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Integrated Education And Student Character In An Indonesian Islamic Boarding School

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Abstract

This study examined the dimensions of integrated education, their association with student character, and conditions supporting implementation at Darussyifa Al-Fithroh Islamic Boarding School, YASPIDA, Sukabumi, Indonesia. A descriptive correlational design used questionnaires, structured observation, interviews, and institutional documents. The institutional population was reported as 4,500 students, with a wider sampling target of 368. The correlation reported in this article concerned 33 second-level students. The descriptive findings identified curricular, instructional, residential, and evaluative dimensions of integration. Four curricular orientations connected school and pesantren learning with community practice, competencies, and worship. Instruction combined collective text study, individual reading, memorization, and school methods. Residential routines and adult example extended the educational setting, while written, oral, practical, and observational assessment addressed different forms of attainment. Reported questionnaire scores were strongly associated, $r = .94$, corresponding to $r^2 = .8836$. Interview and observation evidence identified leadership participation and clear procedures as implementation supports. Interviews identified differences in student adjustment and limited family cooperation as constraints. The study contributes a framework for examining integration across educational arrangements and identifies an association between questionnaire measures within the analytic group. Further work is required to verify the full dataset, clarify the sample relationship, and assess character through evidence beyond self-report

Keywords: integrated education, student character, pesantren, residential education, curriculum integration

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INTRODUCTION

Islamic boarding schools in Indonesia bring religious learning, formal schooling, and residential life into a shared institutional setting. Students, commonly called santri, encounter educational expectations through lessons, relationships, and recurring practices. Lukens-Bull (2001) describes the interaction of tradition and modernity in Indonesian Islamic education, while Pohl (2006) examines the relationship between pesantren education and social life. These perspectives make it useful to ask how institutional integration shapes the experiences available to students and how those experiences relate to their conduct.

Law No. 20 of 2003 on the National Education System places faith, self-development, and moral character among the purposes of education. In an integrated pesantren, these aims are addressed through several parts of the institution. Curriculum integration also takes different forms. Fogarty (1991) describes models that vary in how learning is connected within and across disciplines. Gresnigt et al. (2014), in a review of integrated curricula in primary science education, also connect integration with the support required for implementation. For the present study, integration concerns how curricula, instructional approaches, residential practices, and assessment are organized together.

Student character is the outcome of interest. Lickona (1991) connects moral knowing, moral feeling, and moral action, directing attention to the relationship between understanding a value and acting on it. Althof and Berkowitz (2006) discuss the relationship between moral and character education, and Berkowitz and Bier (2004) identify practices supported by character education research. These accounts suggest that an institution's arrangements should be examined alongside the opportunities students have to understand values, consider their significance, and practice them.

Internalization provides a further distinction. Deci et al. (1994) explain that people can take in expectations in different ways, with variation in how fully they accept the values involved. Lally et al. (2010) show how repeated behavior in a stable context can become more automatic. In a residential school, regularity may therefore reflect familiar cues, personal commitment, or both. Sanderse (2013) adds that the educational significance of adult example depends on whether learners recognize and understand the qualities being demonstrated.

School relationships and the institutional environment also deserve attention. Thapa et al. (2013) and Wang and Degol (2016) review evidence connecting school climate with student experiences and outcomes. Parker and Raihani (2011) show how governance in Indonesian

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Islamic schools can shape participation and decision-making. Taken together, these studies direct attention to the organization of daily life, the conduct of leaders and teachers, and the roles students are given within the institution.

Research specific to pesantren and Islamic character education provides a related foundation. Anam et al. (2019) examined moral education and the internalization of humanitarian values in an Indonesian pesantren. Kistoro et al. (2023) mapped the research literature on Islamic character education. These studies establish the relevance of examining values within religious institutions, while leaving room for a focused account of how integration operates across several institutional dimensions and how students' questionnaire responses relate to those arrangements.

Darussyifa Al-Fithroh YASPIDA in Sukabumi provides a setting for this inquiry. Its institutional philosophy brings together dzikir, fikir, and ikhtiar, referring to remembrance of God, thought, and purposeful effort. The institution combines school and pesantren learning with residential guidance. The preliminary account in the study also described instances of weak discipline, absence from learning, and low motivation. These concerns raise a practical question about the relationship between an organized educational system and variation in students' conduct.

