fiqh, and hadith, but also on character education that includes social and spiritual aspects (Jayadi et al., 2024). The implementation of a good Islamic boarding school curriculum is expected to produce students who are not only intellectually intelligent, but also have high spiritual depth and social awareness (Tyasmaning, 2023). Thus, students are not only able to understand religious teachings, but can also apply these values in everyday life, both in the Islamic boarding school environment and in society in general.

The social character aspects emphasized in Islamic boarding schools include teaching about the importance of mutual respect, sharing, and working together in building a harmonious community. Meanwhile, in terms of spirituality, Islamic boarding schools teach discipline, piety, and love for Allah SWT which will be the moral foundation

in living life (Suheli, 2018). Through this integrated curriculum, Islamic boarding schools strive to produce a generation of students who not only understand religion textually, but are also able to play an active role in forming a society that has character, is full of empathy, and has noble morals (Aspiyah, 2024). Thus, the implementation of the Islamic boarding school curriculum in forming the social and spiritual character of students plays an important role in efforts to create positive changes in the life of the nation and state.

This study aims to analyze the implementation of the pesantren curriculum in forming the social and spiritual character of students which is very relevant in the development of character education in Indonesia, especially in the pesantren environment (Asiva Noor Rachmayani, 2015). The location of this research was carried out at the Nurul Jadid Islamic Boarding School in the Az-Zainiyah area, providing its own uniqueness because this pesantren has a more holistic curriculum characteristic. This pesantren tries to combine a deep understanding of religion and the formation of a strong social character, the daily interactions of students. As stated in the santri trilogy (Husnul Adab maa Allah wal Kholqi) and the five awareness of students (societal awareness). In this study, we will not only look at the educational theory adopted by the pesantren, but also explore real practices in implementing character education that involves all aspects of the lives of students in the pesantren.

In contrast, previous studies discussed the implementation of the Islamic boarding school curriculum, including; (1) (Syafe'i, 2017) his research revealed a deep understanding of religion and the formation of a strong social character, which is reflected in the daily interactions of students, with an integrative approach in the formation of social and spiritual character. One of the basic principles of this curriculum is learning that is oriented towards character education which includes social and spiritual aspects. This is further strengthened in the research conducted by (2) (Bambang Triyono & Elis Mediawati, 2023), which emphasizes that his research on the implementation of this curriculum in Islamic educational institutions, such as in the Az-Zainiyah region, must pay attention to the balance between teaching worldly and religious knowledge, as well as strengthening the character of students based on Islamic values. (3) (Bambang Triyono & Elis Mediawati, 2023), his research focuses on the implementation of Islamic boarding school education in forming social and spiritual character such as curriculum, the role of Islamic boarding schools, the urgency of forming social and spiritual character, management of human resources (teachers and education staff), facilities and infrastructure, and supervision in order to achieve the predetermined educational goals.

From the several studies above, all of them discuss about This research has a new contribution (novelty) that enriches the study of the implementation of the Islamic boarding school curriculum in character formation, especially in the az-zainiyah region at the Nurul Jadid Paiton Probolinggo Islamic Boarding School. Based on the existing literature, previous studies have emphasized several important aspects related to the Islamic boarding school curriculum and the formation of the character of students in daily practices, but this study integrates these concepts with a more holistic and contextual approach, which has not been widely discussed before. By producing several research results, including (1) the Islamic Boarding School Curriculum as a Holistic Approach in the Formation of Student Character, (2) Integration of Social and Spiritual Character Formation in the Islamic Boarding School Curriculum in the az-zainiyah region of the Nurul Jadid Islamic Boarding School.

## **RESEARCH METHODS**

This study adopts a qualitative approach to explore more deeply how the pesantren curriculum is applied in shaping the social and spiritual character of students, with a case study at the Nurul Jadid Islamic Boarding School in the Az-Zainiyah region. Pesantren, as an educational institution based on Islamic teachings, not only functions as a place to study religious knowledge, but also as a forum for forming noble morals and building social awareness (Nopianti, 2018). Therefore, a qualitative approach was chosen because it allows researchers to deeply understand the context and dynamics of character education that occurs in the life of the pesantren, which is difficult to reveal through quantitative methods (Aspiyah, 2024).

