

The Determinant Factors of School Readiness to Study at *Pesantren*

Safiruddin Al Baqi¹, Fathma Zahara Sholeha², Heru Saiful Anwar³

¹ Institut Agama Islam Negeri Ponorogo, Indonesia

² Institut Agama Islam Riyadlotul Mujahidin Ngabar, Indonesia

³ Universitas Darussalam Gontor, Indonesia

ARTICLE INFO	ABSTRACT
<p>Keywords: Determinant factor; Islamic boarding school; <i>pesantren</i>; school readiness, student.</p>	<p>Readiness to join the school is an important aspect that should be considered by parents and education managers because it will predict many aspects such as students' achievements at school. This study aims to identify the determinant factors of students' school readiness to study in <i>Pesantren</i>. This qualitative used interviews with 10 students candidate and 10 parents in the data collection. Participants were purposefully selected to represent diverse backgrounds and levels of prior religious education. Semi-structured interviews were conducted to elicit participants' perspectives and experiences related to school readiness. Thematic analysis was employed to identify common themes and patterns emerging from the interview data. Result shows the determinant factors, including internal factors, such as: student's knowledge about the boarding school; students' existing knowledge or skills in Islamic subjects and Arabic language; internal motivation; social skills and adaptability. And also external factors such as: family support (including psychological and financial supports), peer support and teachers support. By recognizing these factors, parents, educators and policymakers can implement targeted interventions and programs to enhance students' school. Promoting students' school readiness will contributes to their holistic development and fosters their achievement in <i>Pesantren</i>.</p>
<hr/> <p>Corresponding Author: Safiruddin Al Baqi Email: albaqi@iainponorogo.ac.id</p> <hr/>	

INTRODUCTION

Islamic boarding schools, often known as "*Pesantren*," play an important role in the educational landscape, especially in areas with large Muslim populations.¹ These institutions, rooted in centuries of tradition, integrate religious teaching, moral direction, and academic study to produce well-rounded society who are not just academically capable but also ethically grounded.² This is proven by many Muslim scholar from *Pesantren* who are able to compete in various fields of science or knowledge.³

Pesantren have historical significance dating back to its founding during the early expansion of Islam.⁴ They have since acted as places of study and spiritual growth, teaching the Quran,⁵ Islamic beliefs,⁶ English language⁷ and Arabic language,⁸ among other things. *Pesantren* have changed throughout time to integrate modern academic programs while still emphasizing religious instruction. The current development of *Pesantren* can be divided into two, namely traditional or *salaf* and modern *Pesantren*.⁹

One distinguishing feature of *Pesantren* is their unique teaching atmosphere. Students or *santri* live on school grounds or dormitory in the same area with their school (classroom),¹⁰ so make student creating an immersive and close-knit community. This living arrangement encourages regular engagement with students and teachers, resulting in strong ties and a helpful learning environment.¹¹

Pesantren take a comprehensive approach to education, seeking to foster students' academic, spiritual, and emotional development. Students engage in religious rituals, participate in communal events, and study important life skills in addition to academic topics.

¹ Lukens-Bull, R. (2005). *A peaceful jihad: Negotiating identity and modernity in Muslim Java*. Springer.

² Sahin, Abdullah. "Critical issues in Islamic education studies: Rethinking Islamic and Western liberal secular values of education." *Religions* 9, no. 11 (2018): 335.

³ Hasyim, Dardiri. "Development Of *Pesantren* Curriculum In Improving The Quality Of Education." *Syntax Idea* 5, no. 4 (2023).

⁴ Royani, Ahmad. "*Pesantren* Dalam Bingkai Sejarah Perjuangan Kemerdekaan Indonesia." *Jurnal Islam Nusantara* 2, no. 1 (2020): 121-128.

⁵ Istiqomah, Rosyida, and Reni Hidayah. "Manajemen Pembelajaran Al-Qur'an: Studi Kasus Longitudinal di Pondok *Pesantren*." *Jurnal Pendidikan Agama Islam Al-Thariqah* 6, no. 1 (2021): 138-150.

⁶ Tuharso, Tuharso. "Metode Pendidikan Tauhid di *Pesantren*." *Journal on Teacher Education* 4, no. 4 (2023): 283-292.

⁷ Manurung, Purbatua. "Strategi Pembelajaran Bahasa Arab Dan Bahasa Inggris Pada Pondok *Pesantren* Raudhatul Hasanah Paya Bundung Medan." *Al-Irsyad: Jurnal Pendidikan Dan Konseling* 10, no. 1 (2020): 107-117.

