

## Islamic Religious Education Learning in Elementary School Plus at Islamic Boarding School

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### *Abstract*

*This study explores the implementation of Islamic Religious Education based on Islamic Boarding School teaching at Elementary School Plus of Al-Anwar Islamic Boarding School Paculgowang. The primary objective is to analyze how Islamic Boarding School-based learning methods are applied in elementary education and their impact on students' academics and character development. This research employs a qualitative approach using a case study method, where data is collected through observations, interviews, and documentation. The findings reveal that Islamic Religious Education learning at this school adopts Islamic Boarding School-based methods, such as daily practices of sholat dhuha, memorization of short surahs, and congregational sholat dhuhur. Additionally, the curriculum integrates classical Islamic Boarding School books like Mabadi'ul Fiqih, Akhlakul Banin, and Tauhid, which provide students with a deeper understanding of Islamic teachings. Evaluation is conducted through oral and written tests, daily behavioral observations, and the sorogan method in kitab reading. The impact of Islamic Boarding School-based education is evident in students' discipline in worship, respectful behavior, and harmonious social interactions between students, teachers, and parents. With these positive outcomes, this educational model can serve as a reference for other schools seeking to integrate Islamic Boarding School systems into elementary education curricula.*

**Keywords:** *Islamic Religious Education, Islamic Boarding School, value-based learning, elementary education*

### INTRODUCTION

The implementation of Islamic Religious Education learning in elementary education in Islamic boarding schools is an interesting topic to study, considering its important role in shaping the character and morals of students from an early age. Islamic boarding schools, as traditional Islamic educational institutions in Indonesia, have special methods and approaches in teaching Islamic Religious Education that are different from public schools. This study aims to understand more deeply how the implementation of Islamic Religious Education learning is carried out at the elementary education level in Islamic boarding schools, with a focus on methods, curriculum, and their impact on student development. Islamic Religious Education learning in Islamic boarding schools does not only emphasize cognitive aspects, but also on the formation of attitudes and behaviors that are in accordance with Islamic teachings. According to research conducted by Mukhbitah, the integration between the Islamic religious education curriculum and the Islamic boarding school education system, both in terms of books and learning methods, aims to introduce Islamic teachings by using the Islamic boarding school learning system as a basis for carrying out the commands of Allah SWT. and is expected to be practiced in everyday life.

In addition, Wahidin et al. highlighted the importance of using multimedia in Islamic religious learning in Islamic boarding schools. The use of multimedia provides convenience in finding learning objectives, mastering materials, and conveying the content of religious learning materials as a whole.

Multimedia is able to transform abstract religious learning materials into more concrete ones, combine learning materials into concise ones, and clarify information on the content of religious learning materials. However, the implementation of Islamic Religious Education learning in Islamic boarding schools also faces challenges, especially in terms of the dualism of the education system.<sup>1</sup> Mayeetae in his research at Ma'had As-Saqafah Al-Islamiyah, Southern Thailand, found that the implementation of religious and general education was carried out under one roof, but its management was dualistic, namely in one school there were two administrations, two groups of educational staff, two types of curriculum, and two goals for the same students. This shows the challenges in integrating the two education systems effectively.<sup>2</sup>

Another relevant study is conducted by Mulyani at the Modern Islamic Boarding School of Daarul Falaah, Banjarnegara. This study highlights the implementation of holistic integrative Islamic Religious Education learning, which combines religious education with general education in an integrated manner. This approach aims to produce graduates who not only have in-depth religious knowledge, but are also competent in the fields of science and technology.<sup>3</sup> In the context of elementary education, the implementation of Islamic Religious Education learning in Islamic boarding schools has a strategic role in shaping the religious character of students. According to research by Irena Laras et.al, Islamic Religious Education learning at Mekarmulya III Elementary School has succeeded in shaping students' morals through exemplary methods, lectures, discussions, and punishments.<sup>4</sup> However, there are still obstacles such as limited time allocation for Islamic Religious Education subjects compared to other general subjects. Overall, the implementation of Islamic Religious Education learning in basic education in Islamic boarding schools requires a comprehensive approach, which not only emphasizes mastery of the material, but also the formation of character and religious attitudes of students. Integration between religious and general curriculum, the use of innovative learning methods such as multimedia, and effective management of the education system are the keys to success in achieving Islamic Religious Education goals of Islamic education in Islamic boarding schools.