The purpose of this study is to describe how the pesantren curriculum that integrates religious learning and social and spiritual character education contributes to the formation of the character of students. The focus of this study is to understand the educational process that occurs in pesantren, both in terms of religious teachings such as interpretation, fiqh, and hadith, as well as character formation through social and spiritual aspects. Through qualitative descriptive methods, this study will identify how social values such as cooperation, mutual respect, and sharing, as well as spiritual values such as discipline and piety are applied in the daily lives of students.

The location of this research is the Nurul Jadid Islamic Boarding School located in the Az-Zainiyah region, which is known for its holistic approach to student education. This Islamic boarding school combines religious learning with character building, which is very relevant to study in the context of Islamic boarding school-based character education. Through participatory observation and in-depth interviews with administrators, teachers, and students, researchers will collect data on how this curriculum is applied in the daily lives of students, as well as its impact on their character development, both in social and spiritual aspects (Mauliddiyah, 2021).

In data collection, this study relies on two main techniques, namely in-depth interviews and participatory observation (Nartin et al., 2024). Interviews will be conducted with various parties involved in educational activities at the Islamic boarding school, including Islamic boarding school administrators, ustadz/ustadzah, and students. In addition, participatory observation will allow researchers to be directly involved in Islamic boarding school activities, such as religious studies, worship, and other social activities. The collected data will be analyzed using thematic analysis, by identifying emerging themes related to the implementation of the Islamic boarding school curriculum in shaping the social and spiritual character of students, as well as how the values taught are applied in real life in Islamic boarding schools (Umam et al., 2024).

In order to ensure the validity of the research results, this study also uses triangulation techniques, both source, technique, and time triangulation, to ensure that the data obtained is consistent and valid. Research ethics are also strictly maintained, by ensuring informant approval, maintaining data confidentiality, and maintaining transparency in every stage of the research. Thus, this study is expected to provide a significant contribution to the development of character education theory and practice, especially in the context of implementing the Islamic boarding school curriculum in Islamic boarding schools. The following is a table of interview respondents below:

<b>NO</b>	<b>POSITION</b>	<b>INITIALS</b>
<b>1</b>	Head of Islamic Boarding School	NK
<b>2</b>	3 Islamic Boarding School Administrators	MH, SM, AN
<b>3</b>	2 Ustadz/Ustadzah	SS, AR
<b>4</b>	5 Student	NF, NZ, RB, AZ, AB

Table 1.1 Interview Respondents

## **RESULTS AND DISCUSSION**

Islamic boarding schools as educational institutions based on Islamic teachings have a very strategic role in shaping the character of students at the Nurul Jadid Islamic Boarding School, both in terms of social and spiritual aspects. As a place to study religious knowledge, this Islamic boarding school not only teaches academic and religious knowledge such as interpretation, fiqh, and hadith, but also emphasizes the importance of character education which is the moral foundation in the daily lives of students (Nopianti, 2018). Social and spiritual character are two very important aspects in the formation of students' personalities, which will ultimately influence the way they interact with others and live their lives in society (Setiawan et al., 2023).

The pesantren curriculum in the Az-Zainiyah region of Nurul Jadid Islamic

Boarding School plays a central role in producing a generation that is not only intellectually intelligent, but also has a high spiritual depth and social awareness. The integrated pesantren curriculum includes religious learning and social training that teaches values such as mutual respect, mutual cooperation, sharing, and working together to build a harmonious community (Kholila Azmatul, 2024). On the spiritual side, pesantren teaches discipline, piety, and love for Allah SWT as the basis for living a life full of goodness and noble morals (Tyasmaning, 2023).

The formation of social and spiritual character in pesantren is not only carried out through formal teaching, but also through daily activities that involve interaction between students, between students and administrators, and participation in social activities in the pesantren (Qutni, 2018). Therefore, the implementation of the Islamic boarding school curriculum in shaping the social and spiritual character of students is very relevant to discuss, because it reflects how Islamic boarding schools can play a role in integrating religious education with the formation of individuals who have noble character and care about others.

In this section, the discussion will focus on how the pesantren curriculum, with a holistic approach that combines social and spiritual aspects, contributes to the formation of the character of students. In addition, this discussion will also explore the Integration of Social and Spiritual Character Formation in the Pesantren Curriculum as well as the challenges and opportunities that exist in the implementation of the pesantren curriculum to create a generation that not only has in-depth religious knowledge, but is also able to become individuals with noble morals, care about society, and are ready to face global challenges.