⁸ Maskur, Abu, and Puji Anto. "Metode Pembelajaran Bahasa Asing Arab di Pondok *Pesantren* Modern." *El Banar: Jurnal Pendidikan dan Pengajaran* 1, no. 1 (2018): 63-68.

⁹ Yasin, Nurhadi. "Dinamika Perkembangan Pondok *Pesantren* Salaf Dan Modern." *Murabby: Jurnal Pendidikan Islam* 2, no. 2 (2020): 131-142.

¹⁰ Anwar, Abu. "Karakteristik pendidikan Dan Unsur-unsur Kelembagaan di *pesantren*." *POTENSLA: Jurnal Kependidikan Islam* 2, no. 2 (2016): 165-182.

¹¹ Perawironegoro, Djamaluddin. "Manajemen asrama di *pesantren*." *Tadbir: Jurnal Studi Manajemen Pendidikan* 3, no. 2 (2019): 129-144.

This holistic approach is said to help produce well-rounded people with a feeling of purpose and moral responsibility.¹²

For student who wish to enter *Pesantren*, school readiness is very important because it has a significant impact on their learning experience and development in the new educational environment. School readiness is an important step to ensure that prospective students can take maximum advantage of the learning experience at *Pesantren*. With good readiness, they can feel more physically, mentally and emotionally ready to take on the role of *santri* and gain valuable benefits from the religious and moral education offered by *Pesantren*.

School readiness, or students' readiness to participate in learning, is a critical component of academic achievement. It is critical in defining students' early experiences as well as long-term academic outcomes.¹³ The contemporary discussion about what defines school preparation, specifically what abilities predict school accomplishment become a common issue in education field in general. Many early education programs, are aimed to improve children's physical, intellectual, and social abilities, with the belief that each domain contributes to a child's total developmental competence and school preparation. However, if early acquisition of specific academic skills or learning-enhancing behaviors predicts later achievement, it may be advantageous to include domain-specific early skills in the definition of school readiness and to encourage interventions aimed at promoting these skills prior to entering elementary school. Understanding which abilities are associated with children's academic progress has significant consequences for early childhood education programs.¹⁴

If a student does not have school readiness before entering *Pesantren*, this can result in several challenges and negative impacts in their learning process and adaptation in the educational environment. Some of the possible consequences of a lack of school readiness are as follows:

First, difficulty in following the subject matter. It means, without school readiness, children may have difficulty following the subject matter taught at *Pesantren*. This can include difficulty understanding religious concepts, Arabic, and other subjects taught at *Pesantren*.¹⁵

¹² Arifin, Zaenal, and Moh Turmudi. "Character of education in *pesantren* perspective." *Tribakti: Jurnal Pemikiran Keislaman* 30, no. 2 (2019): 335-348.

¹³ Schmitt, Sara A., Megan M. McClelland, Shauna L. Tominey, and Alan C. Acock. "Strengthening school readiness for Head Start children: Evaluation of a self-regulation intervention." *Early Childhood Research Quarterly* 30 (2015): 20-31.

¹⁴ Duncan, Greg J., Chantelle J. Dowsett, Amy Claessens, Katherine Magnuson, Aletha C. Huston, Pamela Klebanov, Linda S. Pagani et al. "School readiness and later achievement." *Developmental psychology* 43, no. 6 (2007): 1428.

¹⁵ Pritaningrum, Meidiana, and Wiwin Hendriani. "Penyesuaian diri remaja yang tinggal di Pondok *Pesantren* Modern Nurul Izzah Gresik pada tahun pertama." *Jurnal psikologi kepribadian dan sosial* 2, no. 3 (2013):

Second, low academic achievement. Without school readiness, children may face difficulties in achieving the level of academic achievement expected in *pesantren*. This can impact their performance on exams and evaluations, and can hinder their progress in the learning process.¹⁶

Third, uncomfotability and lack of confidence. Lack of readiness for school can cause children to feel uncomfortable and lack confidence in the new environment at the *pesantren*. This can hinder their participation in learning activities and social life in the *pesantren*.¹⁷

Understanding the elements that impact students' readiness to study in the specific environment of *Pesantren* is critical for enhancing the learning experience and guaranteeing the general well-being of students. Previous research related to psychological readiness among new student in *pesantren* has been carried out by Retnowuni but only focused on the pandemic.¹⁸ In addition, there is research on the adjustment of *Pesantren* students, especially those in their adolescences who are influenced by parents, teachers and friends.¹⁹

There is also research on the disciplinary behavior of *Pesantren* students, this research emphasizes more on the behavior of students when they have lived life in *Pesantren* rather than on their readiness to attend *Pesantren*.²⁰ Which is one of the questions is whether disciplinary behavior is also influenced by the readiness of students when going to boarding school. then further research should be carried out.