The study addresses a gap between descriptions of institutional integration and measurement of the association between students' perceptions of that integration and their reported character. Its original contribution is to connect four dimensions of educational organization with descriptive evidence from institutional practice and a correlational analysis of questionnaire scores. This approach makes the relationship among curricular arrangements, instruction, residential life, and assessment open to examination, while keeping the scope of the quantitative analysis tied to its actual analytic group.

The study aims to describe the dimensions of integrated education at Darussyifa Al-Fithroh, examine the association between integrated education and student character scores, and identify conditions supporting or constraining implementation. Academically, the inquiry offers a framework for studying integration as an institutional arrangement. Practically, it can help school and pesantren leaders examine whether curriculum, teaching, daily routines, and assessment communicate consistent expectations and provide students with opportunities to act on them.

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RESEARCH METHODOLOGY

Research Design and Setting

The study used a descriptive correlational design to examine integrated education and student character in one institution (Creswell & Creswell, 2018). Structured observation, interviews, and document review supplied contextual evidence about implementation. The site was Darussyifa Al-Fithroh YASPIDA in Kadudampit, Sukabumi Regency, West Java, Indonesia. The study described approximately three months of fieldwork from February to April.

Population and Analytic Sample

The reported institutional population was 4,500 students. The sampling plan referred to random selection, a sample-size table, and a target of 368. Sample-size tables depend on specified assumptions about the population and precision (Krejcie & Morgan, 1970). The correlation supplied for this article used responses from 33 second-level students. The available records do not establish how those 33 relate to the wider sampling target, so the correlational findings are interpreted for the analytic group.

Measures and Data Collection

Integrated education, variable X, concerned the coordination of school and pesantren education across planning, implementation, and assessment. Student character, variable Y, concerned reported conduct associated with discipline, respect, honesty, social concern, and self-regulation. Closed questionnaires measured the two variables. Observation and interview sources included institutional leaders, teaching staff, and students. Documents addressed curriculum, schedules, institutional expectations, and assessment. The instrument procedure used an item-total correlation criterion of .30 and internal consistency analysis with Cronbach's alpha. The retained-item results and alpha coefficients were unavailable for review, which limits assessment of measurement quality (Tavakol & Dennick, 2011).

Data Analysis

Pearson correlation was used to describe the linear relationship between X and Y, and r^2 summarized the squared association (Schober et al., 2018). The reported $r = .94$ and $n = 33$ were checked algebraically using $t = r \times \sqrt{[(n - 2)/(1 - r^2)]}$, with 31 degrees of freedom (Field, 2018). This reconstruction gives $t \approx 15.34$ and a two-sided $p < .001$ under the usual assumptions. Because

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r was rounded and raw paired scores were unavailable, the check does not constitute a new analysis of the original observations. Descriptive questionnaire percentages were retained as reported, with unresolved entries identified in the findings.

Interpretation of the Evidence

Documents were used to describe formal arrangements, interviews to explain implementation and constraints, and observation to identify conduct and adult participation in the institutional setting. Agreement across these sources was examined where they addressed the same practice. Questionnaire associations were interpreted within the 33-student analytic group. The contextual evidence describes how integration was enacted, while the correlation describes the relationship between the two questionnaire scores.

RESULTS AND DISCUSSION

Dimensions of Integrated Education

The institutional account identified four curricular orientations. Integration linked school and pesantren provision under shared arrangements for learning and guidance. Community-oriented learning included practices such as devotional recitation and funeral care. Competency-oriented learning included student organizations and practical units, while worship practice addressed required and voluntary observances.

The reported methods combined bandongan, in which a teacher reads and explains a text to a group, sorogan, in which a student reads to a teacher for correction, and memorization. School methods included discussion, demonstration, experiments, peer teaching, practical exercises, and problem-solving. These methods constituted the instructional dimension of integration.

Learning and activities were organized across the residential day. The study's observation account identified institutional leaders and staff taking part in voluntary morning prayer, congregational prayers, and night prayer. The reported campus expectations included worship, disciplined work, cleanliness, respectful speech, honesty, responsibility, and concern for others.

Written tests, oral work, memorization, practical tasks, and observational assessment were the reported forms of evaluation. These arrangements addressed both knowledge and participation in practice. The evaluative dimension therefore included opportunities to demonstrate learning in several forms.

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Convergence of the descriptive strands. The documents described the intended organization, interviews explained leadership and procedural arrangements, and observation provided examples of adult participation in religious routines. Together, these strands identified curricular, instructional, residential, and evaluative dimensions. They describe the operation of the institution and the practices students encountered.