This study has several novel elements that distinguish it from previous studies. One of the things that makes it unique is its focus on how Islamic Religious Education learning is integrated with the Islamic Boarding School system at the elementary education level. Most existing studies discuss the implementation of Islamic religious education at the secondary or tertiary level, while its application in elementary schools has received less attention. The existence of Islamic Boarding School as a traditional Islamic educational institution in Indonesia has long been recognized, but how the curriculum and learning methods in Islamic Boarding School are applied to elementary schools still need to be studied further.

Another aspect of novelty in this study is the role of books of Islamic Boarding School as the main source in learning Islamic Religious Education in formal schools. Elementary School Plus of Al-Anwar Islamic Boarding School, for example, has a unique characteristic in adopting classical Islamic Boarding School books as part of their curriculum. This is different from most other elementary schools which usually refer to the national curriculum. With the use of classical books such as *Mabadi'ul Fiqih*, *Tijanud Dhurori*, and *Aqidatul Awam*, this school provides a more in-depth approach in learning Islamic religion to students from an early age. In addition, this study also highlights the habituation methods applied in the school environment as part of the Islamic character education strategy. Several methods used, such as the habituation of congregational prayer, reading Asmaul Husna, and shaking hands with teachers when coming and going from school, are part of the educational pattern applied in this school. This shows how Islamic education in Islamic Boarding School does not only focus on the cognitive aspect, but also the affective and psychomotor aspects of students..

This study also offers a new perspective on how Islamic boarding school-based education can answer modern challenges in the world of Islamic education. With a combination of classical and modern methods, this school is an example of how Islamic education can remain relevant and adaptive to changing times. Islamic religious education in formal schools often faces challenges in terms of learning approaches that are in accordance with the needs of today's students. Therefore, the combination of traditional Islamic boarding school methods and modern approaches is an interesting

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solution to study. In terms of previous research, many studies have been conducted on Islamic religious education in Islamic boarding schools. However, most of these studies discuss education in pure Islamic boarding schools or in secondary education institutions and universities. Studies that specifically discuss how Islamic religious education is implemented in Islamic boarding school-based elementary schools are still limited. Several aspects that have not been widely studied include how the integration of the Islamic boarding school curriculum in the elementary school environment and its effectiveness in forming religious understanding in early childhood. This is important to know because children at that age are in a stage of development that greatly influences the formation of their character and Islamic values. In addition, there has not been much research that specifically discusses the learning methods applied in the Islamic boarding school-based education system in elementary schools. Several methods used in schools such as the habit of praying in congregation, Islamic social interaction, and the use of classical books in learning are still rarely the object of in-depth study. Evaluation of the effectiveness of these methods also still needs to be studied further to determine how much influence they have on the development of students. There has also not been much research that highlights the impact of the Islamic boarding school-based learning system on student character. Islamic boarding school-based education does not only emphasize the intellectual aspect, but also the formation of students' morals and ethics. How effective is Islamic boarding school education in shaping students' Islamic character is still a question that needs to be answered through more in-depth research. Given the gaps in previous research, this study has significant value in providing a deeper understanding of the implementation of Islamic education in Islamic boarding school-based elementary schools. This research is expected to contribute to developing a better and more effective Islamic education model, especially in facing the challenges of an ever-changing era. There are several important aspects that will be the main focus of this research to understand how the implementation of Islamic Religious Education learning in Islamic boarding school-based schools can provide optimal results. One of them is to see how the implementation of Islamic Religious Education learning is carried out at the Elementary School Plus of Al-Anwar Islamic Boarding School, including how the teaching process takes place, how students receive the material, and how the interaction between teachers and students in the learning environment is. This is important to know the extent of the effectiveness of the learning system implemented.

Evaluation of the learning system is also an important part of this research. Evaluation includes how schools measure the success of the Islamic Religious Education learning system, including in aspects of academic assessment, behavioral observation, and student involvement in religious activities.<sup>5</sup> This evaluation is important to find out whether the learning system implemented is truly effective in improving students' understanding and awareness of Islam. One of the main indicators of the success of an education system is its impact on students. Therefore, this study will see to what extent Islamic Religious Education learning at Elementary School Plus of Al-Anwar Islamic Boarding School is able to improve students' faith, piety, and behavior in everyday life. Religious education is not only aimed at improving Islamic understanding theoretically, but must also be able to shape students' character and personality that reflect Islamic teachings.