Despite the cultural and historical importance of *Pesantren*, there is a scarcity of thorough study on the elements that influence students' school readiness in this context. This study aims to fill a vacuum in the literature by shedding light on the interaction of religious, social, and academic factors that contribute to students' readiness for learning.

RESEARCH METHOD

This study used qualitative research and a case study technique. The researcher can comprehend the behavior patterns of the associated units through case study research.

134-143.

¹⁶ Duncan, Greg J., Chantelle J. Dowsett, Amy Claessens, Katherine Magnuson, Aletha C. Huston, Pamela Klebanov, Linda S. Pagani et al. "School readiness and later achievement." *Developmental psychology* 43, no. 6 (2007): 1428.

¹⁷ Pritaningrum, Meidiana, and Wiwin Hendriani...

¹⁸ Retnowuni, Arifa. "Kesiapan psikologis santri baru di era pandemi Covid-19 di Ponpes Darul Ulum Jombang." *Borobudur Nursing Review* 1, no. 2 (2021): 34-42.

¹⁹ Pritaningrum, Meidiana, and Wiwin Hendriani. "Penyesuaian diri remaja yang tinggal di Pondok *Pesantren* Modern Nurul Izzah Gresik pada tahun pertama." *Jurnal psikologi kepribadian dan sosial* 2, no. 3 (2013): 134-143.

²⁰ Al Baqi, Safiruddin, Abdul Latip, and Tyas Sarli Dwiwoga. "Faktor Pendukung Motivasi Berperilaku Disiplin Pada Santri Pondok *Pesantren*." *Educan: Jurnal Pendidikan Islam* 1, no. 1 (2017).

Furthermore, researchers obtain genuine behavior of object being studied.²¹ So the author chose a case study approach to the research because wanted to illustrate in length and depth about the determinant factors of students' school readiness to study in *pesantren*. The researcher was present in this investigation as a human instrument interacting directly with the data source.

This research included 20 participants, including 10 students candidate of *Pesantren* and 10 parents of each students candidate. Data was gathered through interviews, direct observation, and documentation. This research was conducted in two Islamic educational institution in Ponorogo.

The Miles, Huberman and Saldana model was used to evaluate the given data. Data reduction was the initial stage in data analysis.²² Data reduction entailed selecting the essential points, summarizing, focusing on what was significant, searching for themes, and removing irrelevant material gleaned through interviews. The next step was to display the data. The following stage is to make conclusions or do verification. This conclusion is subject to change if substantial evidence is not discovered at a later time. However, it was conceivable provided the findings could respond to the initial problem formulation.

RESULT AND DISCUSSION

Internal Factors of Students' School Readiness to Study at *Pesantren*

The determinant factors of students' school readiness to study in *Pesantren* could be divided into two factors, namely internal and external factors. The internal factors including internal motivation, students' knowledge about *Pesantren*, skills or ability in the field of Islamic religion (including reading Qur'an, praying and other practices), skills or ability in the field of Arabic Language, social interaction or interpersonal skills, and addiction to gadgets (especially game online).

Internal motivation

Internal motivation plays a crucial role in influencing students' school readiness to study at *Pesantren*. Internal motivation refers to drives, interests, and personal goals that arise from within the individual. The following is an overview of how internal motivation can affect student readiness in *Pesantren*.

Students who have high levels of internal motivation tend to show an intrinsic interest

²¹ Sugiyono. "Metode Penelitian Pendidikan: Pendekatan Kuantitatif dan Kualitatif R&D." Alfabeta: Bandung, (2015).