Questionnaire Findings on Integrated Education and Student Character

The item summaries recorded 100% selecting “always” for punctual attendance and greeting teachers by shaking and kissing their hands. Other reported responses included 90% always using a greeting on entry, 87% praying before and after learning, and 88% following lessons attentively. These are self-reported item percentages.

Ninety percent reported never lying to a teacher or peer. The summaries were more varied for collective activity. Fifteen percent reported always participating in mutual-help activities, while 30% reported never actively participating in school or pesantren activities. Forty-three percent selected “sometimes” for speaking about others’ faults.

The entries for cheating on tests and cheating in games each totalled 33 across the reported response categories. The table labelled its entries as percentages, leaving the basis of those two rows unresolved. The denominator for the overall item table was also unspecified. Those rows were therefore excluded from substantive interpretation.

The reported Pearson coefficient was $r = .94$ for $n = 33$. Squaring that coefficient gives $r^2 = .8836$, or 88.36%. The value describes the strength of the linear association between the questionnaire measures in the analytic group.

Statistical consistency check. Using the rounded r and reported n yields $t(31) \approx 15.34$ and a two-sided $p < .001$ under the standard test assumptions. The reported $t = 21.37$ could not be reproduced from those inputs. Table 1 distinguishes the supplied values from the reconstructed check.

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Table 1.Reported Association and Reconstructed Statistical Check

Quantity	Value	Basis	Interpretation
Analytic group	n = 33	Reported questionnaire analysis	Distinct from the wider target of 368
Pearson correlation	r = .94	Reported rounded coefficient	Strong positive linear association
Squared correlation	r^2 = .8836	Calculated as .94 × .94	Describes the association within the analytic group
Reconstructed test	t(31) ≈ 15.34	Calculated from reported r and n	Approximate check using a rounded coefficient
Two-sided significance	p < .001	Standard t distribution, assuming model conditions	Conditional on the reported inputs and test assumptions
Source discrepancy	Reported t = 21.37	Original summary	Requires verification against the original statistical output

Conditions Supporting and Constraining Implementation

The foundation chair emphasized the commitment of its governing and management bodies to advice, motivation, repeated practice, and adult example. A school principal similarly described good character as an institutional responsibility. These interviews identified leadership participation as a support for implementation.

The account of morning, congregational, and night prayer recorded involvement across the foundation and school community. This observation supplied a concrete example of the adult participation described in interviews.

The head of pesantren affairs described standard operating procedures as helping staff coordinate responsibilities and guide students. The account emphasized clearer roles and reduced overlap in tasks. Institutional procedures provided the documentary context for that coordination.

Interview accounts from school leaders identified variation in learning pace, abilities, motivation, and adjustment to the residential setting. These were concerns about the support

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individual students required. The interviews linked those differences with decisions about teaching materials, methods, and evaluation.

A principal identified limited parental involvement and weak cooperation with the institution as constraints on guidance. This account concerned continuity between institutional practice and family experience. Table 2 summarizes the findings across the three research objectives.

Table 2.Summary of Findings on Integration and Student Character

Research objective	Main finding	Evidence	Scope
Describe educational integration	Curricular, instructional, residential, and evaluative arrangements operated within the same institution.	Documents, implementation interviews, and observation of religious participation	Describes institutional organization and practice
Examine the score association	Reported r = .94, n = 33, with r^2 = .8836. The reconstructed t is approximately 15.34.	Questionnaire summary and algebraic consistency check	Applies to the analytic group and requires raw-output verification
Identify implementation conditions	Leadership participation and procedures supported implementation. Student adjustment and family cooperation were reported concerns.	Interviews, observation, and institutional procedures	Describes reported supports and constraints

DISCUSSION

The findings describe integration through the relationship among curriculum, instruction, residential life, and assessment. The curricular orientations identify what students are expected

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to learn, while the other dimensions describe how they encounter, practice, and demonstrate it. Bandura's (2001) account of learning through the interaction of personal factors, conduct, and environment helps interpret this arrangement. Students encounter a combination of texts, adult examples, shared expectations, and practical responsibilities. The contribution of integration therefore depends on how those experiences are connected in everyday life.