### **Holistic Approach in Character Formation of Students in the Islamic Boarding School Curriculum**

The pesantren curriculum has characteristics that distinguish it from other formal education curricula. As an educational institution based on Islamic teachings, pesantren not only functions as a place to study religious knowledge, but also as a place to form the social and spiritual character of students. The pesantren curriculum is designed with a holistic approach, which combines learning religious knowledge with character development that includes social, moral, and spiritual aspects (Bambang Triyono & Elis Mediawati, 2023). The main objective of this curriculum is to produce students who are not only intelligent in intellectual aspects, but also have noble morals, discipline, and high social awareness.

The main objective of the pesantren curriculum is to form a balanced personality of students, both intellectually, socially, and spiritually. Pesantren strives to develop the character of students so that they are able to practice Islamic teachings well and apply them in everyday life (Asiva Noor Rachmayani, 2015). The philosophy of the pesantren curriculum is rooted in the principles of Islamic education that prioritize the integration of religious knowledge and the formation of good morals. This curriculum aims to produce individuals who are not only smart in understanding religious texts such as interpretation, fiqh, and hadith, but also have the ability to apply these teachings in social life, build discipline, and develop a sense of responsibility towards the surrounding environment (Shofiyulloh, 2024). This curriculum, thus, emphasizes character education as an integral part of the educational process.

In general, the Islamic boarding school curriculum consists of several main components that form the overall educational experience of students, namely. Religious Education (Spiritual) Sharia and Aqidah Science, This is the main component in the pesantren curriculum which includes studies on the Qur'an, interpretation, hadith, fiqh, aqidah, and tasawuf (Jayadi et al., 2024). Through this teaching, it aims to shape the spirituality of students in fostering morals, piety, discipline of worship, and appreciation of religious teachings. This curriculum teaches how a student can maintain a good relationship with Allah SWT, in a way that is not only done ritually, but also through the appreciation of spiritual values in everyday life.

Social Character Education, In Islamic boarding schools, social character education is highly emphasized. Students are taught social values such as mutual respect, sharing, mutual cooperation, and working together in the Islamic boarding school community (Jamil et al., 2023). These social activities are often carried out through

programs such as community service, community service activities, and other activities that strengthen the relationship between students and their surroundings.

Leadership and Skills Development, In Islamic boarding schools also provide guidance in extracurricular activities (Qiyamul Lail, halaqah and studies) and provide skills education to help students prepare themselves in the real world. These skills can be in the form of language, technology, or other skills that are useful for everyday life, both in and outside the Islamic boarding school. The social aspect of the pesantren curriculum focuses on teaching about social interaction, cooperation, and developing attitudes of mutual respect for each other. In pesantren, students often live together in a very dense and diverse community, which forces them to learn to live side by side with others. In this context, learning about manners, morals, and mutual respect becomes an important part of character education (Setiawan et al., 2023).

Social activities in pesantren, such as mutual cooperation, community service, and participation in social events, teach students about the importance of solidarity and cooperation in building a harmonious community. On the other hand, learning about social relationships is also complemented by an understanding of social responsibility, such as inviting students to care about the surrounding environment and get involved in activities that are beneficial to the wider community. Through these activities, students learn how to establish positive social relationships, both within and outside the pesantren. Spiritual character building is a key element in Islamic boarding school education. In Islamic boarding schools, spiritual learning is not only limited to ritual aspects such as prayer, fasting, or other worship, but also includes the development of deep faith and piety (Fauzi, 2023). The Islamic boarding school curriculum emphasizes that discipline in worship, self-control, and sincerity are the basis for the formation of a good personality, which in turn will influence the social attitudes of students.

In Islamic boarding schools, students are taught not only to understand religion textually, but also to practice it in everyday life. This spiritual process includes in-depth studies of the Qur'an, hadith, and interpretations, which lead to a deeper understanding of the relationship between humans and Allah SWT. This learning strengthens the spiritual awareness of students, teaches them to maintain a good relationship with God and carry out religious teachings with full sincerity, both inside and outside the Islamic boarding school.