²² Sugiyono. "Metode Penelitian Pendidikan:..."

in religious studies and Islamic teachings. They are more likely to be actively involved in learning about religion, the Qur'an, Hadith, and other religious texts. This intrinsic interest spurs their curiosity and enthusiasm, so that they are better prepared to learn and absorb the religious subject matter being taught. as said by subject AH and DN as follows:

"Saya suka belajar pelajaran agama, karena menurut saya itu lebih mudah dari pelajaran lain. Dan katanya itu penting untuk akherat juga." [I like studying religion, because in my opinion it is easier than other subjects. And he said it was important for the hereafter as well.]

"Saya suka hafalan, kaya surat pendek atau hadis. Saya belajar itu pas di MI. Nanti kalau di pondok saya juga pengen lanjut hafalan." [I like memorizing, like a short letter or hadith. I study about it in Islamic elementary school. Later, when I'm at the cottage, I also want to continue memorizing.]

Internal motivation is related to self-directed learning orientation, in which students take responsibility for their learning journey and are motivated to achieve their academic and personal goals. Internally motivated students are more likely to demonstrate self-discipline, time management skills, and a proactive approach to their studies, thus being better prepared to deal with the rigorous academic and spiritual demands of the *pesantren*. Like what MK said:

"Aku pengen sekali bisa seperti ustadz-ustdz di TV. Jadi aku pengen belajar sungguh-gungguh. Kalau dirumah kok rasanya gak mungkin." [I really want to be like ustadz-ustdz on TV. So I really want to study. If I'm at home, how come it doesn't feel possible.]

Students' knowledge about Pesantren

Students' knowledge about *Pesantren* can influence students' school readiness to study at *Pesantren*. Knowledge of the educational environment that will be faced helps students in mental, emotional, and academic preparation. Such as knowledge about what will be studied in *Pesantren*, how is life there, and the rules or disciplines that exist in *Pesantren*. Like what SA said:

"Kemarin-kemarin bapak ngajak aku muter-muter, libat pondok, kayaknya enak. Bapak dulu di pondok juga dan banyak cerita tentang pelajaran, hukuman-hukuman gitu." [Before this, my father asked me to go around and see the *pesantren*, it seemed good. Father used to be at the *pesantren* too and told me a lot about lessons, punishments like that.]

Academic ability in the field of Islamic religion

Academic ability in the field of Islamic religion, including reading the Qur'an, praying, and other worship, greatly influences students' school readiness to study at *Pesantren*. Good academic ability in the field of Islamic religion allows students to have a strong mastery of

religious subject matter. They will understand more about Islamic teachings, religious laws, and important concepts in the Qur'an and Hadith. Mastery of this material makes students more prepared to take more in-depth religious studies at *Pesantren*. Subject of MH said:

"Sekolahku banyak pelajaran agamanya, fikih, hadis Qur'an.. pokoknya banyak banget. Kata guruku nilaiku bagus disitu dan nyaranin aku mondok." [My school has a lot of religious subjects, *Fiqh*, Qur'an, hadith... just a lot of them. My teacher said I got good grades there and suggested that I go to *Pesantren*.]

Reading Al-Qur'an is one of the most important basic skills in *Pesantren*. The ability to read the Qur'an well allows students to more fluently attend lessons and worship that require recitation of the Qur'an, such as prayer, dhikr, and recitation. The ability to read the Koran well also helps students feel more confident in a very religiously oriented *pesantren* environment. Like what AH said:

"... didekat rumahku ada pondok, aku kalau malam habis magrib ngaji disana sama temen-temen. Terus kadang belajar apa ya mungkin kayak ngobrol-ngobrol tentang ibadah. Karena kang-kang pondok baanyak ngaji kibab, mereka pinter-pinter." [... there is a *Pesantren* near my house. When evening ends, I *ngaji* (learn to read Qur'an to Kyai) there with my friends. Then sometimes learning what might be like chatting about worship. Because the *kang-kang pondok* (senior student at *pesantren*) mostly recite the kibab, they are smart.]

Academic ability in the field of Arabic Language

Overall, academic ability in the field of Arabic has a significant impact on students' school readiness to study in *Pesantren*. Mastery of the Arabic language allows easier access to sources of religious teachings, understands religious lessons, communicates in communal life, learns other materials in Arabic, appreciates Arabic culture, and interacts with Arabic ustadz and teachers. All of these things contribute to the readiness of students to better face the challenges of learning and religious life in *Pesantren*. NM said:

"Ustadzku pernah bilang, aku harus belajar bahasa arab kalau mondok karena nanti pelajarannya pake bahasa Arabm terus ngomong juga. Kalau enggak bisa di hokum. Jadi ya siap-siap aja aku dari sekarang..." [... My Ustadz once said, I have to learn Arabic language if I want to study at *pesantren* because later the lesson will be in Arabic and daily speaking too. If not, you can be punished. So yeah, I'll be ready from now on.]