The blend of bandongan, sorogan, memorization, and school methods provided several ways of participating in learning. Collective text study places students in a shared interpretive setting, while individual reading allows correction directed to a particular learner. Discussion, demonstration, and practical tasks provide other opportunities to respond. From Bandura's (2001) perspective, these settings make different forms of feedback and agency available. The descriptive findings establish the range of methods and their institutional setting. Establishing which combinations are most helpful for character would require evidence about specific learning episodes and subsequent conduct.

Residential routines gave repeated practice a central place in the educational environment. Wood and Rünger (2016) explain how repetition in stable contexts can support habits through recurring cues. The institution's schedules, prayer practices, and expectations about daily conduct provide conditions consistent with this account. Such conditions help explain how students can become familiar with a pattern of action. They also make it useful to examine how students understand the value of that action when familiar cues or direct supervision are absent.

The reported character percentages suggest variation across domains of conduct. Regularity and respect for teachers were strongly endorsed, while participation in collective activities and restraint in speaking about others were more variable. Ryan and Deci (2020) distinguish forms of motivation associated with external expectations from those grounded in personal endorsement. This distinction helps frame questions raised by the pattern. A student may readily perform a familiar routine while finding another form of responsibility more difficult. The descriptive data indicate areas for closer inquiry into students' reasons and experiences.

Family cooperation was one of the constraints identified in interviews. The residential setting organizes much of a student's day, while family relationships remain part of the student's wider experience. Sheldon and Epstein (2002) found that stronger school, family, and community partnerships were associated with improvements in student behavior and discipline. In the present study, the interview findings make family cooperation relevant to continuity of guidance.

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They identify a reported condition requiring attention, while the data do not quantify its contribution to the questionnaire association.

The large correlation requires particular attention to measurement. Both integrated education and character were assessed through questionnaires, creating the possibility that shared response tendencies or perceptions affected the association. Podsakoff et al. (2003) describe how common methods can influence relationships among behavioral measures. In this study, the unreported internal consistency coefficients and incomplete access to the instrument and paired data limit examination of that possibility. The correlation is therefore a finding about the two questionnaire scores within the analytic group.

The difference between the wider target of 368 and the analytic group of 33 also affects interpretation. The available records establish the group size used in the reported correlation but leave its relationship to the wider selection process unresolved. The large coefficient alone cannot establish how well this group represents all 4,500 students. Additional information about recruitment, exclusions, response rates, and the distribution of students across educational levels would help assess the scope of the association.

The squared correlation summarizes the closeness of the reported linear relationship. Its value of .8836 is compatible with a strong association, but identifying the remaining variation with specific psychological, family, or external influences would require those influences to be measured. The interview material identifies plausible conditions to investigate. Podsakoff et al. (2003) further make clear why alternative sources of covariance should be considered when two measures share a collection method. The qualitative and quantitative strands therefore address related questions at different levels of evidence.

The four-dimensional framework provides a way to organize further investigation. Curricular coordination can be examined in plans, instructional integration in learning episodes, residential integration in routines and relationships, and evaluative integration in assessment criteria and feedback. Ryan and Deci (2020) suggest the additional importance of students' reasons for acting. Combining those forms of evidence would allow researchers to ask how institutional arrangements relate to both regular participation and personally meaningful responsibility.

The academic contribution of this study is to distinguish the curricular orientations within integrated education from the operational dimensions through which integration is enacted. It brings that framework together with descriptive evidence of institutional practice and a reported

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association between questionnaire scores. This provides a basis for examining how curriculum, teaching, residential life, and assessment align. The framework can guide studies that connect specific practices with observed conduct and students' accounts over time, making claims about character formation more directly assessable.

CONCLUSION

At Darussyifa Al-Fithroh, integrated education was expressed through curricular, instructional, residential, and evaluative arrangements. The curriculum connected school and pesantren learning with community practice, competencies, and worship. Instruction combined established pesantren methods with school approaches, while residential routines and assessment extended the educational setting. The reported integrated education and character scores were strongly associated in the analytic group of 33 students, r = .94. Interviews and observation identified leadership participation and procedural clarity as supports and student adjustment and limited family cooperation as constraints.

The study was limited by one institutional setting, the unresolved relationship between the sampling target and analytic group, self-reported character measures, and incomplete instrument and item records. The consistency check also identified a mismatch in the reported t statistic. Institutional leaders can use the four-dimensional framework to review the alignment of plans, learning practices, residential guidance, and assessment. Further research should verify the original dataset and statistical output, document sample selection, and use repeated behavioral observations alongside student and family accounts to examine how integration relates to character over time.

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