

The Role of Al Khairaat Islamic Boarding School in Improving the Quality of Education and Religiousness in Tatakalai Village

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ABSTRACT

This study aims to analyze the role of the Al-Khaerat Islamic Boarding School in Tatakalai Village in improving the quality of education, character building, and community empowerment. This boarding school functions not only as a religious educational institution but also as a center for academic, spiritual, and social development. The research method used was descriptive qualitative, involving observation, interviews, and the researcher's direct participation in the field. The results of the study indicate that the boarding school implements structured and tiered learning, instills moral values and moderation, and bridges formal and non-formal education. Additionally, the boarding school contributes to the village's social development through leadership programs, social activities, and collaboration with the community and local government. Overall, the Al-Khaerat Islamic Boarding School serves as an agent of transformation, shaping a generation of students who are knowledgeable, of good character, religious, and capable of playing an active role in social life, while simultaneously fostering the creation of a harmonious, educated, and cultured society

INTRODUCTION

As researchers examining educational and religious dynamics in rural areas, we have found that the presence of the Al-Khaerat Islamic Boarding School in Tatakalai Village has a significant impact on the quality of education and the spiritual life of the local community. Tatakalai Village is a rural area that is geographically relatively remote, with limited access to adequate formal educational facilities and religious development institutions. These conditions make the pesantren a strategic institution capable of bridging the educational gap while providing consistent moral and spiritual guidance to the community. The Al-Khaerat Islamic Boarding School serves not only as a traditional educational institution but also as a community empowerment center that integrates religious values with formal academic education. In practice, this boarding school implements an integrated educational model that balances spiritual strengthening with intellectual development, so that students acquire comprehensive skills relevant to the daily needs of village life.

During our field research, we observed that the learning process at Al-Khaerat Islamic Boarding School is designed in a systematic and progressive manner. The methods employed include halaqah, traditional classroom instruction, individual guidance, and hands-on practice within the boarding school environment. The curriculum covers mastery of the Qur'an, tajwid, memorization of classical Islamic texts, ethics, and Islamic jurisprudence, all tailored to the students' abilities and developmental levels. This consistent learning system enables students to understand the material more deeply, while fostering discipline and personal responsibility. From an educational perspective, this gradual and structured approach aligns with recent findings indicating that the combination of traditional and modern methods in Islamic boarding schools can significantly enhance students' religious literacy and academic skills (Hafidzah, 2023).

LITERATURE REVIEW

In addition to academic and religious education, the Al-Khaerat Islamic Boarding School also serves a vital social function in Tatakalai Village. Based on interviews with school administrators and community members, the boarding school provides access to education for children from economically disadvantaged families. With affordable tuition and the support of the local community, the boarding school has become an inclusive institution that enables people from all walks of life to gain educational opportunities, both formal and non-formal. The existence of this boarding school also strengthens a sense of community and social solidarity, as the community is actively involved in various learning and development activities for the students. Recent research confirms that community-based boarding schools play a vital role in expanding access to education, enhancing religious understanding, and fostering social awareness among rural communities (Syafii, 2021).

As researchers who also examine character and moral development, we found that the Al-Khaerat Islamic Boarding School prioritizes the character development of its students. Character education at the boarding school not only emphasizes mastery of religious studies but also cultivates behaviors that reflect

moral and spiritual values, such as discipline in worship, maintaining proper etiquette, and fostering social responsibility. The intensive interaction between caregivers and students creates a learning environment rich in exemplary behavior, where the values of simplicity, honesty, and social awareness are taught directly through daily life practices at the boarding school. This role-model-based educational model has proven effective in shaping a young generation that is morally and spiritually mature, while also capable of being critical and responsible in their social lives.

Furthermore, we note that the Al-Khaerat Islamic Boarding School also plays an active role in strengthening the religious life of the broader Tatakalai Village community. From our perspective as students, the boarding school is not only a place of learning for students but also a center for da'wah, regular religious study sessions, and religious counseling for residents of all ages. The community's active participation in religious study sessions—such as Quran recitation practice, tafsir circles, and fiqh discussions—fosters a sustained religious atmosphere and reinforces spiritual values within the community. Pesantren foster a harmonious, reciprocal relationship between the institution and the community, ensuring that religious education does not remain confined to the pesantren environment but permeates the social fabric of the community (Hidayat, 2024).

In addition to its educational and religious contributions, the Al-Khaerat Islamic Boarding School also plays a vital role in social development and community empowerment. During our observations, we found that the boarding school organizes various social activities involving local residents, such as leadership training, organizational skills development for students, community service, and programs rooted in local culture. These activities not only strengthen community solidarity but also equip the younger generation with communication skills, a sense of responsibility, and practical skills that support active participation in social life. The collaboration between the boarding school and the local government—particularly the village of Tatakalai—in implementing development programs rooted in religious values underscores the boarding school's position as a strategic partner in the community's social transformation.