Social interaction or interpersonal skills

Social or interpersonal skills play a crucial role in influencing students' school readiness to study in *Pesantren*. The ability to adapt to a communal environment, understand and accept differences, communicate effectively, empathize, mingle well, as well as the ability to resolve conflicts and leadership helps students feel more prepared, comfortable and connected in

the *pesantren* environment. Strong social skills also support students in creating an inclusive and positive social environment, which contributes to a better learning experience and personal growth in *pesantren*. Like what Mr. HS as parent said:

“Anak saya empat mas, dan semua di pesantren. Tapi kalau bisa dikatakan, anak saya yang pertama lebih siap dan betah di pondok karena anaknya mudah bergaul, gampang adaptasi dengan lingkungan baru. Saya jarang mengunjungi dia tapi dia baik-baik saja. Gak kaya adik-adiknya, padahal dia perempuan.” [I have four children, and all of them are in *Pesantren*. But if I could say, my first child was more prepared and feel comfortable in the *pesantren* because she was easy to get along with, easy to adapt to a new environment. I rarely visit her but he is fine. She doesn't like her younger siblings, even though she's a girl.]

Addiction to gadgets (especially game online)

It is important to realize that wise use of gadgets and online games is the key to maintaining students' readiness to study in *Pesantren*. Spending too much time in front of screens can interfere with students' academic, social, and emotional development. Support from parents and proper supervision of the use of gadgets can help students maintain a balance between the digital world and real life, so that they are better prepared to face the challenges of studying and living in *Pesantren* better. Mr. FS as parent said:

“Sebenarnya itu yang saya takutkan, selama pandemic kemarin dia banyak main HP. Game itu lho mas.. dia pernah bilang nanti gimana kalau di pondok gak bisa main HP. Saya Cuma bisa terus mendukung. Semoga nanti bisa siap.” [Actually that's what I'm afraid of, during the previous pandemic he played a lot on HP (gadget). That's a online game, *mas...* he once said what if later in the *pesantren* I can't play gadget. I can only continue to support. Hopefully he'll be ready.]

External Factors of Students' School Readiness to Study at *Pesantren*

The external factors comes from the outside of students, like their closest environment, including parents, peer and teacher support to study in *Pesantren*.

Parents mental and financial supports

Parents are a very important point in the school readiness of students to study at *Pesantren*. Mental and financial support from parents plays a crucial role in influencing students' readiness to study at *Pesantren*. This support includes supporting the decision to study at *pesantren*, understanding the goals and benefits of *pesantren* education, supporting emotional and social readiness, providing the necessary facilities and equipment, reducing financial burdens and stress, and providing motivational and achievement support. Parental support creates a positive and supportive environment for students to have valuable learning

experiences at *Pesantren*. RD candidate student from Palembang said:

“Awalnya ibuk dan bapak yang pengen banget saya mondok. Sampek pernah bilang, nanti kamu jangan mikir uang, biar abah sama umik yang cari biayanya. Sering banget ngingetin, nanti dipondok enak, belajar ilmu agama.. pokoknya banyak banget lah.. bismillah semoga saya juga siap.”
[Initially, my mother and father really wanted me to go to *pesantren*. Until once they said, ‘later you don't think about money, let my father and mother look for the cost.’ Remind me often, it would be nice studying at boarding school, study religion.. anyway, there's a lot.. *bismillah*, I hope I'm also ready.]

Peer supports

Peer support has a positive impact on students' school readiness to study at *Pesantren*. This support includes promoting social integration, facilitating shared learning, providing motivation and enthusiasm, supporting emotional well-being, encouraging engagement in positive activities, and helping to deal with feelings of loneliness or discomfort. Peer support creates an inclusive and supportive social environment for students, thereby helping them feel more prepared, comfortable, and ready to better deal with the learning experience and communal life in *pesantren*. Candidate student from Ponorogo, HR said:

“Temen-temenku banyak yang mau mondok disini. Kalau banyak temennya kan nanti enak.”
[Many of my friends want to study here (*in pesantren*). If I have a lot of friends, it will be good.]

