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REINFORCEMENT OF CHARACTER VALUES IN SOCIAL SCIENCE EDUCATION AT MADRASAH TSANAWIYAH MATHLA'UL ANWAR PONTIANAK

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Abstract

The purpose of this research is to describe what strengthening character values looks like in Mathla'ul Anwar Pontianak-based social studies education. It is hoped that this description of the educational pattern carried out at the Mathla'ul Anwar Islamic Boarding School can contribute to a learning model that can strengthen the character values of students. This research uses a case study method using data collection techniques as a guide to observation, interviews, and documentation. The analysis was carried out qualitatively based on data found through observations, interviews, and collected documents. The results of this research show that the education pattern carried out by Pesantren Pondok is quite progressive in strengthening character values. During routine recitation activities, ustadz and ustadzah highlight the latest themes in the community. Islamic boarding schools make strict rules in an effort to instill discipline and religious values, but they do not exclude modern elements. When students have good character, social intelligence is created in them so that when they enter society, they still have morals and social insight because they have social intelligence. Mathla'ul Anwar Islamic Boarding School is an Islamic educational institution in Indonesia that is widely known and has an important role in Islamic education. Like other Islamic boarding schools, Mathla'ul Anwar also emphasizes the importance of strengthening character values in the education of his students. Good character values provide a basis for decision-making. Santri who have grown up with values such as justice, sincerity, and responsibility will be more likely to make wise and responsible decisions. The aim of this character education is to form students who not only have good religious knowledge but also have noble personalities, commendable morals, and are able to contribute positively to society. By having good character and implementing positive values in their daily lives, students can create an environment that is harmonious, supports each other, and allows them to develop holistically.

Key words: *Character Values, Social Science, Mathla'ul Anwar*

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INTRODUCTION

Education is a top priority in all countries. The quality of a nation's education is one of the determining factors for a nation's progress. Education is a very important process for increasing intelligence and abilities, cultivating character, strengthening personality, and strengthening the spirit of togetherness so that together we can develop ourselves and build the nation (Saptono, 2017). The world of Indonesian education experiences many problematic issues; for example, secondary school students sometimes face motivation problems while studying. Factors such as a lack of interest in certain subjects, a lack of understanding of the relevance of education to real life, and a lack of emotional support can reduce their motivation to learn.

The next problem is the problem of bullying between students, which adds to the series of character problems of today's young generation. Bullying is a serious problem in high school. Students may experience physical, verbal, or psychological abuse from their classmates. Bullying can have a negative impact on the emotional and academic well-being of students who are victims. The phenomenon of demoralization is now hitting the Indonesian nation. The phenomenon of demoralization has triggered a character crisis (Rahmawati, 2020). Bullying between students is a serious problem that can have long-term impacts for both victims and perpetrators. This can occur in various forms, ranging from verbal, physical, and social harassment to cyberbullying.

The phenomenon of character crises in the younger generation is often a concern in many societies, such as Mental and emotional instability, characterized by increasing levels of anxiety, depression, and other mental health problems among the younger generation, has become a major concern in recent years. Indifference and a lack of empathy have been marked in several generations. Young people may experience a lack of empathy for others, a lack of concern for social issues, or difficulty understanding other people's perspectives. And what is most striking at the moment is our dependence on technology. Today's young generation often depends on technology and social media, which can cause an inability to interact directly or an addiction that disrupts daily life.

The environment around students,

such as family, peers, and mass media, can influence the formation of character values. If the environment does not support positive moral and character development, then students can be affected and experience a crisis of character values (Khairani, 2021). Collaboration with parents is very important in dealing with bullying problems. Open communication between the school and parents can help in knowing the student's situation in the school environment and at home. Based on this phenomenon, it can certainly be concluded that education has an important role in instilling character values, religious values, and intelligence. Educational values have a very important role in forming quality individuals and society. Seeing the importance of character values, Islamic boarding schools also have a strategic position. Islamic boarding schools have a significant role in strengthening the character values of santri (Islamic boarding school residents).

Students at Islamic boarding schools have various demands and expectations that are an important part of their experience in the educational environment. Santri are expected to develop good character in accordance with Islamic teachings such as patience, honesty, humility, and sincerity. They are also taught to maintain good etiquette in social interactions, speaking and behaving in accordance with Islamic values. Islamic boarding schools play an important role in forming the character and spirituality of students. Therefore, the demands they face are usually related to holistic self-development, both in terms of religion, character, independence, and general knowledge.