In its implementation, Islamic religious education in Islamic boarding schools also faces various challenges and obstacles. Several factors that can be obstacles in the implementation of the Islamic boarding school-based education system in elementary schools include limited resources, resistance to traditional methods, and adaptation of the curriculum to the development of the times.<sup>6</sup> Resource limitations can include the lack of teaching staff who have the competence to teach the Islamic Boarding School method in formal schools. Meanwhile, resistance to traditional methods can arise due to differences in approach between the Islamic Boarding School learning method and the modern learning method commonly applied in public schools. To overcome these challenges, a strategy is needed to strengthen Islamic education that can be applied in Islamic Boarding School-based schools. This study will also discuss how strategies can be applied to improve the effectiveness of Islamic Religious Education learning. This strategy includes the development of more innovative methods, the use of technology in learning, and improving teacher competence in teaching Islamic religious education. With the right strategy, it is hoped that Islamic Religious Education learning in Islamic Boarding School-based schools can run more effectively and provide more optimal results.<sup>7</sup>

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From the various aspects that have been described, this study is expected to provide new insights on how Islamic religious education at the elementary level can be developed better. By integrating the values of Islamic boarding schools into the formal education system, schools can create the next generation who not only have strong academic insight but also have strong Islamic values. This study is also expected to be a reference for the development of the Islamic Religious Education curriculum in Islamic boarding school-based schools to be more in line with the needs and challenges of the ever-evolving era.

## **LITERATURE REVIEW**

### **Learning Islamic Religious Education in Islamic Boarding School**

In research on the implementation of Islamic Religious Education learning in elementary education in Islamic boarding schools, a comprehensive theoretical framework is needed to understand the various aspects involved. This theoretical framework will cover key concepts such as Islamic religious education, Islamic boarding schools as educational institutions, Islamic Religious Education learning methods, curriculum integration, and the formation of Islamic character in elementary school students.

Islamic Religious Education is a conscious and planned effort to prepare students to believe in, understand, and practice Islamic teachings through guidance, teaching, or training activities. The main objective of Islamic Religious Education is to form humans who believe in and fear Allah SWT, and have noble morals in everyday life. In the context of elementary education, Islamic Religious Education plays an important role in forming religious and moral foundations in children from an early age. Islamic Religious Education is a fundamental element in the Islamic education system, especially in the Islamic boarding school environment. Along with the development of the times, the implementation of Islamic Religious Education learning in Islamic boarding schools has experienced various challenges, ranging from the learning methods used, the curriculum applied, to integration with the formal education system. Previous studies have discussed various aspects of Islamic Religious Education learning in Islamic boarding schools, including the effectiveness of learning methods, the role of teachers, and factors that influence the success of Islamic boarding school-based education systems.

Research conducted by Qurrotul A'yuni, Joko Subando, and Muh. Fatahillah Suparman at the Suryani Islamic Boarding School in Surakarta provides in-depth insight into the evaluation of the implementation of Islamic Religious Education learning in Islamic boarding schools. Using a qualitative approach, this study identified various factors that contribute to the effectiveness of Islamic Religious Education learning. One of the main advantages of the learning system in Islamic boarding schools is the background and experience of qualified teachers in teaching Islamic material. The halaqah method applied allows students to interact directly with teachers in a more in-depth and participatory learning system.<sup>8</sup>

The learning method in Islamic boarding schools is different from public schools. In addition to lecture, discussion, and question and answer methods, Islamic boarding schools apply habituation methods, such as congregational prayer, reading Asmaul Husna, and Islamic social interaction.<sup>9</sup> This habituation method is considered effective in instilling and forming noble morals in students. In addition, the use of classical books as the main source of learning is a characteristic of learning in Islamic boarding schools.<sup>10</sup> According to research conducted by Mukhbitah, the integration between the Islamic religious education curriculum and the Islamic boarding school education system, both in terms of books and learning methods, aims to introduce Islamic teachings by using the Islamic boarding school learning system as a basis for carrying out the commands of Allah SWT and it is hoped that they can be practiced in everyday life.