Teacher supports

Teacher support has a very significant impact in influencing students' school readiness to study in *Pesantren*. This support includes providing guidance and direction, encouraging independence and self-development, providing motivation and encouragement, establishing trusting relationships, providing emotional support, identifying individual needs, and providing support in learning religion. Teacher support creates a positive and supportive learning environment for students and help them feel more prepared, comfortable, and ready to better face life in *Pesantren*. KL said:

“Guru-guruku.. eh, ustadz-ustadzku di sekolah bilang, mending mondok gitu.. biar bisa ini- bisa itu, jadi ustadz gitu. Sering lah bilang gitu..” [My teachers.. uh, my ustadz at school said, it's better to study at *peantren*.. so you can do this, you can do that, become an ustadz like that. They often say that..]

Discussion

The results showed that parental support had a significant impact on influencing students' school readiness to study in *Pesantren*. Mental and financial support from parents helps students feel accepted, comfortable, and ready to face the challenges of learning and communal life in *Pesantren*. Parents who understand the goals and benefits of *pesantren* education, and provide emotional and motivational support, create a positive environment for students to develop. Moreover, peer support also significant for students' mental health.²³

Other research shows that teacher and peer group also has an important role for student at *Pesantren*.²⁴ The results showed that social skills, peer support, and teacher support also had a significant impact on students' readiness to learn in *pesantren*. Students who have good social skills tend to adapt more easily to a communal environment, understand and accept differences, and communicate effectively in everyday life in *Pesantren*. Support from peers and teachers helps students feel accepted, supported, and motivated in learning and participating in social, academic, and religious activities in *pesantren*.

Internal motivation become important for student school readiness.²⁵ Research has also shown that internal motivation and religious readiness play an important role in students' readiness to study in *Pesantren*. Students who have high internal motivation to study and develop a good understanding of religion, including the ability to read the Qur'an, pray, and other worship, tend to be better prepared to face religious lessons and religious life in *Pesantren*.

Arabic and English language become important in the living at *pesantren*, since student could not speak in local language.²⁶ Their readiness also support the decrease of learning Arabic anxiety among student.²⁷ Research has also shown that academic proficiency in Arabic has an important impact on students' readiness to study in *Pesantren*. Mastery of the Arabic language allows easier access to sources of religious teachings and understanding the religious lessons being taught. The ability to speak Arabic also supports social engagement and better interaction with Arabic ustadz and teachers.

Apart from Arabic, other academic abilities, such as overall academic ability in the

²³ Priasmoro, Dian Pitaloka. "Korelasi dukungan sosial dengan kesehatan jiwa santri putra di Pondok Pesantren Lumajang." *Care: Jurnal Ilmiah Ilmu Kesehatan* 8, no. 3 (2020): 424.

²⁴ Tunggadewi, Titis Pramesti, and Yeniari Indriana. "Hubungan antara dukungan sosial dengan motivasi belajar pada santri di Pesantren Tahfidz Daarul Qur'an Jawa Tengah." *Jurnal Empati* 6, no. 3 (2018): 313-317.

²⁵ Wiyarto, Andy. "Motivasi Menghafal Al Qur'an Pada Mahasantri Pondok Pesantren Tahfizhul Qur'an Di Surakarta." PhD diss., Universitas Muhammadiyah Surakarta, 2013.

²⁶ Bin Tahir, Saidna Zulfiqar. "Multilingual teaching and learning at Pesantren Schools in Indonesia." *Asian EFL Journal* 89, no. 1 (2017): 74-94.

²⁷ Sholeha, Fathma Zahara, and Safiruddin Al Baqi. "Kecemasan Peserta Didik Dalam Pembelajaran Bahasa Arab." *MAHIRA: Journal of Arabic Studies* 2, no. 1 (2022): 1-12.

field of Islam and academic ability in the field of Arabic, also affect students' readiness to study at *Pesantren*. Strong academic ability in this field allows students to more easily learn and participate in academic life at *Pesantren*.²⁸

Apart from the positive factors, research also shows that gadget addiction, especially online games, can have a negative impact on students' readiness to study in *Pesantren*. This addiction can cause impaired focus and concentration, decreased academic performance,²⁹ sleep³⁰ and health disturbances,³¹ social isolation,³² and limited time for worship and religious activities.³³ Therefore, it is important to be aware of the dangers of gadget addiction and take steps to manage gadget use wisely.