Developing social and emotional skills such as empathy, effective communication, and conflict resolution is an important aspect of Santri education. This helps them build healthy relationships and be able to solve problems well. Apart from schools and Islamic boarding schools, it is also important to involve parents in the student education process. Parents can provide support, support their children's development, and participate in the formation of a better educational environment so that the character of students or Santri can be formed well and firmly. By creating an open environment, schools or Islamic boarding schools can become safe, supportive places and enable students to grow holistically in various aspects of their lives.

Islamic boarding schools, as traditional Islamic educational institutions, play an

important role in strengthening the character of santri (students) in addition to providing religious education. Islamic boarding schools do not only focus on academic aspects but also on developing moral values, ethics, and strong character. Islamic boarding schools are a supportive environment for building strong students' character and filling gaps in the formation of moral and ethical values needed to live a good life in society. Santri needs to deepen their knowledge of the Islamic religion, which includes an understanding of the Koran, hadith, fiqh, tafsir, Islamic history, and other Islamic sciences. They expect in-depth and directed teaching from teachers so they can understand religious teachings more comprehensively.

The importance of strengthening character amidst the widespread deviations that occur in society. Educational institutions are a strategic forum for instilling character values in students. The application of science, technology, social science, and the humanities to strengthening character values must be carried out in an integrated and sustainable manner. In this way, we can create a society that is more ethical, cultured, and competitive so that it is able to face various challenges and changes in this era of globalization. Through an Islamic environment, moral development, community life, ethical teaching, the formation of independence, as well as academic and spiritual development, Islamic boarding schools are able to strengthen the character values of students and produce individuals who have noble character and contribute positively to society.

The Mathla'ul Anwar Pontianak Islamic Boarding School is an Islamic educational institution with a strong emphasis on religious studies and Islamic teachings. The curriculum includes subjects such as Quranic studies, Hadith (sayings and actions of the Prophet Muhammad), Islamic law, Arabic language, and Islamic history. Students also receive a general education in subjects such as mathematics, science, literature, and social studies. Islamic boarding schools aim to produce knowledgeable and well-rounded individuals who can contribute to society based on Islamic principles. Students typically live in dormitories and engage in a strict daily schedule that includes religious rituals, academic classes, and extracurricular activities. The learning process at the

Mathla'ul Anwar Islamic boarding school emphasizes the cultivation of religious values and personal character.

At Mathla'ul Anwar Islamic Boarding School, there are several important rules that male and female students must follow when visiting. Specifically, visiting permits are only permitted on Sundays from 09:00 to 17:00 unless there is an important transaction and permission from the accommodation manager is required. Guests are not permitted to take students outside the dormitory area without permission from the dormitory guard. Women are prohibited from entering the male and guest dormitory areas. Men are prohibited from entering the women's dormitory area and are only allowed access to the front terrace. Based on these regulations, researchers as women are not allowed in the men's dormitory, and researchers are allowed to look for female students and are allowed to enter the girls' dormitory area.

As an educational institution whose mission is to uphold the nation's morals and play a role in shaping the character of its students, the demand for innovation in learning is very important to build and develop the value of mathla'ul Anwar education. Therefore, it is important to know how to strengthen character values in Mathla'ul Anwar-based social studies education. The aim of this writing is to describe what strengthening character values looks like in Mathla'ul Anwar-based social studies education.

METHODOLOGY

This research method uses the case-study method. In the case study method, data analysis techniques are used to analyze information that has been collected from various sources and data collection techniques. The purpose of data analysis is to identify patterns, conclusions, and meanings that emerge from the cases studied. The location of this research was carried out at the Mathlaul Anwar Islamic boarding school. Data collection techniques include observation, interviews, and documentation. Observations were carried out to observe student behavior in the boarding school environment. Interviews were conducted to collect information about the school environment and communication with peers. Documentation is carried out to obtain additional information in the form of reports,

notes, and other documents related to the problem being studied. Data analysis is carried out by reducing the amount of data that has been obtained so that the results can be described and analyzed. Then the data visualization is arranged according to the relational model, and finally conclusions are drawn.

