CTHE ROLE OF THE PESANTREN ENVIRONMENT IN THE PRACTICAL APPLICATION OF RELIGIOUS KNOWLEDGE BY I'DADIYAH STUDENTS

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Abstract:

This research aims to identify supporting and inhibiting factors in managing the Islamic boarding school environment that influence student learning. The method used is qualitative with an in-depth interview approach, field observation and document analysis. The research results show that supporting factors include a structured curriculum, a conducive physical environment, strong social interaction, and family and community involvement in supporting students' learning. However, there are several inhibiting factors, such as limited learning facilities and resources, monotonous learning methods, an imbalance between theory and practice, as well as students' social and psychological problems. The recommendations provided include developing relevant curricula, improving facilities, using interactive learning methods, and providing psychological and social support. By paying attention to these factors, management of the Islamic boarding school environment can be optimized to support students in mastering and applying religious knowledge comprehensively.

Keywords: *Inhibiting Factors, Supporting Factors, Religious Knowledge, Islamic Boarding School Environment, Learning Methods*

INTRODUCTION

The Islamic boarding school environment has a significant role as a social institution that shapes the character and ability to apply religious knowledge of students (Asy'arie et al., 2023; Saifullah & Sofa, 2025). In a social context, Islamic boarding schools are not only a place of formal learning, but also an environment for everyday life that integrates religious values in every aspect of interaction. The pattern of relationships between students, caregivers, and fellow students creates a collective learning system that relies on example and direct practice (Makmun et al., 2025; Salman & Nuha, 2024). However, social facts show that this dynamic does not always work optimally. Some students still have difficulty applying the religious knowledge they have learned due to a lack of intensive guidance, a mismatch between teaching methods and learning styles, and environmental challenges, such as limited facilities or certain social pressures. This reflects that the role of the Islamic boarding school environment as an agent for forming the

ability to apply religious knowledge requires strengthening in various aspects, both physical and psychosocial.

The educational environment, including Islamic boarding schools, functions as a socialization agent that shapes students' behavior, values and skills through the process of social interaction and learning (Hidayat & Haryati, 2019). In the context of Islamic boarding schools, tradition-based educational approaches such as sorogan and bandongan play a central role in transferring religious knowledge to santri. However, research shows that the effectiveness of this approach is very dependent on the support of a conducive environment, such as the relationship between students and teachers, the quality of facilities, and the atmosphere of daily life in Islamic boarding schools (Fauzi, 2012; Ramdan et al., 2024). A supportive environment, both physically and emotionally, has been proven to improve students' ability to understand and apply religious knowledge comprehensively, while a less than ideal environment can be an obstacle in the process of internalizing this knowledge.

The purpose of this writing is to examine how the Islamic boarding school environment contributes to the applicative abilities of students' religious knowledge, especially at I'dadiyah institutions. The Islamic boarding school environment, which includes physical, social and cultural aspects, acts not only as a place for formal learning, but also as a space for interaction that influences the internalization of religious values and practical skills of students. By understanding the relationship between the environment and the students' applicable abilities, this research aims to identify supporting and inhibiting factors in the learning process, as well as providing recommendations for more effective management of the Islamic boarding school environment to support optimal mastery and application of religious knowledge.

The Islamic boarding school environment has a significant role in shaping students' applicable abilities, both in academic and non-academic aspects. As an educational institution based on Islamic values, Islamic boarding schools provide an atmosphere that supports practice-based learning, such as interactive discussions, life skills training, and the application of religious values in everyday life. Activities such as deliberation, religious practices, and entrepreneurship, which are usually integrated in the Islamic boarding school curriculum, provide students with direct experience to apply the knowledge gained. This fosters a deep understanding of how theoretical science can be implemented in real-life contexts.

Apart from that, social interaction in the Islamic boarding school environment also plays an important role in developing students' applicable abilities. Collective life in Islamic boarding schools teaches the values of cooperation, responsibility and practical leadership. Students are invited to face daily challenges, such as managing time, solving problems together, and making decisions that have a direct impact on their community. These experiences not only improve applicable skills but also build the character of students to be more adaptive and competent in society. In this way, the Islamic boarding school environment becomes an integral platform for honing applicable skills that are useful in the personal and professional lives of students in the future.