CONCLUSION

Students' school readiness to study at *pesantren* is influenced by various factors. Mental and financial support from parents and teachers has an important role in helping students feel ready and comfortable in facing the challenges of learning and communal life in *Pesantren*. Internal motivation, religious readiness, social skills, peer support, and academic abilities, especially in the fields of Arabic and Islam, also have an effect on increasing student readiness. Meanwhile, addiction to gadgets and online games can have a negative impact on student readiness. It is important for *pesantren* and related parties to understand and support these factors in order to create an optimal learning environment for students in *pesantren*. With the right support, students will be better prepared and motivated to face the challenges of learning and living in *Pesantren* better. This research is expected to be able to provide input and knowledge for parents and teachers when they want to send their children to *Pesantren*.

²⁸ Safi'i, Asrof. "Management in Shaping the Self Efficacy Santri of Islamic Boarding School Panggung Tulungagung." *EDUTECH: Journal of Education And Technology* 6, no. 1 (2022): 150-160.

²⁹ Hegde, Amitha M., Prachi Suman, Muhammad Unais, and Cynthia Jeyakumar. "Effect of electronic gadgets on the behaviour, academic performance and overall health of school going children-a descriptive study." *Journal of Advanced Medical and Dental Sciences Research* 7, no. 1 (2019): 100-103.

³⁰ Handayani, Oktia Woro Kasmini, Ari Yuniastuti, Komaria Ode Abudu, and Efa Nugroho. "GADGET addiction and the effect of sleep habit, stress, physical activity to obesity." *Malaysian Journal of Public Health Medicine* 21, no. 1 (2021): 1-8.

³¹ Surat, Shahlan, Yamuna Devi Govindaraj, Shalinawati Ramli, and Yusni Mohamad Yusop. "An Educational Study on Gadget Addiction and Mental Health among Gen Z." *Creative Education* 12, no. 7 (2021): 1469-1484.

³² Wijaya, Raden Pasifikus Christa, Beatriks Novianti Bunga, and Indra Yohanes Kiling. "Socio-emotional struggles of young children during COVID-19 pandemic: Social isolation and increased use of technologies." *Journal of Early Childhood Research* 20, no. 1 (2022): 113-127.

³³ Wahyuningtyas, Rissa, Rochanah Rochanah, and Toyirova Shahlo Izatovna. "Impacts of Gadget on Early Childhood Development: How to Solve the Addiction Gadget?." *Bulletin of Early Childhood* 1, no. 1 (2022): 58-67.

REFERENCES

- Al Baqi, S., Latip, A., & Dwiyoga, T. S. (2017). Faktor Pendukung Motivasi Berperilaku Disiplin Pada Santri Pondok Pesantren. *Educan: Jurnal Pendidikan Islam*, 1(1).
- Anwar, A. (2016). Karakteristik pendidikan Dan Unsur-unsur Kelembagaan di pesantren. *POTENSLA: Jurnal Kependidikan Islam*, 2(2), 165-182.
- Arifin, Z., & Turmudi, M. (2019). Character of education in pesantren perspective. *Tribakti: Jurnal Pemikiran Keislaman*, 30(2), 335-348.
- Bin Tahir, Saidna Zulfiqar. "Multilingual teaching and learning at Pesantren Schools in Indonesia." *Asian EFL Journal* 89, no. 1 (2017): 74-94.
- Duncan, G. J., Dowsett, C. J., Claessens, A., Magnuson, K., Huston, A. C., Klebanov, P., ... & Japel, C. (2007). School readiness and later achievement. *Developmental psychology*, 43(6), 1428.
- Handayani, O. W. K., Yuniastuti, A., Abudu, K. O., & Nugroho, E. (2021). GADGET addiction and the effect of sleep habit, stress, physical activity to obesity. *Malaysian Journal of Public Health Medicine*, 21(1), 1-8.
- Hasyim, D. (2023). Development of pesantren curriculum in improving the quality of education. *Syntax Idea*, 5(4).
- Hegde, A. M., Suman, P., Unais, M., & Jeyakumar, C. (2019). Effect of electronic gadgets on the behaviour, academic performance and overall health of school going children-a descriptive study. *Journal of Advanced Medical and Dental Sciences Research*, 7(1), 100-103.
- Istiqomah, R., & Hidayah, R. (2021). Manajemen Pembelajaran Al-Qur'an: Studi Kasus Longitudinal di Pondok Pesantren. *Jurnal Pendidikan Agama Islam Al-Thariqah*, 6(1), 138-150.
- Lukens-Bull, R. (2005). *A peaceful jibad: Negotiating identity and modernity in Muslim Java*. Springer.
- Manurung, P. (2020). Strategi Pembelajaran Bahasa Arab Dan Bahasa Inggris Pada Pondok Pesantren Raudhatul Hasanah Paya Bundung Medan. *Al-Irsyad: Jurnal Pendidikan Dan Konseling*, 10(1), 107-117.
- Maskur, A., & Anto, P. (2018). Metode Pembelajaran Bahasa Asing Arab di Pondok Pesantren Modern. *El Banar: Jurnal Pendidikan dan Pengajaran*, 1(1), 63-68.
- Perawironegoro, D. (2019). Manajemen asrama di pesantren. *Tadbir: Jurnal Studi Manajemen Pendidikan*, 3(2), 129-144.
- Priasmoro, D. P. (2020). Korelasi dukungan sosial dengan kesehatan jiwa santri putra di Pondok Pesantren Lumajang. *Care: Jurnal Ilmiah Ilmu Kesehatan*, 8(3), 424.
- Pritaningrum, M., & Hendriani, W. (2013). Penyesuaian diri remaja yang tinggal di Pondok Pesantren Modern Nurul Izzah Gresik pada tahun pertama. *Jurnal psikologi kepribadian dan sosial*, 2(3), 134-143.