RESULT AND DISCUSSION

Strengthening character values refers to efforts to strengthen a person's positive character, such as honesty, discipline, responsibility, hard work, empathy, caring, respect, and other moral values. Strengthening character values is very important in forming an individual's personality, especially when facing various situations and challenges in life. Sundara, K., & Solehah, S. (2019) stated that strengthening character values is a continuous process. It is important to provide consistent support and coaching so that these character values are truly internalized within the individual and form a strong personality with integrity.

Mathla'ul Anwar has a khittah, namely making the Al-Qur'an, Sunnah, and Ijtihad sources of law and guidance in social life. The aim of the khittah is in the form of values that are implemented to create an Indonesian society that has faith and devotion to Allah SWT. These values include being physically and spiritually healthy, knowledgeable, capable, skilled, creative, independent, democratic, responsible, and ethical. More specifically, Mathla'ul Anwar also has the aim of realizing Islamic values in educational, teaching, and cultural institutions that are applied and implemented in the learning process in schools and madrasahs.

The internalization of values at Mathla'ul Anwar is not only limited to the school environment but also influences the students' thought patterns, behaviors, and attitudes in their daily lives. The role of administrators, teachers, and the educational environment as a whole greatly influences this process. Values that can be taken from figures who have a role in establishing or developing this Islamic boarding school include (Siswandi, 2021):

1) Diligence in Preaching: Mathla'ul Anwar is believed to be a figure who is diligent in spreading Islamic teachings and building religious educational institutions. His

persistence in preaching and developing Islamic education may be an inspiration for many people in fighting for religious values.

- 2) Commitment to Education: As the founder or figure associated with the establishment of the Islamic boarding school, Mathla'ul Anwar shows a high commitment to education. Values such as the importance of knowledge, moral development, and quality religious education may be at the core of the principles he holds firmly.
- 3) Justice and Virtue: Historically, figures involved in education were often associated with the values of justice and benevolence. Mathla'ul Anwar may also carry these values, fighting for equality in education and the spread of good values in society.
- 4) Simplicity and Sufism: Figures in the history of education often demonstrate a simple life and strong Sufi values. This may be reflected in the lifestyle and teachings adopted by Mathla'ul Anwar.
- 5) Openness to Inclusivity: Islamic education promoted by figures such as Mathla'ul Anwar may also emphasize the values of inclusivity. This may include respect for diversity, tolerance, and acceptance of differences.
- 6) Community Service: Figures like Mathla'ul Anwar may also show high dedication to the surrounding community, not only in providing education but also in helping to improve the social and economic conditions of the community.

The educational values implemented at MTs Mathla'ul Anwar Pontianak are in line with the character education that has been formulated by the Ministry of Education and Culture. Character is a person's character, morals, or personality, which is formed from the internalization of various virtues that are believed to underlie the person's perspective, thinking, attitude, and way of acting. These virtues consist of a number of values, morals, and norms, such as honesty, courage to act, trustworthiness, and respect for others (Ministry of National Education Research and Development Center for Curriculum, 2010).

A teacher or cleric is considered to have a responsibility to provide more than just academic knowledge to his students. Strengthening character is an important part of a teacher's role in guiding students not only in academic matters but also in their personal development. It is important for a teacher to be

sensitive to the needs of students, or santri. Teachers' concern and involvement in understanding and responding to students' individual needs can have a major impact on the learning process.

Several aspects that are often considered important in strengthening character by a teacher include (Khairani, 2021):

- 1) Educate moral values: Teachers can help students understand moral values such as honesty, hard work, tolerance, and empathy.
- 2) Social skills development: Through interactions inside and outside the classroom, teachers can help students understand social skills such as teamwork, effective communication, and adaptability.
- 3) Increased self-confidence: Teachers can provide support and encouragement to students to build their self-confidence in facing challenges and developing their potential.
- 4) Learning courage and perseverance: Teachers can help students learn not to be afraid of failure, to remain determined, and to try hard to achieve their goals.
- 5) The importance of responsibility: Teachers can help students understand the meaning of responsibility in everything they do, both inside and outside the school environment.

Strengthening character by a teacher plays an important role in forming a more holistically balanced individual, not only in terms of knowledge but also in morals, ethics, and important life skills. It is not only about teaching students how to solve mathematical problems or understand scientific theories, but also about guiding them in the development of critical aspects of their personalities and morals. Strengthening character by teachers is not only about filling moral or ethical gaps that may not be taught at home but also about strengthening and complementing the education students receive. This helps students prepare themselves not only for academic challenges but also to navigate life and contribute to society in a positive way (Saptono, 2017).

