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PISCES**Proceeding of Integrative Science Education Seminar**Journal homepage : <https://prosiding.iainponorogo.ac.id/index.php/piscs>**Article****Internalization of Students' Religious Character Through Pesantren Value-Based Full Day School Program K.H Imam Zarkasyi at Al-Hikmah Elementary School Ponorogo**Yuni Widya Yanti^{1*}, Moh. Miftachul Choiri²^{1,2}IAIN Ponorogoyuniwidya420@gmail.com, mohmiftachulchoiri@iainponorogo.ac.id**Article Info**

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ABSTRACT

Along with the development of digitalization, the character of elementary school-age children experiences many problems. Among these problems is related to the development of religious character. Problems related to religious character include; being indifferent to the practice of praying, preferring foreign cultures, attaching more importance to games than learning to read the Quran, and preferring bullying to cherish. To foster the development of children's religious character, there needs to be an internalization of Islamic boarding school values, these values are the five souls of modern pesantren. This study seeks to describe the process of internalizing the values of K.H Imam Zarkasyi Pesantren at MI Al-Hikmah Ponorogo. This research approach is a qualitative type case study. The results of this study show that the internalization of values to the K.H Imam Zarkasyi pesantren at Al-Hikmah Elementary School Ponorogo has a significant impact on the development of students' religious character. Internalization of religious character through a full-day school program with the strategy used, namely planning the concepts and materials taught. The obstacles to internalizing the value-based religious character of K.H Imam Zarkasyi at Al-Hikmah Elementary School Ponorogo come from internal and external factors.

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INTRODUCTION

Globalization, modernization, and digitalization bring significant changes in all aspects of human life, especially in the world of education. Education is the most important element in building a nation (Agus Yasin, Wiwik Dwi Febriana Wati, 2022). The Constitution No. 20 of 2003 concerning the National Education System in chapter 3 explains that education aims to develop the potential of students to become human beings who believe, fear God, have noble character, creative, independent, capable, and become democratic and responsible citizens (Kemendiknas, 2003). Globalization has a great influence on education in Indonesia,

education in schools has begun to be affected by the flow of globalization, schools implement technology-based activities and catch up with the times, and the treatment of students is often affected by what they see on social media. As a result, the morale and character of learners experience decadence. Globalization and modernization have influenced the human view of the meaning of education (Niam, 2019). This is in line with what is expressed by (Budiman et al., 2023). The wrong human perspective will inevitably give birth to wrong actions. Education which essentially shapes the character of students by educational objectives, makes it a place to catch up with the progress of the times.

Character linguistically means good behavior, psychological characteristics, ethics, personality, or morals. In terms, character is defined as human nature in general where humans have many characteristics that depend on their life factors (Ulfah et al., 2022). Character education is a direct approach to moral education (Ahsanulhaq, 2019). Character education is a direct approach to students to teach knowledge about morals in life. According to the Curriculum Center of the Research and Development Agency of the Ministry of National Education (Pusat Kurikulum Badan Penelitian dan Pengembangan Pendidikan Nasional), there are 18 character-building values which are the results of empirical studies of the Curriculum Center sourced from religion, Pancasila, culture and national education goals (Putry, 2019). Of the 18 character building values, the first character is religious. This religious character is needed by students in the face of changing times and moral degradation. while religion means religion or belief in the existence of a natural force above humans (Ahsanulhaq, 2019).

The rise of cases of moral degradation such as the unkind treatment of students to their teachers, crises in the world of education and other crises, and the number of news circulating about the problems of student character, made the government aware that the prolonged crisis that occurred at this time was rooted and originated from a crisis of character so that the strategy of implementing character values is most important through the education sector. Character education is essential in the world of education (Pridayanti et al., 2022). This relates to what is conveyed by (Wati & Arif, 2017). The deterioration of morals in students is caused by the lack of strong religious education. Religious education is a problem that often arises in the world of education. Students tend to underestimate religious activities in schools, educational institutions under private and state auspices have the same role in shaping children's character because children's problems today are not only those who attend public but also private schools. An unhealthy school environment will produce students who are only good at cognitive aspects but have no character (Bali & Iq, 2019).