RESEARCH METHODS

The Islamic boarding school environment has a significant role in forming the applicable ability of religious knowledge for students, as research conducted at the Nurul Jadid Islamic Boarding School. The choice of this location was based

on its position as one of the leading Islamic boarding schools with an integrated educational approach that includes religious and general education. Apart from that, this Islamic boarding school has an I'dadiyah program which is well structured and oriented towards building the character of students in applying religious knowledge in various aspects of life. Another supporting factor is the diversity of students' backgrounds which reflects the representation of the wider community, thus allowing a more comprehensive study of the role of the Islamic boarding school environment.

This research uses a qualitative approach with a case study design. This design allows for an in-depth exploration of the influence of the Islamic boarding school environment in forming students' religious knowledge applicative abilities. The case study was chosen because of its focus on a specific context and its ability to explore the unique factors that influence santri in practicing religious knowledge. With this approach, researchers can understand how the interaction between educational programs, daily habits, and the influence of the social environment in Islamic boarding schools influences the students' mastery of religious knowledge. This research aims to produce a comprehensive understanding of the dynamics of religious learning in Islamic boarding schools.

The source of information in this research involved 20 respondents consisting of Islamic boarding school students, Islamic boarding school caregivers, religious teachers, and the surrounding community. The students who were used as respondents were selected based on their activeness in the I'dadiyah program and a minimum length of stay of two years at the Islamic boarding school. Islamic boarding school caregivers and religious teachers were selected based on their role in designing and managing educational programs at Islamic boarding schools. The surrounding community was involved to provide an external view regarding the impact of the presence of Islamic boarding school students in their community. Respondents were selected purposively to ensure the data obtained was relevant to the research focus, so that it could provide a comprehensive picture of the role of the Islamic boarding school environment.

The data collection process was carried out using observation, interviews and documentation methods. Observations were carried out by observing the activities of the students in their daily activities, both in the Islamic boarding school environment and when interacting with the surrounding community. In-depth interviews were conducted with all categories of respondents to explore their experiences, views and perceptions regarding the application of religious knowledge by santri. Documentation in the form of Islamic boarding school activity records, I'dadiyah program schedules, and other archives are used as complementary data. This method of triangulation is designed to increase the validity of the data and ensure that the information obtained covers various points of view.

Data analysis is carried out through the stages of data reduction, data display, and data verification. In the data reduction stage, irrelevant information is filtered to focus on data that supports the research. Data display is carried out by arranging findings in the form of matrices, graphs or tables to facilitate analysis of patterns and relationships between variables. Data verification was carried out through triangulation of sources and methods to ensure the validity of the findings. This research also uses meta-analysis methods to identify conceptual and empirical relationships in the data obtained. With this approach, the research produces in-depth conclusions regarding the role of the Islamic

boarding school environment in shaping the students' religious knowledge applicative abilities.

RESULTS AND DISCUSSION
Supporting factors for managing the Islamic boarding school environment that influence student learning

Supporting factors in learning at Islamic boarding schools have an important role in increasing the effectiveness of students' mastery and application of religious knowledge. A structured and comprehensive curriculum, a conducive environment, strong social interaction, and family and community involvement are factors that can facilitate an optimal learning process (Jihadi et al., 2024). Each of these factors complements and strengthens each other to create an atmosphere that supports self-development and deep religious understanding.

The results of interviews with Islamic boarding school caregivers revealed that the curriculum implemented at the I'dadiyah institution tries to integrate theory with practice. One of the caregivers stated, "We created a curriculum that not only focuses on memorizing the yellow book, but also introduces practical applications, such as teaching to the community and developing da'wah skills." Observations in the field also show that teaching activities are not only limited to the classroom, but also involve practical activities such as group discussions, joint book study, and teaching to the surrounding community. This shows that the curriculum implemented in the Islamic boarding school is quite comprehensive and pays attention to the practical needs of the students.

Apart from that, supportive Islamic boarding school facilities, such as comfortable mosques for worship and adequate study rooms, make it easier for students to focus on the learning process. The Islamic boarding school teacher added, "We ensure that existing facilities can be used optimally to support teaching and learning activities."

Social interaction between students also looks very positive, with many activities involving collaboration between students, such as questions and answers and group discussions on various religious topics. One of the students said, "Discussions between friends often make our understanding deeper, because we can ask each other questions and submit opinions." This indicates that strong social interaction also plays a role in strengthening religious understanding.