Research conducted by Azkalakum Zakiyullah and Ainur Rofiq Sofa at the Zainul Hasan Genggong Islamic Boarding School highlights the implementation of the Islamic Religious Education concept in dealing with the phenomenon of bullying in the Islamic boarding school environment. Using a qualitative approach with a case study method, this study examines how the Islamic Religious Education concept is applied as a preventive measure against bullying, both verbal and non-verbal.

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The results of the study indicate that Islamic Religious Education learning does not only focus on cognitive aspects, but also forms students' character through moral values in the Qur'an and Hadith. The implementation of the Islamic Religious Education concept in this Islamic boarding school includes the formation of noble morals, strengthening social cohesion, instilling ethics, giving educational punishments, giving awards for good behavior, and exemplary behavior from teachers and caretakers of the Islamic boarding school.<sup>11</sup>

Curriculum integration between formal education and Islamic boarding schools is a challenge in itself. Mayeetae found that the implementation of religious and general education in several institutions runs in a dualistic manner, namely in one school there are two administrations, two groups of educational staff, two types of curriculum, and two goals for the same students. This shows the need for a harmonious approach in integrating the two curricula so that there is no overlap and students can receive the material effectively.

### **Formation of Islamic Character in Elementary School Students**

One of the main objectives of Islamic Religious Education is to form Islamic character in students. This character formation includes the development of cognitive, affective, and psychomotor aspects. Through the habituation of worship, instilling Islamic values, and exemplary behavior from teachers, it is hoped that students can internalize Islamic teachings and apply them in everyday life.<sup>12</sup> According to Mulyani, the implementation of holistic integrative Islamic Religious Education learning that combines religious education with general education in an integrated manner aims to produce graduates who not only have in-depth religious knowledge, but are also competent in the fields of science and technology.<sup>13</sup>

The implementation of Islamic Religious Education learning based on Islamic boarding schools in elementary schools faces various challenges, such as limited resources, resistance to traditional methods, and adaptation of the curriculum to the development of the times. In addition, the dualism of the education system can cause confusion for students if not managed properly. Therefore, an appropriate strategy is needed to overcome these challenges, such as the development of innovative learning methods, the use of technology in learning, and improving teacher competence in teaching Islamic Religious Education.<sup>14</sup>

Combining traditional methods with modern approaches, such as the use of multimedia in learning. Wahidin et al. highlighted the importance of using multimedia in Islamic religious learning in Islamic boarding schools. The use of multimedia makes it easier to achieve Islamic Religious Education learning objectives, mastery of materials, and the overall content of religious learning materials. Multimedia is able to transform abstract religious learning materials into more concrete ones, combine learning materials into concise ones, and clarify information on the content of religious learning materials.<sup>15</sup>

### **METHOD**

This research method uses a qualitative approach with a case study research type. The qualitative approach is descriptive, where this research does not only focus on some aspects, but examines the system as a whole. This study aims to understand in depth the implementation of Islamic Religious Education learning at Elementary School Plus of Al-Anwar Islamic Boarding School Paculgowang. Case studies are used as a research method to explore ongoing phenomena in real contexts. As explained by McMillan & Schumacher and Yin.<sup>16</sup> Case studies allow for in-depth exploration of a particular unit or phenomenon, including organizations or institutions. Suharsimi also mentioned that this research is conducted intensively and in detail in order to understand a problem more comprehensively.<sup>17</sup>

In qualitative research, the researcher acts as the main instrument that determines the focus of the research, selects informants, collects data, assesses data quality, and analyzes and interprets findings before drawing conclusions. The presence of researchers in the field aims to obtain more accurate and complete data. For this reason, this study involved in-depth observation of the Elementary School Plus of Al-Anwar Islamic Boarding School environment and interviews with

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various related parties, including the head of the foundation, the principal, Islamic Religious Education subject teachers, Islamic boarding school teachers, habituation teachers, as well as students and parents. The data sources in this study consist of primary data and secondary data. Primary data were obtained directly from the results of observations, interviews, and interactions with key informants, while secondary data were taken from documents, archives, and other relevant references. Data collection was carried out through several techniques, namely direct observation of learning activities, in-depth interviews with key informants, and documentation to record various important aspects that support the research.