The problems of today's children are getting worse, especially elementary school-age students (Fauziah, 2023). Therefore, it is necessary to build character, especially religious character which is the core of other character-building values. Education to form good character can be done from an early age because early age is a condition in which human development is ideal to be shaped by character and character (Niam, 2019). As an educational institution, it should be a place for the process of forming and internalizing character values for students. However, the facts that occur in the field indicate that many educational institutions are places of practice that are very far from the character values (Putry, 2019).

Religion itself is not only concerned with man's relationship with God Almighty, but also concerns the issue of man's relationship with fellow humans, and man's relationship with the environment. Whereas in elementary schools today, the application of religious values to children is the responsibility of religious education teachers (Swandar, 2017). This will hinder the process of forming religious character in students. The character-building process, which should be the responsibility of all teachers, is charged to teachers who have a basic understanding of religion. The low religious character is evidenced by the attitude of students

when they are in the school, not a few of the students underestimate congregational prayer activities, recitation of the holy Qur'an, and activities related to religion.

Islamic educational institutions tend to have a separate system for instilling character education in students by the Qur'an and Sunnah. Thus, the education system in Islamic educational institutions is often adopted by other institutions, such as the system that applies in Islamic boarding schools. Islamic boarding schools have a strategic role in the formation and development of children's character, because the time given in the care of students is more than other schools in general, and the values taught in pesantren are noble character values (Niam, 2019). One of the values in pesantren to build character is the five souls of modern Islamic boarding schools. KH Imam Zarkasyi who is the founder of Pondok Modern Gontor said that the five souls are the spirit of the Gontor. He also said that Islamic boarding schools are Islamic educational institutions with a dormitory or cottage system where the kyai is the central figure and the mosque is the center of its activities and Islamic teaching is carried out under the guidance of the kyai followed by kyai, santri, as the main activity (Surya Ari Anggara et al., 2022). The five souls of Gontor are the values found in modern pesantren. The five souls is a value of life in Pondok Modern Gontor, which is a guardian in terms of education, society, and all aspects of student life (Zarkasyi, 2005). There are 5 values in the five souls of gontor, namely the spirit of sincerity, the spirit of simplicity, the spirit of independence, the spirit of ukhuwah Islamiyah, and the spirit of freedom. The five souls of gontor teach the meaning of education, which is important is good behavior and personality and is supported by adequate intellect.

Internalization of character education can be successful if supported by awareness and participation of all related elements, ranging from the school environment (formal), family environment (informal), and the wider community environment (non-formal) in a systematic and planned manner (Yahya, 2019). In the boarding school, students study for 24 hours or full day school with activities that are densely arranged so that there is no gap for students to be lazy. The boarding school prioritizes education with moral values in it so that every activity carried out in the boarding school will internalize the values of the boarding school. Character building through boarding school begins with positive habits. Educational models such as boarding schools can be applied within formal educational institutions such as madrasahs or schools. Madrasah or school can implement a full-day learning system to provide intensive parenting for students, especially in character building (Niam, 2019). The implementation of the full-day school program has proven successful in its implementation in many educational institutions in Indonesia, through the integration of the full day school program which is integrated into three domains of intelligence, namely covering affective, cognitive, and psychomotor aspects making student character-building efforts very likely to be achieved optimally (Rais, 2022).

Al-Hikmah Elementary School is an institution of Madrasah Ibtidaiyah that adopts the system and values of Islamic boarding schools. In addition, Al-Hikmah Elementary School located in Jonggol, Jambon Ponorogo is a school that adopts the system and values of Modern boarding school, which prioritizes quality and pays attention to formalities that envision "The Realization of Qur'anic Students, Noble Morals, and Achievements". This school is located in Jonggol Village, Jambon District, Ponorogo Regency. Starting from the facts in the field, many students found attitudes that should not be done, low religious character, and moral decadence shown in daily life at school. Students often underestimate religious activities and sometimes some of them choose not to participate in religious activities. Globalization, greatly affects the formation of student character, not a few students already know foreign cultures, and this can be a trigger for low religious character. Students seem to be friendly with social media, and students are very updated about current trends, such as how to dress, items used at school, and their daily chats at school.