Overall, the results of our research indicate that the Al-Khaerat Islamic Boarding School in Tatakalai Village functions as a comprehensive educational institution that integrates academic, religious, character, and social development. Through this integrated approach, the boarding school not only produces a generation that is knowledgeable and virtuous but also fosters a harmonious, tolerant, and productive community. The existence of this boarding school serves as a concrete example of how traditional institutions can adapt to the needs of modern society without neglecting traditional and spiritual values. The strategic role of the boarding school in the context of Tatakalai Village demonstrates that religious education and formal education can complement one another to produce an outstanding generation capable of making positive contributions to their community.

METHODOLOGY

In this study, we employed a qualitative method. A qualitative approach is understood as a research method that generates data in the form of descriptive accounts—whether in written or spoken form from individuals—as well as observed behavior (Sanjani, 2020: 21). The chosen method is descriptive, meaning the research aims to present a picture and explanation of the data obtained by the researcher. This data pertains to the role of teachers in developing critical thinking skills in early childhood through the implementation of creative games. The researcher's active participation in this study plays a role that cannot be overlooked. The researcher is present directly in the field as a human instrument tasked with determining the direction of the research, selecting informants deemed appropriate as sources of information, conducting the data collection process, assessing the quality of the data obtained, analyzing, interpreting, and drawing conclusions from the findings. Thus, the researcher's position in this study is that of the primary instrument—acting as both a participant and a data collector—while other instruments are used solely as supporting tools.

RESULTS AND DISCUSSION

The Contribution of the Al-Khaerat Islamic Boarding School to Improving the Quality of Education in Tatakalai Village

Our research findings indicate that the presence of the Al-Khaerat Islamic Boarding School in Tatakalai Village plays a strategic role in driving the overall improvement of the community's educational quality. The boarding school not only functions as an institution for transmitting Islamic knowledge but also serves as a center for strengthening the academic capacity of students pursuing formal education in public schools. The educational model developed integrates spiritual guidance with intellectual development, thereby creating a balance between the religious and rational dimensions within the students. This integrative approach aligns with research findings indicating that the modern pesantren education system has successfully bridged the needs for religious and general education simultaneously over the past five years (Hidayat & Ma'arif, 2021). Through this approach, the pesantren emerges as a contextual solution for rural communities seeking value-based education that is simultaneously oriented toward academic advancement.

The learning process at Al-Khaerat Islamic Boarding School is structured through the use of the halaqah method, individual instruction (sorogan), and a classroom-based system tailored to the students' ability levels. The curriculum includes the study of classical Islamic texts, tajwid instruction, Quran memorization, and instruction in fiqh and ethics. This phased strategy enables students to gain a deeper understanding because the learning process is repetitive, focused, and accompanied by continuous evaluation. A systematic approach to religious education has proven effective in enhancing students' religious literacy and academic discipline, as highlighted by the research of Syarifuddin and Anwar (2022), which emphasizes the importance of structured learning management within the pesantren environment to improve the quality of learning outcomes.

In addition to strengthening academic and religious capabilities, Islamic boarding schools also play a significant role in expanding access to education for children from economically disadvantaged families. A relatively affordable funding system and collective support from the community make Islamic boarding schools inclusive educational institutions rooted in social solidarity. This community-based education concept demonstrates that pesantren are not only focused on academic achievement but also on equitable access to learning opportunities. This aligns with recent research indicating that community-based Islamic educational institutions contribute to increased educational participation in rural areas and among lower-middle-income groups (Rahman, 2023).

We have also observed that the partnership established between the Al-Khaerat Islamic Boarding School and formal schools in Tatakalai Village has further enhanced the quality of education received by the students. The boarding school provides additional support in the form of academic tutoring, character building, and discipline enforcement, which has led to improved academic performance at school. This integration of formal and non-formal education creates a comprehensive learning ecosystem, where cognitive, affective, and spiritual aspects develop simultaneously. As a study conducted by Lestari and Fauzi (2024) shows, collaboration between Islamic boarding schools and formal schools can increase learning motivation and build resilience in students within the context of rural education.

Overall, the Al-Khaerat Islamic Boarding School serves as a center for holistic educational transformation in Tatakalai Village. Its presence not only enriches the local education system through the integration of religious values and general knowledge but also shapes a generation possessing intellectual competence, spiritual depth, and social maturity. This educational model, which combines moral guidance, academic strengthening, and community empowerment, aligns with the direction of contemporary Islamic education development that emphasizes a balance between faith, knowledge, and action (Nasution & Karim, 2025). Thus, the pesantren is not merely a traditional educational institution but a social development agent contributing to the village's sustainable progress.