Data analysis was carried out in stages, starting with data collection related to the implementation of Islamic Religious Education learning at Elementary School Plus of Al-Anwar Islamic Boarding School. The data obtained was then reduced, namely summarized and focused on the main aspects related to the research objectives. After data reduction, data presentation was carried out in the form of descriptive narratives to provide a clear picture of the research findings.<sup>18</sup> The final step is drawing conclusions, which aims to interpret the research results more broadly and deeply. To ensure the validity and legitimacy of the data, this study uses triangulation techniques. The triangulation applied includes source triangulation and time triangulation, where data is compared and checked from various sources and in different time periods. This technique ensures that the research results are accountable and have a high level of trust.

## **RESULT**

The results of the study conducted at the Elementary School Plus of Al-Anwar Islamic Boarding School showed that the implementation of Islamic Religious Education learning was carried out by adopting various typical practices of Islamic boarding schools. One of the approaches implemented is habituation activities, where students routinely carry out worship and religious activities before and after the main lesson takes place. This activity is designed to build religious character from an early age through direct practice in everyday life.

The methods used in Islamic Religious Education learning at Elementary School Plus of Al-Anwar Islamic Boarding School are: Habitual activities, including dhuha prayer, memorizing short letters, dhuhur prayer in congregation, and praying together before starting learning activities; Use of Islamic Boarding School books, Islamic Religious Education materials are developed by adopting Islamic Boarding School books such as *Mabadi'ul Fiqih*, *Akhlak* books, and *Tauhid*; Learning evaluation, using the sorogan method to read books with the meaning of pegon writing, as well as oral, written, and practical tests in the evaluation, and; The role of teachers, habituation teachers are responsible for students' religious activities, while Islamic Religious Education teachers teach Islamic theory and practice.

Islamic Religious Education learning in this school also uses Islamic boarding school books as the main source of teaching materials. Some of the books adopted include *Mabadi'ul Fiqih* for fiqh, as well as books on faith and morals. This approach aims for students to not only understand Islamic teachings in theory, but also to be able to apply them in everyday life. In addition, morning activities before entering class are filled with dhuha prayers and memorizing short letters, while during the day there is a congregational dhuhur prayer. Interestingly, these habituation activities are not supervised by the class teacher or Islamic Religious Education teacher, but by a special habituation teacher who is responsible for ensuring that the activities run smoothly.<sup>19</sup>

The learning strategy applied at Elementary School Plus of Al-Anwar Islamic Boarding School does not only focus on general Islamic Religious Education material, but also includes additional material from more in-depth Islamic boarding school books. This is done to strengthen the Islamic aspects of students, both in understanding and practice. Emphasis on morals is a top priority, with the aim that students not only gain religious knowledge but also form good personalities. This concept is in accordance with the values taught by scholars that "the fruit of knowledge is morals," which means that the knowledge learned must be reflected in everyday behavior.<sup>20</sup>

Evaluation of learning in this school is carried out using various methods. To measure the success of Islamic Religious Education learning based on Islamic boarding schools, the evaluation techniques used include oral tests, written tests, worship practices, and observations of students' daily

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lives both at school and at home. In addition, there is an Al-Qur'an Education Park program that uses the *Annahdliyyah* method, where each class has a specific target that has been set by the habituation teacher. Evaluation in Islamic boarding school subjects is carried out through the sorogan method, namely reading the *Mabadi'ul Fiqih* book with the meaning of the Pegon writing and an oral question and answer session while reading the book.<sup>21</sup> This evaluation is carried out periodically, following the Mid-Semester Exam and Final Semester Exam schedules, and is assessed based on students' daily activities. In addition, for the TPQ program, there is a volume increase exam that is carried out every two weeks, especially in the Volume Increase Exam.

The impact of implementing the Islamic Religious Education learning system based on Islamic boarding schools is very positive for students, teachers, guardians, and the surrounding community. In the school environment, the relationship between teachers and students is well established, where students show respect and politeness to their teachers. They are accustomed to saying hello when meeting teachers outside of school hours and spontaneously shaking hands without being directed. This shows the internalization of moral values in students' daily lives. In terms of worship, students are also accustomed to carrying out habitual activities without waiting for direction from the teacher, such as rushing to take positions for the Dhuha prayer after praying together and reading the *Asmaul Husana*. The relationship between teachers at the Elementary School Plus of Al-Anwar Islamic Boarding School is also harmonious. There is no gap between senior and junior teachers, but rather there is a culture of mutual respect and support for each other. The majority of teachers who teach at this school are graduates of Islamic boarding schools, so that the values of the Islamic boarding school are automatically internalized in their school culture. With a conducive environment like this, the learning atmosphere becomes more comfortable and enjoyable for all parties.<sup>22</sup>