Al-Hikmah Elementary School implements a full-day school system to internalize the values of the five souls of modern boarding schools. Internalization is an effort to own and explore moral values so that they belong to students, unite, and become an inseparable part of student behavior in life both now and in the future (Tri Priyatni, 2013). Based on the results of an interview with the head of School, the Head of school Al-Hikmah Elementary School, He emphasized that the low religious character needs to internalize the values of pesantren on an ongoing basis. Instilling and fostering the religious character of students who adopt pesantren values does not stop there, but is expected to internalize pesantren values into the souls of students so that they will apply these values in the environment and society. Based on research conducted by Ridwan Rais in 2022 entitled "Efforts to Build Students' Religious Character through the Full Day School Program at SDIT Al-Muslimin Tasikmalaya City, illustrates that full-day school is the right program for shaping the religious character of students. This is in line with research conducted by Jesica Dwi Rahmayanti, & and; Muhamad Arif in 2021 entitled "The Application of Full-Day School in Developing Religious Culture in Muhammadiyah 1 Menganti Gresik Elementary School that full day school will make it easier for teachers and parents to control children's activities for 1 day, especially in religious matters, through Islamic habituation that is routinely carried out by teachers and students.

Based on the background that has been described, and some of the previous research above, the author tries to find novelty, namely by internalizing the values of pesantren through the full-day school program as an effort to build religious character. So this research is important to be carried out to know strategies for internalizing religious characters based on Islamic boarding school values in Al-Hikmah Elementary School students. In this study there are three formulations of problems that will be reviewed in this discussion: 1). How is the strategy for internalizing the religious character of students through the full-day school program based on Islamic boarding school values (K.H Imam Zarkasyi) at Al-Hikmah Elementary School Ponorogo, 2). What are the obstacles and problems in internalizing the religious character of students through the full-day school program, 3). How is the result of internalizing the religious character of students through the full-day school program based on Islamic boarding school values (K.H Imam Zarkasyi).

METHODS

This research uses qualitative methods with a type of case study research. Case study research is considered relevant to this research because it reveals the meaning of a phenomenon. The chosen phenomenon hereinafter referred to as the case is an actual thing (real-life events), which are ongoing, not something that has passed (Rahardjo, 2017). Data sources in this study are primary and secondary data. The main sources of research are foundation administrators, madrasah heads, full-day school teachers, and grade V and VI students. Secondary data sources of this research are documents and photos of activities. Data collection techniques use observation, interviews, and documentation. Data analysis uses data collection, data reduction, data display, data verification, and conclusions. In addition, the validity of this study uses triangulation and member checks.

RESULTS AND DISCUSSION

The Urgency of Internalizing Religious Character

Al-Hikmah Elementary School, Jambon, Ponorogo has a vision that is the result of the institution's decision, namely "The Realization of Quranic Students, Noble Morals and Achievements", to realize this vision, Al-Hikmah Elementary School has a mission, namely; 1). Get used to praying and continue by memorizing a short letter or juz amma before starting learning and praying after ending learning, 2). Facilitate students in the habit of memorizing

short letters (juz amma), 3). Familiarize students with being polite when speaking and acting in daily life, 4). Carry out creative, innovative, communicative, and collaborative learning. Building character education is a must, character education can be built through the home, school, and community environment(Rahmawati et al., 2021). Based on the findings of researchers, the destruction of moral values, low religious character, and the rise of Western cultures increasingly urge an educational institution to not only instill but also internalize character values into students so that they can implement them in the family and community environment later.

Al-Hikmah Elementary School educators are expected to be able to internalize and escort in actualizing the values received directly or indirectly by students, the actualization of these values will be a reference for the success of coaching or character building at Al-Hikmah Elementary School. Internalization of religious character is not only carried out in theoretical understanding but can also be seen from the behavior of daily students, therefore character-building-oriented education is needed to strengthen the noble nature of humanity as the highest being on earth(Ansori, 2020). Loss of religious character has an impact on loss of control which will result in students easily slipping into bad behavior, this has been found through phenomena, the phenomenon of violence in solving problems, the phenomenon of violence in friendships, decreased manners, decreased honesty and decreased sense of mutual assistance and togetherness in making friends. All these phenomena indicate that moral education and character education in madrassas have not been successful. Religious character is the main pillar in a curriculum because the religious character will be a strong foundation in strengthening other characters so that they become provisions for students in the future(Ansori, 2020). Character values must be based on values and rules derived from religion(Kosim, 2012).