Furthermore, several students expressed that they felt encouraged to better understand religious teachings thanks to the involvement of family and community in the learning process. One student stated, "My family really supports my study activities at the Islamic boarding school and often provides motivation to study religion more actively." Several other students also expressed that they felt more disciplined because of the attention from the community around the Islamic boarding school. "The da'wah activities that we carry out outside the Islamic boarding school often receive support from the community, so we feel more responsible," added a student.

The supporting factors in Islamic boarding schools play an important role in creating an atmosphere that is conducive to the learning process. A structured and comprehensive curriculum really supports students in gaining a comprehensive understanding of religious knowledge. By integrating religious theory with direct practice, such as teaching to the community and developing da'wah skills, students can more easily apply what they have learned in real life.

This curriculum also pays attention to local context, so that the material taught is relevant to community needs.

A conducive physical environment also has a positive impact on the learning process. Adequate facilities, such as comfortable study rooms and good places of worship, enable students to focus more on the learning process. A place for discussion and interaction is also very important, because it can encourage students to be more active in the learning process. Discussion activities between students and teachers help deepen understanding of religion, and allow students to share knowledge and gain new perspectives.

Strong social interaction between students and between students and teachers also plays a big role in learning. Discussions and questions and answers that occur in teaching and learning activities provide opportunities for students to deepen their knowledge of religion and apply religious principles in their lives. Apart from that, family and community involvement also supports the learning process. The moral support and motivation provided by the family, as well as the opportunity to interact with the community through da'wah activities, increase the enthusiasm and discipline of students in carrying out religious teachings.

Inhibiting factors in managing the Islamic boarding school environment that influence student learning

Apart from supporting factors, there are also several inhibiting factors that can influence the effectiveness of learning in Islamic boarding schools. These factors include limited learning facilities and resources, limited learning methods used, an imbalance between theory and practice, as well as social and psychological problems faced by students. These inhibiting factors need to be identified and overcome so that the learning process can run optimally and produce students who not only master theory, but are also able to apply religious knowledge in everyday life.

The results of interviews with Islamic boarding school caregivers show that one of the challenges faced is limited facilities and learning resources. One caregiver said, "We still experience a lack of facilities, such as limited libraries and limited access to technology that can support students' learning." This can also be seen in observations, where the majority of students seem to have difficulty accessing books or additional references outside the textbooks taught in class. This situation causes some students to feel limited in developing their deeper understanding.

In addition, the use of monotonous learning methods was a problem identified in interviews. One student said, "Learning here is sometimes too focused on memorization and doesn't provide much space for us to practice practical skills, such as preaching or teaching religion." Observations show that most learning activities in Islamic boarding schools are still dominated by lecture or book study methods which are less interactive and do not involve many practical activities. This makes the learning process feel less interesting and less effective in its application.

Furthermore, several students expressed that they found it difficult to apply the religious knowledge they learned because of the imbalance between theory and practice. One of the students said, "We study a lot of religious theory, but rarely have the opportunity to directly practice it in everyday life. Sometimes we feel like we don't know where to start when it comes to putting this knowledge into practice." This shows that the lack of opportunities to practice religious knowledge makes it difficult for students to apply the values they learn in Islamic boarding schools.

Santri also face various social and psychological problems that can hinder their learning process. One student spoke about the pressure he felt: "I feel stressed because of family and financial problems, which sometimes affect my concentration in studying." This data confirms that social and psychological problems can become obstacles for students in participating in the learning process optimally.

Inhibiting factors in learning at Islamic boarding schools must be addressed immediately so that the learning process can run more effectively. One of the main obstacles is the lack of adequate learning facilities and resources. Facilities such as a complete library, access to modern learning technology, and varied teaching materials are very important to improve the quality of learning. Without adequate facilities, students cannot access various references and additional information that can enrich their understanding of religious knowledge.

Apart from that, the limitations of monotonous learning methods and too much focus on memorization can reduce students' interest in learning. Learning that does not involve practical skills, such as preaching or teaching religion to the community, limits students' ability to apply the knowledge they learn. Therefore, it is important to adopt more varied learning methods, which do not only rely on lectures, but also include discussions, book studies, and direct practice.

The imbalance between theory and practice in the learning process is also a significant obstacle. Many theories are taught without the opportunity to practice them, making it difficult for students to apply religious knowledge in everyday life. Therefore, it is very important to create opportunities for students to test and apply the knowledge they learn in real activities, such as preaching, helping the community, or organizing religious activities.