In Islamic boarding schools, social and spiritual values are not only taught in theory, but more importantly applied in everyday life. This learning is often done through routine activities such as congregational prayer, tadarus, dhikr, and other social activities involving all students. These activities create a space where students can integrate religious knowledge with social practices based on spiritual values. For example, when carrying out mutual cooperation activities or helping others, students do not only do it as part of a social obligation, but also as a form of responsibility as servants of Allah who must help each other. Thus, every social action carried out by students becomes part of worship and good deeds that are valuable in the eyes of Allah SWT.

### **Integration of Social and Spiritual Character Formation in the Islamic Boarding School Curriculum**

The integration of social and spiritual character formation in the pesantren curriculum is an important aspect in educating students holistically. Nurul Jadid Islamic Boarding School, especially in the Az-Zainiyah region, has attempted to combine these two aspects in every activity and learning material applied to students. In this discussion, we will review the results of discussions with the Head of the Pesantren, Pesantren Administrators, Teachers, and Students regarding how the pesantren curriculum in the Az-Zainiyah region integrates social and spiritual character formation, the challenges faced, and opportunities for its development in the future.

The Head of the Islamic Boarding School (NK) explained that the vision and mission of the Nurul Jadid Islamic Boarding School highly prioritize the balance between the formation of social and spiritual character. "We do not only want students who are intelligent in religious knowledge, but also students who have a high social spirit and noble morals", as stated in the trilogy and the five five awarenesses of students.

Strengthened by the Boarding School Administrators (MH, SM, AN) explained that the integration of social and spiritual characters in the curriculum is carried out by emphasizing the importance of the relationship between worship and social activities.

One of the administrators stated, "We teach students to understand that every social action, such as helping others, is a form of worship to Allah. Likewise, in every worship that is carried out, there is a social impact that must be considered." Through programs such as community service, leadership training, and community service activities combined with religious learning to foster a sense of social responsibility based on the values of faith.

According to *ustdzah* (SS, AR) as educators, they play a major role in teaching and supervising the formation of social and spiritual character. She stated, "We not only teach religious knowledge, but also instill social values in everyday life. As in learning books or interpretations, we often associate material with the application of social values such as honesty, trustworthiness, and concern for others." The teaching carried out is not only limited to academic material, but also involves a direct approach to students on how to integrate religious knowledge with good social actions. They use various methods, such as group discussions, role-playing, and real examples in everyday life (Jayadi et al., 2024). Teachers realize that the biggest challenge in this integration is ensuring that the messages conveyed are not only accepted as theory, but also applied in the daily lives of students. Therefore, teachers must actively motivate and provide direct examples to students on how to balance spiritual and social life.

In contrast, several students (NF, NZ, RB, AZ, AB) in the Az-Zainiyah area expressed that they felt very helped by the curriculum that integrated social and spiritual characters. One student said, "We learned that everything we do in the Islamic boarding school, such as cleaning, working together with friends, and helping each other, is part of worship. It makes us feel closer to Allah." In addition, they also felt the positive impact of social activities carried out by the Islamic boarding school, such as community service in the surrounding community. According to them, this activity not only strengthens relationships between students, but also provides a deeper understanding of how Islam teaches concern for others. This was reinforced by another student who expressed that the integration between social and spiritual activities made them appreciate every action they took, whether it was from something very small or big. They also felt more prepared to face life outside the Islamic boarding school because they were equipped with an understanding of social responsibility and high spiritual awareness.

### **Challenges in Implementing an Integrated Curriculum**

Although there are many positive aspects found in the integration of social and spiritual characters, all parties involved in this educational process acknowledge that there are several challenges. The Head of the Islamic Boarding School said that one of the main challenges is the limited resources to support social activities involving the wider community. "We still face limited funds and facilities to hold larger community service programs," he said.

The boarding school administrators (MH, SM, AN) added that sometimes students have difficulty understanding that social activities such as cleaning or teaching children in the village are part of religious charity. This requires a more intensive approach from teachers to explain the meaning and purpose of these activities. Students also feel that although they are given many opportunities to be involved in social activities, sometimes the tight schedule of activities makes it difficult for them to really focus on both aspects at the same time.