Strategies for Internalizing the Religious Character of Students through Pesantren Value-Based Full Day School Program (K.H Imam Zarkasyi)

Each madrasah certainly has different rules, madrasah culture is formed based on the customs contained in the madrasah, and the cultivation of religious character can be developed through several character education models in each institution. Al-Hikmah Elementary School Ponorogo makes efforts to cultivate religious character through a full-day school program. Departing from the problems that arise in students related to low religious character shown through their indifference to religious activities, preferring a culture that is objectionable, luxurious things that refer to worldly things, and intolerant of peers, making the full-day school program a means to internalize religious character in students. According to(Daryanto dan Suryatri, 2013), The character education strategy is divided into five strategies, namely: example, learning, empowerment and culture, reinforcement, and assessment. The full-day school system at Al-Hikmah Elementary School emphasizes the learning process in religious education to realize the values of pesantren. The values of Islamic boarding schools in question are the five souls of modern pesantren, according to K.H Imam Zarkasyi the purpose of the five souls of modern pesantren including students can be useful in the dimension of society and simple life.

The five souls of modern pesantren are the result of the thoughts of the founder of Pondok Modern Darussalam Gontor, namely K.H Imam Zarkasyi, the five souls have positive values that can be used as a philosophy of life, the values contained in the five souls are as follows:

1) The Spirit of Sincerity

The spirit of sincerity is the soul of pesantren which is not driven by any ambition but alone, for worship because of Allah alone, the spirit of sincerity is the base of all souls in the pesantren. In the pesantren environment, an atmosphere is created where all

activities and deeds are based on a sense of sincerity. For example, sincere in discipline, sincere in leading, sincere in being led, and so on.

2) The Spirit of Simplicity

The spirit of simplicity is interpreted as an attitude to life that is not luxurious, in other words, simple living does not mean living poor but living by not spending on something that is not needed (wasteful).

3) Self-reliant Spirit

Independence is an attitude and behavior that does not depend on others. Jiwa Mandiri has been instilled since the students entered the pesantren, students are responsible for taking care of their personal needs and training themselves to be independent in doing all things soul. Self-reliance can be understood as one of the important souls grow every day in students to become a person who can help themselves.

4) The soul of Ukhuwah Islamiyah

The spirit of ukhuwah islamiyah is very thick in pesantren, every student has a close brotherhood, both brotherhood between friends and teachers. The soul of ukhuwah islamiyah in question is brotherhood between Muslims which is the main foundation for Muslims. For example, the growth of mutual help and willingness to share in ups and downs, until pleasure and sadness are felt together. This spirit of ukhuwah can be seen in the daily association of students who are instilled with mutual respect and respect, with ukhuwah islamiyah will create an atmosphere of mutual respect, mutual respect and harmony

5) Free Spirit

Being a free spirit means being free in thinking and doing, free in determining the future, free to choose the way of life, and even free from various negative influences from outside. This freedom must always be based on true teachings based on the Qur'an and Sunnah. In other words, the freedom to work and do positive things based on talents and interests and leave the corridors of Islamic teachings (Sodikin et al., 2020)

These values are internalized in the full day school program which is held every Monday-Thursday with teaching teachers, namely educators from the Al-Hikmah Elementary School institution itself, along with the schedule of full-day school activities at Al-Hikmah Elementary School :

Table 1. Full-Day School Schedule

No	Hari	Jadwal
1	Monday	Al-Qur'an Tajwid
2	Tuesday	Tahfidz Tahsin
3	Wednesday	Tahlil Prayer
4	Thursday	Al-qur'an Imla'

The values of pesantren internalized in the full-day school program using habituation and exemplary methods, the habituation of routine activities in the full-day school program, and the example provided by teachers at Al-Hikmah Elementary School tend to be easily imitated by students. In every lesson that takes place in the full-day school program, Islamic boarding school values are also instilled. Here are the complexly designed strategies in the full-day school program.

1) The concept of full-day school is a form of training to become a student

Character education planning is carried out at the time of the formulation of the full-day school system that will be implemented at MI Al-Hikmah, the character values

instilled are religious. Religious values are the main foundation in the formation of other characteristics such as discipline, honesty, responsibility, sincerity, tolerance, caring for the environment, mutual respect, and so on. Therefore, all teachers at Al-Hikmah Elementary School are considered religious teachers, thus all teachers must be able to internalize religious values to students through a full-day school program. The concept of full-day school adopts a learning system in pesantren where learning in pesantren is carried out on a 24-hour basis with each activity centralizing character values, but for elementary school or madrasah ibtidaiyah level institutions it is not considered capable if it implements a 24-hour learning system, therefore a full day school system was formed to train students to become a student. Every activity in full-day school has the values of the five souls of modern pesantren, sincerity in studying until the afternoon, simplicity in lunch, independence to take care of oneself without help from parents, ukhuwah islamiyah that is intertwined with peers, and freedom in thinking. The values of pesantren internalized in the full-day school program use habituation and exemplary methods.