Character education by teachers is an integral part of holistic education, which includes academic and non-academic aspects. In an educational setting, teachers can play a

very important role as role models and guides for their students in various aspects of life. Teachers play a role in providing direct examples and facilitating discussions and exercises that support student character development. In many cases, character education provided by teachers is part of the school curriculum, which specifically focuses on values, attitudes, and non-academic skills that are important for student development. This can include lessons in ethics, teamwork, social responsibility, leadership, and the ability to resolve conflict.

The Mathla'ul Anwar Pontianak Islamic Boarding School has a strong program in character education, in addition to religious education and general knowledge. Strengthening character in the Mathla'ul Anwar Islamic boarding school is usually carried out using an Islamic approach, moral values, and Islamic boarding school traditions. In the Islamic boarding school environment, students will be given in-depth Islamic religious lessons, including the teachings of Islamic ethics, which include values such as honesty, discipline, compassion, and concern for others. Islamic boarding schools encourage students to practice religious teachings in everyday life, both in interacting with others, in worship, and in their studies.

Islamic boarding schools can organize self-development activities, such as leadership training, motivation, or other soft skills development, that can help improve the character and personality qualities of students. Teachers and ustadz/ustadzah in Islamic boarding schools act as role models for students. They try to practice good character values and provide real examples for the students (Sunandra and Solehah, 2019). Through a religious approach, Islamic boarding school traditions, and moral values, Islamic boarding schools play an important role in shaping the character of the students to become individuals who contribute positively to society.

At Islamic boarding schools, there are various activities that can help strengthen good character in students. These activities aim to form a strong personality, good morals, and a positive attitude towards life. There are several activities in Islamic boarding schools that can strengthen good character in students (Rahmawati, 2020):

- 1) Religious Learning: In-depth learning of

the Islamic religion and the application of religious values in daily life helps strengthen the character of students, such as piety, honesty, and compassion.

- 2) Congregational Prayers: Performing congregational prayers regularly in Islamic boarding schools teaches discipline and responsibility in carrying out religious obligations.
- 3) Reciting the Koran: The activity of reciting the Koran helps increase your sense of perseverance, patience, and love for the Islamic holy book.
- 4) Humanitarian Activities: Involving students in social and humanitarian activities, such as providing assistance to underprivileged communities or community service, and teaching the values of caring and empathy.
- 5) Environmental Cleanliness Activities: Teaching students to always keep the Islamic boarding school or surrounding environment clean helps build a sense of responsibility towards the environment.
- 6) Sports and Health Activities: Sports activities help develop discipline, hard work, and a spirit of sportsmanship in students.
- 7) Arts and Cultural Activities: Taking part in arts and cultural activities, such as music, dance, or drama, helps hone creativity and a sense of appreciation for arts and culture.
- 8) Discussion and Study: Holding discussions and studies about moral and social issues helps students develop critical thinking, empathy, and understanding of the complexities of life.
- 9) Scientific Activities: Apart from religious studies, other scientific activities such as language studies, literature, history, or the natural sciences also help broaden horizons and hone thinking abilities.
- 10) Leadership Activities: Developing students to become leaders in various Islamic boarding school activities, such as being class president or event coordinator, helps to build leadership and responsibility.

All of these activities can be directed systematically to create an environment that supports the development of good student character, integrity, and readiness to face the challenges of life in the future. Islamic boarding schools place a strong emphasis on

Islamic religious education. Santri receives teachings about religious teachings, ethics, and high morality. This helps shape the character of students who have noble morals and are based on Islamic values (Sunandra and Solehah, 2019). When well designed and integrated into the Islamic boarding school curriculum, it can help strengthen the character of students, guide them in holistic development, and prepare them to become responsible and ethical members of society.

The discussion programme at the Mathla'ul Anwar Pontianak Islamic Boarding School is quite unique; studies that are carried out regularly on Friday nights and Saturday mornings are presented based on themes that are currently hot in the community. This is certainly different from several other Islamic boarding schools, where the content of the studies is usually based on the themes in the books. Ustadz carried out a contextual method in conducting this study based on the desire of students boarding at the Mathla'ul Anwar Islamic Boarding School to remain up-to-date even though they are in the Islamic boarding school. Santri knows current developments, so the issue that says Santri, who lives in Islamic boarding schools, will be left behind can be refuted.