- Retnowuni, A. (2021). Kesiapan psikologis santri baru di era pandemi Covid-19 di Ponpes Darul Ulum Jombang. *Borobudur Nursing Review*, 1(2), 34-42.
- Royani, A. (2020). *Pesantren Dalam Bingkai Sejarah Perjuangan Kemerdekaan Indonesia*. *Jurnal Islam Nusantara*, 2(1), 121-128.
- Safi'i, A. (2022). Management in Shaping the Self Efficacy Santri of Islamic Boarding School Panggung Tulungagung. *EDUTECH: Journal of Education And Technology*, 6(1), 150-160.
- Sahin, A. (2018). Critical issues in Islamic education studies: Rethinking Islamic and Western liberal secular values of education. *Religions*, 9(11), 335.
- Schmitt, S. A., McClelland, M. M., Tominey, S. L., & Acock, A. C. (2015). Strengthening school readiness for Head Start children: Evaluation of a self-regulation intervention. *Early Childhood Research Quarterly*, 30, 20-31.
- Sholeha, F. Z., & Al Baqi, S. (2022). Kecemasan Peserta Didik Dalam Pembelajaran Bahasa Arab. *MAHIRA: Journal of Arabic Studies*, 2(1), 1-12.
- Sugiyono. (2015). *Metode Penelitian Pendidikan: Pendekatan Kuantitatif dan Kualitatif R&D*. Bandung: Alfabeta.
- Surat, S., Govindaraj, Y. D., Ramli, S., & Yusop, Y. M. (2021). An Educational Study on Gadget Addiction and Mental Health among Gen Z. *Creative Education*, 12(7), 1469-1484.
- Tuharso, T. (2023). Metode Pendidikan Tauhid di *Pesantren*. *Journal on Teacher Education*, 4(4), 283-292.
- Tunggadewi, T. P., & Indriana, Y. (2018). Hubungan antara dukungan sosial dengan motivasi belajar pada santri di *Pesantren Tahfidz Daarul Qur'an Jawa Tengah*. *Jurnal Empati*, 6(3), 313-317.
- Wahyuningtyas, R., Rochanah, R., & Izatovna, T. S. (2022). Impacts of Gadget on Early Childhood Development: How to Solve the Addiction Gadget?. *Bulletin of Early Childhood*, 1(1), 58-67.
- Wijaya, R. P. C., Bunga, B. N., & Kiling, I. Y. (2022). Socio-emotional struggles of young children during COVID-19 pandemic: Social isolation and increased use of technologies. *Journal of Early Childhood Research*, 20(1), 113-127.
- Wiyarto, A. (2013). *Motivasi Menghafal Al Qur'an Pada Mahasantri Pondok Pesantren Tahfizhul Qur'an Di Surakarta* (Doctoral dissertation, Universitas Muhammadiyah Surakarta).
- Yasin, N. (2020). Dinamika Perkembangan Pondok *Pesantren* Salaf Dan Modern. *Murabby: Jurnal Pendidikan Islam*, 2(2), 131-142.