a) Habituation of Dhuhur and Asr Congregational Prayers

Starting with congregational zuhr prayer activities led by one of the students, rest and lunch then continued with lessons and congregational Asar prayers, all of these activities contain educational value, and simplicity in every form of activity is instilled in students, simple does not mean unable but how students can be grateful and adapt to the educational environment with a full system. The habituation of dhuhur and ashar prayers is also followed by the habituation of dhikr after prayer and rawatip sunnah prayers.

Grade 5 and grade 6 students are taught how they have a spirit of independence and simplicity when they are required to attend school until the afternoon. In addition, with the full-day school system, students also have more time with their friends, which will train them to behave and relate well with friends, this is where the internalization of ukhuwah Islamiyah values in students will later bring out the character of responsibility, helpfulness, tolerance, and other social attitudes.

b) Memorization Deposit Habituation

Every lesson in a full-day school program requires a deposit or memorization. The responsibility of learners is to always deposit memorization according to their schedule. Discipline in memorization will increase the number of memorization of students so that learning goals in full-day school will be achieved. In addition to rote deposits, students are also taught the science of tajweed, which is how to read the Qur'an properly and correctly. By understanding and memorizing, it will increase students' knowledge of religious sciences. In habituation in the classroom, internalized the values of the five souls of modern pesantren as a form of character education. The teacher provides understanding and arranges a method so that the internalization of religious characters can run optimally.

Through habituation in every activity, full-day school will teach students about basic moral knowledge which will later form a religious character in students. Full-day school is a learning system that is implemented in full, where children's activities are mostly carried out at school rather than at home. The basic concept of the full day school is an integrated curriculum and integrated activity(Siregar, 2017).

The full-day school system at Al-Hikmah Elementary School integrates the curriculum with activities for students so that students not only understand enough material but also apply it in an activity. Through this application, it will form a religious character in students. The concept of full-day school provides knowledge

as well as skills to students with the aim of character education. In the full-day school program, students not only participate in formal learning activities but also participate in supporting activities as an output of this program. Supporting activities can be carried out at the end of each learning or the end of the month. Al-Hikmah Elementary School educators tend to use learning variations at the end of each month to test the ability of students. This activity is in the form of muraaja'ah 'am, tahlil practice, sima'an, and other forms of activities related to full-day school material

- 2) Internalization of the values of the five souls of the pesantren through material in the full-day school program

The materials in the full-day school program are arranged thoughtfully, and learning on target according to the needs of students is the main focus of this program. Tajweed, Quran, tahfidz, tahsin, tahlil, prayer and imla' materials are arranged to increase the knowledge and skills of students in these fields. During the full day school lesson, students are instilled with the values of sincerity and ukhuwah islamiyah, in learning, these materials teach students about sincerity in learning religious science, not a few of the students have low abilities in understanding religion, so that the existence of tajweed, tahfidz, tahsin recitation lessons, is expected to improve the ability of students and their understanding in the scope of religion. Educators as role models in the classroom teach about the meaning of sincerity, in studying when full-day school students go home at 16.00 which is initially at 12.00 they have gone home, this trains the spirit of the sincerity of students in studying.

Constraints and Obstacles in Internalizing Religious Character

The cultivation of religious values and character in schools through religious practice does not always run smoothly even its implementation has encountered several obstacles. The full-day school program has been running for 2 school years, starting from the 2022/2023 school year. During its implementation, there are several factors that become obstacles and obstacles, these factors can come from internal or external. Internal factors are factors that come from within the institution and students, while external factors are factors that come from the environment where students live, both family and community environments. Internal and external factors influence the formation of student character, this is in line with what is conveyed by (Pridayanti et al., 2022). The family environment, the environment between friends is very influential for the formation of children's character because this environment is almost every day an environment for children to move. However, despite the obstacles and obstacles, madrasah institutions still strive to be professional in handling every problem that arises so that the character-building process can be maximized.