The positive impact was also felt by the guardians. Many parents admitted that after their children attended Elementary School Plus of Al-Anwar Islamic Boarding School, there was a significant change in their children's attitudes and habits at home. Several guardians stated that their children began to show responsibility in repeating memorization (*muroja'ah*), performing obligatory prayers without being told, and behaving more politely towards their parents. Although not all students experienced these changes directly, the majority of guardians acknowledged that there was a better development in their children's behavior and religious awareness.<sup>23</sup>

According to one interview with a parent, the main purpose of sending their children to Elementary School Plus of Al-Anwar Islamic Boarding School is not only to make them smart academically, but more to understand and practice Islam in everyday life. One parent stated that academic intelligence is a bonus, but the most important thing is to make children have a good understanding of religion and be able to practice it. This shows that Islamic boarding school-based education is not only aimed at producing individuals who are intellectually smart, but also have a strong Islamic character. For more details, see the interview table below.

From the results of this study, it can be concluded that Elementary School Plus of Al-Anwar Islamic Boarding School has successfully implemented the Islamic Religious Education learning system based on Islamic boarding schools well. The integration between the school curriculum and the Islamic boarding school creates a learning environment that not only focuses on cognitive aspects, but also on the formation of students' Islamic character. Periodic learning evaluations ensure that each student experiences development in accordance with the goals of Islamic education. With the positive impacts felt by students, teachers, and guardians, this learning model can be used as an example for other schools that want to adopt a similar concept in Islamic religious education.

## **DISCUSSION**

Analysis of the results of the study on the implementation of Islamic Religious Education (Islamic Religious Education) learning at Elementary School Plus of Al-Anwar Islamic Boarding School shows that the Islamic boarding school-based approach applied in this school has had a significant impact on the academic and character development of students. The results of this study can be analyzed through the perspective of Islamic education theory, Islamic boarding school learning methods, and the habituation approach in character formation. In addition, in analyzing the data

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obtained, the analysis method used must be in accordance with the qualitative approach that has been applied, and use data validity checking techniques to ensure the validity of the research results.

Islamic educational theory states that education is not just the transfer of knowledge, but also the process of forming personality in accordance with Islamic values.<sup>24</sup> The results of the study indicate that Elementary School Plus of Al-Anwar Islamic Boarding School does not only focus on the cognitive aspects of students, but also pays attention to the affective and psychomotor aspects through habituation activities. This concept is in line with Pandia's view which emphasizes that the goal of Islamic education is to form people who are faithful and pious, and have good morals.<sup>25</sup> By implementing habits such as *dhuha* prayer, memorizing short verses, and Islamic social interaction, this school has succeeded in creating an environment that supports the formation of students' Islamic character.

Al-Anwar Paculgowang Elementary School Plus Islamic Boarding School adopts this principle in its education system by not only focusing on the cognitive aspects of students, but also paying attention to the affective and psychomotor aspects. This is realized through habituation activities that have become an integral part of daily learning. These habituation activities are not just meaningless routines, but have a deep purpose to form Islamic character and habits from an early age. By building good habits from an early age, students are expected to be able to internalize Islamic values in their lives, both in the school environment and outside of school.

The concept of Islamic education applied at Elementary School Plus of Al-Anwar Islamic Boarding School is in line with the views of Zakiyah Daradjat, an Islamic education figure who emphasized that the main goal of Islamic education is to form humans who believe, fear Allah SWT, and have good morals. According to Daradjat, Islamic education is not only aimed at providing theoretical religious knowledge, but also instilling Islamic values in every aspect of students' lives. Islamic education must form students who are able to practice Islamic teachings in everyday life with full awareness and responsibility.

One of the main strategies used by Elementary School Plus of Al-Anwar Islamic Boarding School in achieving this goal is through the implementation of habituation activities. Habituation activities are an educational method that aims to form good habits through practices that are carried out continuously and repeatedly. In the context of Islamic education, these habituation activities include various religious practices that are carried out routinely so that they become part of students' lives. By accustoming students to carry out Islamic worship and behavior from an early age, the school hopes that Islamic values will be embedded in them naturally and sustainably. One form of habituation activity implemented at Elementary School Plus of Al-Anwar Islamic Boarding School is the implementation of the *dhuha* prayer every morning before starting learning activities in class. The *dhuha* prayer is a *sunnah* prayer that is highly recommended in Islam because it has many virtues, including as a form of prayer for smooth sustenance and blessings in daily activities. By requiring students to perform the *dhuha* prayer every morning, the school not only teaches them about the importance of *sunnah* prayers, but also forms the habit of worshipping regularly. It is hoped that this habit will continue to stick with students until they are adults and become part of their daily lives.