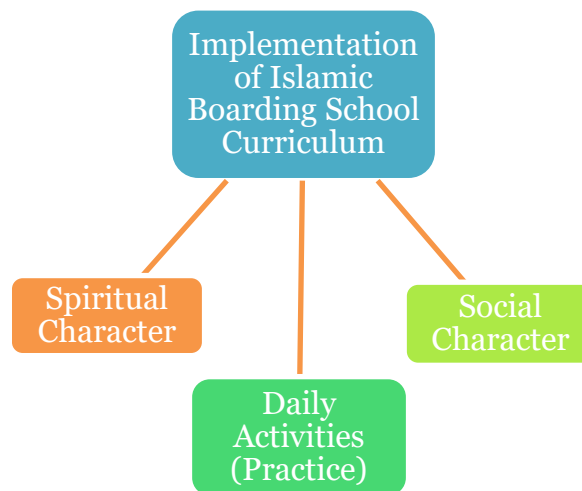
Implementation of the Islamic boarding school curriculum in the Az-Zainiyah area of Nurul Jadid Islamic Boarding School which prioritizes a holistic approach in character building of students. This curriculum is designed to integrate religious education with social and spiritual character building. Students are not only given in-depth religious knowledge, but are also taught how to apply religious values in everyday life, both in and outside the Islamic boarding school. Social activities such as mutual cooperation, social service, and community empowerment are an important part of this character education. In every activity, religious values such as honesty, humility, and mutual assistance are emphasized, teaching students to interact well and pay attention to the welfare of others.

This integrated *pesantren* curriculum also prioritizes the development of practical skills that support the social life of students, such as leadership, communication, and time management (Anis Zohriah<sup>1</sup>, Hikmatul Fauzjiah<sup>2</sup>, Adnan<sup>3</sup>, 2023). Through these programs, *pesantren* strive to produce students who are not only

intelligent in the field of religion, but also have the ability to contribute to society (Setiawan et al., 2023). Students are trained to see every social activity as part of worship, so that they can feel the spiritual meaning behind the social actions they take (Lesmana et al., 2021). Religious teaching and social character formation are carried out simultaneously, with the hope that both complement and strengthen each other.

However, even though this curriculum has been implemented well, there are several challenges faced, such as the difficulty of students in connecting social values with religious values in more depth, as well as limited resources to support social activities (Pipit Mulyah, Dyah Aminatun, Sukma Septian Nasution, Tommy Hastomo, Setiana Sri Wahyuni Sitepu, 2020). The management of the Islamic boarding school is aware of the need to improve students' understanding of the relationship between the two and optimize the use of technology to support learning. However, the opportunity to develop a more integrated curriculum is enormous, especially through strengthening social programs that involve the community and developing a more interactive digital learning platform. Thus, this Islamic boarding school has the potential to produce a generation that is not only superior in religious knowledge, but also able to play an active role in social and spiritual development in society.

Here is a pie chart that illustrates the implementation of the pesantren curriculum in forming social and spiritual characters. This pie chart shows the division of the main focus on:



Religious Education (Spiritual): 40%

Social Character Education (Social): 35%

Daily Activities (Practice): 25%

This pie chart provides a clear visualization of the balance between the various aspects of the pesantren curriculum.

## CONCLUSION

The implementation of the pesantren curriculum in shaping the social and spiritual character of students at the Nurul Jadid Islamic Boarding School, especially in the Az-Zainiyah area, shows a comprehensive and holistic approach. This curriculum has succeeded in integrating religious education with the formation of social character that not only teaches in-depth religious knowledge, but also instills social values such as cooperation, empathy, and responsibility. Through various social activities, such as community service and community service programs, students are taught to apply religious values in their social actions, which in turn strengthens their spiritual character.

In addition, the pesantren curriculum also pays attention to the development of practical skills that support the social life of students, such as leadership, communication, and time management. Thus, the pesantren not only produces students who have deep religious knowledge, but also the ability to interact well in society. The integration of social and spiritual character has proven effective in shaping students who

have noble morals, are sensitive to social needs, and have a strong spiritual closeness to God. Despite some challenges in its implementation, such as limited resources and difficulties in connecting theory with practice, this Islamic boarding school has succeeded in creating an environment that supports the formation of character as a whole. By strengthening the evaluation system and utilizing technology more optimally, Nurul Jadid Islamic Boarding School has the potential to continue developing its curriculum, producing students who are not only superior in religious knowledge, but also play an active role in social and spiritual development in society.

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