Learning design can contain national character values that can be integrated with the material being taught. Regarding the design of knowledge for learning, as written by Supriatna (2009, p. 6), the principles of cognitivism are widely applied in the world of education, especially in carrying out learning design activities that include:

- 1) Students will be better able to remember and understand things if the learning is structured based on certain patterns and logic.
- 2) The arrangement of lesson material must range from simple to complex. To be able to do a good job, students must know more about simpler tasks.
- 3) Learning by understanding is more than memorising without understanding. Something new must be in accordance with what students already know. The teacher's task here is to show the relationship between what was previously known.
- 4) The existence of individual and student differences must be taken into account because this factor greatly influences the

student learning process. These differences include intellectual abilities, personality, the need for success, and so on.

Integrating national character values into learning design not only provides students with knowledge about the history and values that are important to their national identity but also helps them internalise and apply these values in everyday life. This supports the formation of individuals who are not only academically intelligent but also responsible, have good moral values, and can play an active role in advancing society.

In integrating character education into learning in schools and madrasahs, which includes the four basic character values, teachers (educators) can choose certain character values to be applied to students according to the material content of each existing subject. This is in line with what is done by MTs-MA Pontianak in formulating the basics for implementing values based on:

- 1) Al-Quran is the main and first source for exploring the truths of faith and science.
- 2) As-Sunnah and Rosulullah SAW, as operational guidelines in Islamic religious life.
- 3) Ijma' Shohabat is the first reference for understanding the contents and content of the Koran and As-Sunnah.
- 4) Ijtihad is a very important effort in responding to socio-cultural developments that are always developing among people and society.
- 5) Mathla'ul Anwar has an attitude of tasamuh towards all opinions of the mujtahidin ulama.

For the above purpose, Khithah Mathla'ul Anwar was created as a guide for Mathla'ul Anwar residents in carrying out their duties and functions. The task and function of the Mathla'ul Anwar organisation, especially in the field of education, is to produce a generation of Muslims who are aware of their responsibility as khalifah of Allah on earth to develop their society, nation, and state in the context of worshipping Allah SWT. Therefore, Mathla'ul Anwar educates his sons and daughters by:

- 1) Instill and strengthen the correct Islamic faith.
- 2) Get used to the prescribed worship services.

- 3) Providing Islamic knowledge as well as various scientific disciplines and skills that are useful in accordance with the demands of the times.

- 4) Instill awareness so that you can live independently, build your environment and society, and protect yourself and your environment from negative cultural influences (which are contrary to Islamic teachings).

Through a combination of religious education, community experience, close teacher-student relationships, and an emphasis on moral values, Islamic boarding schools have great potential to help students develop good character. This forms individuals who have a strong moral foundation, independence, and the ability to contribute positively to society.

In Islamic boarding schools, students live in an environment that is consistent with religious values. Religious activities, such as congregational prayers, recitals, and other forms of worship, are an important part of the daily routine. This helps increase the piety of students (Rozi and Hasanah, 2021). The ustadz and ustadzah in Islamic boarding schools act as spiritual guides and role models for the students. They provide teaching about character values and provide advice on dealing with life problems (Rahmawati, 2020). Apart from religious education, Islamic boarding schools also offer a holistic curriculum that includes general education, languages, arts, and other skills. This helps develop the potential and insight of students as a whole.

One of the subjects included in a holistic curriculum is social education studies. Through social studies, individuals learn about different cultures, traditions, and social backgrounds. This opens their minds to better understand and appreciate differences, as well as develop a sense of empathy towards others (Sari, 2021). Social science helps individuals understand their role as responsible citizens in maintaining the security and welfare of society. This encourages active participation in social and civic activities (Suharto, 2017).

Social Sciences (Social Sciences) education at the Mathla'ul Anwar Islamic boarding school has great potential to develop good character in students. Social studies covers various aspects of social, economic, political, and cultural life, allowing students to

understand the world around them better. Rosyad and Zuchdi (2018) stated that IPS helps students understand various social issues, including injustice and social inequality. By understanding different social conditions, students can develop a sense of empathy for other people and concern for social problems.

The teaching staff at the Mathla'ul Anwar Islamic boarding school ensure that social studies learning is well integrated into the curriculum and presented in an interesting way to motivate the students. Apart from that, the Islamic boarding school environment seeks to create a culture that supports and encourages the development of good character, such as the role models of educators and carers, as well as the habituation of positive values in everyday life.