In addition to the *dhuha* prayer, another habituation activity implemented in this school is memorizing short verses. Memorizing the Qur'an is an important aspect of Islamic education, because the Qur'an is the main source of Islamic teachings that must be understood and practiced by every Muslim. By getting students used to memorizing short verses from an early age, the school not only trains their memory, but also introduces them to the beauty and glory of the verses of the Qur'an. Memorizing short verses is also part of character education, because many verses in the Qur'an contain moral messages that can be guidelines for students in living their daily lives. In addition to individual worship practices, Elementary School Plus of Al-Anwar Islamic boarding school also implements habituation activities in the form of Islamic social interaction. Social interaction is an important aspect of community life, and Islam teaches that every Muslim must behave well and have noble morals in interacting with others. In this school, students are taught to always be polite, respect teachers and fellow friends, and get used to saying hello when meeting other people. This attitude is not just a matter of etiquette, but also part of Islamic teachings that aim to build harmonious social relationships in community life.

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The formation of Islamic character through these habituation activities is one of the main advantages of Elementary School Plus of Al-Anwar Islamic Boarding School in educating its students. This school understands that a strong character cannot be formed only through theoretical teaching in the classroom, but must be strengthened through direct practice in everyday life. Therefore, in addition to providing academic religious lessons, this school also provides space for students to practice Islamic values in real life. This approach makes Islamic education more applicable and relevant to students' needs in facing everyday life.

In addition to habituation activities, other factors that support the successful implementation of Islamic education in this school are the role of teachers and a conducive school environment. Teachers not only act as teachers, but also as role models for students. The attitudes and behavior of teachers are examples that will be imitated by students in their lives. Therefore, at Elementary School Plus of Al-Anwar Islamic Boarding School, teachers are expected to not only teach subject matter, but also provide examples in their daily attitudes and morals. By seeing direct examples from teachers, students will more easily internalize the Islamic values taught to them.

A supportive school environment is also an important factor in the success of Islamic character education. Elementary School Plus of Al-Anwar Islamic Boarding School creates an Islamic school atmosphere by instilling Islamic culture in every aspect of school life. For example, the school implements rules to accustom students to saying hello when entering and leaving the classroom, teaches eating and drinking etiquette according to the sunnah, and accustoms students to reading prayers before and after doing activities. All of this aims to create an Islamic environment and support the development of students' character as a whole.

By implementing educational methods that combine cognitive, affective, and psychomotor aspects, Elementary School Plus of Al-Anwar Islamic Boarding School has succeeded in creating a holistic learning system. Islamic education applied in this school is not only about understanding religious concepts, but also about how students can practice Islamic values in everyday life. Through routine habituation activities, it is hoped that students will grow into individuals who are faithful, pious, and have good morals, in accordance with the main goals of Islamic education.

Overall, Islamic education at the Al-Anwar Elementary Plus Islamic Boarding School is an example of how religious learning is not only limited to academic aspects, but also includes the formation of Islamic character and habits in everyday life. By integrating Islamic values in every learning activity, this school has succeeded in creating an environment that supports the development of students' Islamic character. This approach is in line with Islamic education theory which emphasizes that education is not just the transfer of knowledge, but is also a process of personality formation in accordance with Islamic teachings.

The results of this research also support Islamic boarding school-based learning theory which emphasizes integration between the formal curriculum and the Islamic boarding school curriculum. Elementary School Plus of Al-Anwar Islamic Boarding School uses classical books such as *Mabadi'ul Fiqih*, the book of *Akhlak*, and the book of *Tauhid* as part of the Islamic Religious Education learning material. This shows that this school not only teaches religion conceptually, but also ensures that students understand and practice Islamic values in everyday life. This concept is in line with Mukhbitah's research which states that integration between the Islamic Boarding School curriculum and formal education can strengthen students' understanding of religion and help them apply Islamic teachings in their social lives.