The social and psychological problems faced by students can also interfere with their concentration and motivation in studying. Factors such as family problems, finances and personal conflicts can increase students' mental burden and reduce the effectiveness of learning. Therefore, more intensive social and psychological support from Islamic boarding schools, such as counseling and character development, is very necessary to help students overcome these problems and stay focused on learning.

To improve the quality of learning in Islamic boarding schools and ensure that students not only master theory but can also apply religious knowledge in everyday life, more effective management of the Islamic boarding school environment is needed. One important step is to develop a relevant and flexible curriculum, improve learning facilities and resources, and use more interactive and varied learning methods. In addition, family and community involvement, as well as the provision of more intensive psychological support, will strengthen the learning process and help students overcome personal challenges they may face.

The results of interviews with several caregivers and students show that the curriculum implemented in Islamic boarding schools has the potential to be improved to make it more relevant to current developments and community needs. One teacher said, "We have tried to introduce material that is not only limited to the yellow book, but also knowledge about more contemporary social and religious issues. However, there are still challenges in preparing a more flexible curriculum."

In observations, it appears that although Islamic boarding schools have complete material in religious teaching, the lack of space for developing practical skills and problem-based teaching is an obstacle. On the other hand, several

students expressed, "We feel that learning activities at Islamic boarding schools are too focused on theory, and there are not many opportunities to learn practical skills such as preaching or leading social activities."

Apart from that, the improvement of better facilities at Islamic boarding schools was expressed by one of the caregivers: "We are trying to improve our facilities, including providing discussion rooms, as well as introducing technology to support online learning, although it is still in the early stages." This shows that there are good efforts to improve the quality of learning, although limited facilities remain a problem.

In further interviews, several students added, "We found that self-development programs, such as leadership training and teaching to the local community, helped us be more confident in applying religious knowledge." This indicates that Islamic boarding schools have begun to involve students in more applicable activities. However, they also stated that psychological and social support was still limited. One student said, "Sometimes we feel pressured by learning demands and expectations from our families, but there is not enough counseling or assistance to help us deal with it."

The importance of effective Islamic boarding school environmental management can be seen from several aspects that need to be improved to support the students' mastery and application of religious knowledge. The development of a curriculum that is more flexible and relevant to current developments and community needs is very necessary. By integrating theory and practice, the curriculum can provide space for students to develop practical skills such as preaching, leading worship activities, and providing religious advice to the surrounding community. This will help students not only have religious knowledge, but also the skills to apply it in real life.

Improving learning facilities and resources is also very important. By providing adequate facilities, such as discussion rooms, complete libraries and modern learning technology, students can more easily access information and a wider variety of teaching materials. Apart from that, the use of technology for online learning can provide a more interesting learning experience and broaden students' horizons.

Varied and interactive learning methods, which involve discussion, book study, and problem-based learning, will increase student involvement in the teaching and learning process. In this way, they can better understand and apply religious knowledge in more practical situations. Involving the community and family in religious learning is also important, so that the values taught can be implemented in social life.

CONCLUSION

This research shows that the Islamic boarding school environment has a significant role in supporting students' mastery and application of religious knowledge, especially at I'dadiyah institutions. The main supporting factors include a structured and comprehensive curriculum, a conducive physical environment, strong social interaction, and family and community involvement. However, several inhibiting factors, such as limited facilities, monotonous learning methods, and lack of balance between theory and practice, still pose challenges. The contribution of this research lies in identifying factors that influence the success of learning in Islamic boarding schools and strategic recommendations for improving the quality of Islamic boarding school environmental management. This research provides new insight into how Islamic

boarding schools can be more effective in preparing students to apply religious knowledge optimally in everyday life.

Although it has produced relevant findings, this research has several weaknesses, such as limited location coverage and focus on certain I'dadiyah institutions, so the results may not be fully representative for all Islamic boarding schools. In addition, research methods that only rely on interviews and observations can reduce the diversity of the data obtained. Therefore, it is recommended that further research expand the regional coverage and involve various types of Islamic boarding schools in order to obtain a more comprehensive picture. Research with a quantitative approach can also be carried out to provide statistical data that supports these findings. In addition, further studies can further explore the implementation of a practical skills-based curriculum or explore the role of technology in increasing the effectiveness of learning in Islamic boarding schools.

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