Social interactions between female students in Islamic boarding schools are very diverse; of course, it will take a long time during the adjustment process, and they will carry out activities together every day. Of course, new students also require adjustments among students (Salim, 2015). Sometimes people will feel comfortable if they are their own friends. Likewise with girls in Islamic boarding schools, they will feel free to make friends when their friends are like them, especially regarding ethnicity, because ethnicity also influences a person's attitude, sometimes reported by the genetics of their parents as well as their regional origin or environment, and it also influences work.

Teachers have a very important role in instilling character in students. Their role is not only limited to teaching subject matter but also to forming positive personalities and values in students. Teachers are real examples for students. They must demonstrate behaviour that reflects desirable character values, such as honesty, integrity, empathy, hard work, and responsibility. Teachers' daily actions can be an inspiration for students to understand and imitate good behaviour (Rozi and Hasanah, 2021). Teachers not only teach subject matter but also guide students in developing social skills, leadership, and moral values. They provide direction, feedback, and support for students in developing positive character (Kustini and Mauludea, 2022). Teachers can design learning that not only focuses on subject matter but also includes activities or

discussions that strengthen character values. Collaborative projects, ethical discussions, role-playing, and reading inspiring books are examples of learning strategies that strengthen character values.

Islamic boarding schools are places where students learn and internalise the teachings of the Islamic religion. Good character values, such as honesty, humility, and empathy, are in line with Islamic teachings and help students become more Islamic individuals. Character values help direct student behaviour in a positive direction. When they internalise values such as patience, discipline, and responsibility, they will tend to avoid negative behaviours such as laziness or dishonesty. Students who have internalised good character values will be better prepared to interact with the wider community. They will be able to establish good relationships, maintain integrity in various situations, and contribute positively to society (Rosyad and Zuchdi, 2018). The role of teachers in Islamic boarding schools has its own characteristics because the educational environment often focuses on teaching the Islamic religion and forming strong Islamic character.

In the Islamic boarding school environment, carers, educators, and a supportive learning environment play an important role in shaping the character of students. With proper guidance and good teaching, students can develop positive character and become individuals who are beneficial to society and their religion (Saptono, 2017). Their role is not only as transmitters of religious information or knowledge but also as role models and mentors in developing the attitudes, values, and morals of students. With a good role and awareness of their responsibilities in shaping the character of students, ustadz/teaching staff can contribute positively to forming a generation that has good character and is beneficial to society; in other words, the character that is formed will give birth to social intelligence for students.

Students who have good character can produce good social intelligence. Social intelligence is a person's ability to understand and interact with other people effectively. Good character, such as integrity, empathy, cooperation, and a sense of responsibility, plays an important role in forming social intelligence. Santri who have good character

tend to be more sensitive to the feelings and needs of other people (Mukaromah, Khilmiyah, and Fauzan, 2020). They can feel what other people feel and understand their perspective, so they are able to empathise and respond appropriately. Good character helps students build and maintain positive relationships with friends, teachers, and other people around them. This creates a supportive environment and allows for better social growth.

Good character often becomes an inspiring example and has a positive influence on the surrounding environment. This can stimulate the development of social intelligence among other students. Students with character will have a significant positive impact both on themselves and on their environment. The good character of the students also includes a sense of empathy and caring for fellow humans, including providing assistance to those in need. The students learn to work together in teams and appreciate each individual's contribution to achieving common goals. Good character contributes to the development of positive social skills such as cooperation, joint problem solving, and fair negotiation. This allows students to interact harmoniously in various situations. Students with good character are usually better able to manage conflict healthily and resolve problems wisely. They tend to look for solutions that benefit all parties involved.

CONCLUSION

Mathla'ul Anwar Islamic Boarding School is an Islamic educational institution in Indonesia that is widely known and has an important role in Islamic education. Like other Islamic boarding schools, Mathla'ul Anwar also emphasises the importance of strengthening character values in the education of his students. Good character values provide a basis for decision-making. Santri who have grown up with values such as justice, sincerity, and responsibility will be more likely to make wise and responsible decisions. The aim of this character education is to form students who not only have good religious knowledge but also have noble personalities, commendable morals, and are able to contribute positively to society. By having good character and implementing positive values in their daily lives, students can

create a harmonious, mutually supportive environment and develop holistically.

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