In addition to the curriculum aspect, the learning methods applied are also in accordance with the concepts proposed by Islamic education theory and the Islamic boarding school system.<sup>26</sup> The learning methods used include lecture methods, questions and answers, discussions, and habituation methods that are carried out every day. The evaluations applied also reflect a holistic approach, where assessments are not only carried out academically, but also through observations of student behavior in their daily lives. The evaluation techniques applied include oral tests, written tests, worship practices, and the sorogan method in reading the book. This evaluation ensures that Islamic Religious Education learning not only measures the extent to which students understand the material, but also how they apply Islamic values in everyday life.

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In data analysis, the method used in this study involves several stages, namely data collection, data reduction, data presentation, and drawing conclusions. Data obtained through interviews, observations, and documentation are categorized based on main themes, such as learning methods, evaluation, and impact on students. After that, the data is reduced by summarizing the information that is most relevant to the research objectives. This data reduction aims to ensure that only essential information is used in further analysis. After that, the reduced data is rearranged in a systematic narrative form to make it easier to understand and analyze.

Based on the findings obtained, it can be concluded that the learning methods applied at the Elementary School Plus of Al-Anwar Islamic Boarding School have a positive impact on the academic and character development of students. The results of interviews with parents showed that their children experienced significant changes in terms of discipline, responsibility, and daily behavior. They are more independent in carrying out worship, more polite in speaking, and more responsible in carrying out their duties at home. This shows that Islamic boarding school-based Islamic Religious Education learning not only influences academic aspects, but also in the formation of student character.

From the results of this analysis, it can be concluded that the implementation of Islamic Religious Education learning based on Islamic boarding schools at Elementary School Plus of Al-Anwar Islamic Boarding School has high effectiveness in shaping students' character. The learning method applied is in accordance with the theory of Islamic education and the Islamic boarding school system, where education is not only oriented towards transferring knowledge, but also towards forming Islamic character. Holistic learning evaluation ensures that students not only understand religious concepts, but are also able to practice Islamic values in their daily lives. The results of this study also provide important implications for the development of Islamic education models in Islamic boarding school-based elementary schools. One recommendation that can be given is the need for strengthening in the evaluation aspect so that it not only assesses cognitive aspects, but also affective and psychomotor aspects more systematically. In addition, there needs to be innovation in learning methods to make them more interesting for students, for example by utilizing technology in teaching Islamic boarding school books. This can help students understand more abstract concepts in a more interactive way. This study shows that the Islamic Religious Education learning system based on Islamic boarding schools implemented at Elementary School Plus of Al-Anwar Islamic Boarding School is able to create an effective learning environment in shaping students' Islamic character. By implementing a holistic approach based on Islamic boarding school values, this school has succeeded in creating students who not only have a strong understanding of religion, but also have good morals. This learning model can be an example for other schools that want to integrate Islamic boarding school values into their formal education system.

## CONCLUSION

The conclusion of this study shows that Islamic Religious Education learning based on Islamic boarding schools at Elementary School Plus of Al-Anwar Paculgowang Islamic Boarding School has a positive impact on students' academics and character. By adopting the Islamic boarding school system, this school creates an environment that supports Islamic values in students' daily lives. The learning method not only emphasizes understanding religious theory, but also its application in daily life. Habitual activities such as dhuha prayer, memorizing short surahs, and dhuhur prayer in congregation help shape worship discipline without continuous direction. The integration of Islamic boarding school books such as *Mabadi'ul Fiqih*, *Akhlakul Banin*, and *Tauhid* enriches students' Islamic insight compared to the general school curriculum.

The learning evaluation is holistic, covering academic aspects and the application of Islamic values in students' daily lives. Evaluation techniques such as oral tests, written tests, worship practices, and the sorogan method ensure understanding and practice of Islamic teachings. The results of the study also showed that Islamic boarding school-based learning contributed to shaping students' character at home, improving their politeness, responsibility, and discipline. This approach has proven effective in building harmonious social relationships between students and teachers. Parents also

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acknowledged positive changes in their children's behavior. Therefore, the Islamic boarding school-based education approach needs to be further developed, including innovation in teaching methods and evaluation systems to be more effective. Elementary School Plus of Al-Anwar Islamic Boarding School is an example of how Islamic education can be integrated into the basic education system with significant results.

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