Obstacles and obstacles that come from internal factors are that students still have a spoiled attitude, parents tend not to bear if their children participate in school activities from morning to evening, and some parents deliver lunch to their children. The purpose of madrasah is to form the spirit of sincerity, simplicity, self-reliance, ukhuwah Islamiyah, and freedom is hampered because there is still a spoiled attitude in students accompanied by the attitude of parents who cannot bear with their children. External factors that become obstacles and obstacles are cooperation between teachers and parents of students less intense in escorting the formation of a religious character. If at school, students are accustomed to praying on time, not necessarily when at home they will pray on time. Therefore, there needs to be support from parents related to the formation of religious character so that it can be realized in life in society. The second obstacle is the influence of environmental factors and society at home. The family environment, the environment between friends is very influential for the formation of children's character because this environment is almost every day an

environment for children to move. Students sometimes imitate what they see at home and this will be practiced in school.

The results of internalizing the religious character of students through the Pesantren Value-Based Full Day School Program (K.H Imam Zarkasyi)

The full-day school program has a tremendous impact on changing the behavior of students, especially in changing religious character. One of the guardians of grade 5 students revealed that, since the existence of the full-day school program at Al-Hikmah Elementary School, his son has had more useful activities, there was a full-day school every time he came home playing with his friends or playing mobile phones, but now his child returns home already in the afternoon. Short night time is used by children to do homework, so there is no time to play on mobile phones. The internalization of religious character can also be seen directly through changes in attitudes that occur in students. Students who used to be oriented that school is a place that is just for general study, now it has changed school is not only that, school is a place to build character and prepare us as someone ready to face the future. Full-day school is the right strategy in internalizing pesantren values, especially for elementary school-age children who attend madrasah ibtidaiyah or elementary school level institutions and not pesantren.

The results of internalizing the values of the five souls of modern pesantren in the full-day school program are:

1) The Spirit of Sincerity

A sense of sincerity is instilled in students through full learning activities and a sense of sincerity in participating in all activities in full-day school, sincerely educated like a student with rote and recitation subject matter.

2) The Spirit of Simplicity

Simplicity in lunch activities, eating with what is, which means life is not extravagant and does not do something redundant.

3) Self-reliant Spirit

Independent in carrying out activities at school without the help of parents, students are taught a sense of responsibility and are expected to become individuals who can help themselves. Starting from lunch activities, dhuhr prayers, lessons, and asr prayers, the role of educators is only as a facilitator.

4) The soul of Ukhuwah Islamiyah

Ukhuwah Islamiyah is established between students and teachers and between students, the full day school program will glue brotherhood, students are trained to respect and respect each other between friends and not discriminate behavior because they are in the same fate.

5) Free Spirit

Free thinking which means full-day school lessons do not provide attachment to students but provide freedom, in other words, the output of full-day school lessons is very much, and how students can explore these outputs.

CONCLUSION

The existence of globalization, modernization, and digitalization brings significant changes to the formation of student character, therefore Al-Hikmah Elementary School Ponorogo makes efforts to foster student character. The character that is fostered is religious, religious character is the foundation of other characters. Fostering religious character through internalization of Islamic boarding school values, internalized Islamic boarding school values, namely the five souls of modern gontor huts initiated by K.H Imam Zarkasyi. The five souls of the modern pesantren are the spirit of sincerity, the spirit of simplicity, the spirit of self-

reliance, the soul of ukhuwah islamiyah, and the spirit of freedom. The strategy used by Al-Hikmah Elementary School is all activities in the full-day school program, the first is the concept of full-day school is a form of training to become a student, the concept of full-day school learning is packaged by adopting the pesantren system and internalizing the values of the five souls in it, the second internalizing the values of the five souls through material in the full day school program, The materials compiled depart from the problems that arise in students.

Obstacles and obstacles in internalizing religious character come from internal factors and external factors, internal factors, namely spoiled attitudes that still exist in students, while external factors come from the family, community, and friends environment that affect the formation of student character. The results of internalizing the religious character of students through the value-based full-day school program of K.H Imam Zarkasyi Pesantren have a tremendous impact on changing student behavior, especially in religious character. Internalization of the values of the five souls of modern pesantren is a form of religious character building to prepare students to face future challenges. Full-day school is the right strategy in internalizing religious character and the five souls of modern pesantren are very important values to be instilled from elementary school age in shaping religious character.

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