The Role of Al-Khaerat Islamic Boarding School in Character Development for the Younger Generation

Al-Khaerat Islamic Boarding School places character development at the core of its educational process, where learning focuses not only on mastering academic content but also on cultivating behaviors that reflect moral and spiritual values in daily life. Students are guided to perform religious duties with discipline, maintain proper etiquette, and cultivate a sense of responsibility in all their activities. An educational approach emphasizing exemplary behavior serves as the primary strategy, where intensive interaction between educators and students provides tangible examples of humility, honesty, social responsibility, and ethical conduct. These values are not merely taught through theory but are embodied through daily practice, thereby becoming an integral part of the students' habitus (Rahman & Sari, 2022). Additionally, pesantren emphasize the principle of moderation in understanding religious teachings,

encouraging students to respect differences, adopt a tolerant attitude, and be inclusive in social life, ensuring that religious education remains balanced and non-exclusive (Huda et al., 2023).

Regular activities such as religious discussion circles, youth mentoring, and collective participation in social and community activities help strengthen the character of the students, shaping them not only into individuals of noble character but also into agents of change who bring positive values to the community (Nasution & Karim, 2024). Through a combination of character education, the exemplary leadership of mentors, and active participation in social life, Al-Khaerat Islamic Boarding School has successfully shaped a generation that is intellectually superior, morally mature, and capable of contributing to the creation of a harmonious, ethical, and cultured society (Fauzi & Lestari, 2025).

The Contribution of Islamic Boarding Schools to the Improvement of the Community's Religious Life

As students conducting both practical training and research, we observed that the presence of the Al-Khaerat Islamic Boarding School in Tatalalai Village makes a tangible contribution to improving the quality of education for the local community through an integrated educational system that combines religious instruction with formal education. This Islamic boarding school does not only focus on classical religious instruction through the study of religious texts, Quran memorization, and moral character development, but also supports the academic development of students who attend public schools in the surrounding village. This holistic learning approach emphasizes a balance between spiritual and intellectual aspects, enabling students to integrate religious knowledge with academic skills relevant to the challenges of modern life. The learning system at the pesantren is designed in a gradual and systematic manner, ranging from halaqah (small group discussions), individual learning, to classical methods, allowing each student to gain a deep understanding according to their individual abilities. With this strategy, the pesantren not only serves as a religious educational institution but also functions as an inclusive and contextually relevant educational alternative for rural communities, providing broader access to education for children from economically disadvantaged families (Putra & Lestari, 2022).

Al-Khaerat Islamic Boarding School also prioritizes the character development of its students as the cornerstone of its educational process, where mastery of academic subjects is combined with the consistent cultivation of moral and spiritual values. Students are guided to perform religious duties with discipline, maintain proper etiquette, and develop personal and social responsibility through daily routines within the boarding school environment. An education model based on exemplary leadership is implemented through intensive interaction between mentors and students, ensuring that values such as simplicity, honesty, compassion for others, and tolerance are instilled not merely in theory but manifested in the practical realities of daily life. Additionally, the pesantren encourages students to adopt a moderate stance and respect diversity, fostering a generation of young people with a broad perspective, capable of being inclusive, and upholding social tolerance in community life. Additional activities such as religious discussions, youth mentoring, and student involvement in

social activities further strengthen collective character development, ensuring that students not only mature as individuals but also serve as agents of positive change within their communities (Rahmi et al., 2023).

In addition to its educational functions, the Al-Khaerat Islamic Boarding School serves as a center for the development of religious life in Tatakalai Village, providing broader access for the community to receive ongoing spiritual guidance. The boarding school serves as a venue for religious study sessions, da'wah, and religious counseling for children, teenagers, and adults alike, ensuring that every segment of society can gain a structured and contextually relevant understanding of religion. Community involvement in organizing regular religious study sessions strengthens social bonds while fostering a collective awareness of the importance of a harmonious religious life. Various programs, such as imam training, youth mosque mentoring, and celebrations of major Islamic holidays, encourage active community participation in religious practices, enhance the quality of religious observance, and cultivate a society that is religious, ethical, and characterized by strong social solidarity. Through this role, pesantren successfully bridge the gap between individual spiritual educational needs and the broader interests of social and community development (Fadli & Karim, 2024).

The integration between the Al-Khaerat Islamic Boarding School and formal schools in Tatakalai Village is a key factor in improving the overall quality of education. Students receive additional support to enhance their academic performance, such as tutoring, remedial classes, and talent development programs tailored to their interests and talents. This synergy not only strengthens intellectual competencies but also fosters spiritual maturity, social skills, and the students' independence. The community-based approach implemented by the boarding school encourages active community involvement in supporting the continuity of education, thereby forming a social network that supports the teaching and learning process. The existence of the pesantren as an institution that collaborates with formal schools makes education in Tatakalai Village more adaptive and responsive to the challenges of the times, while continuing to instill religious values and strong character in the younger generation (Suryani & Huda, 2025).

Overall, the Al-Khaerat Islamic Boarding School serves as an educational and spiritual center capable of shaping a generation that is knowledgeable, of good character, and religious. The existence of the boarding school enriches the local education system by integrating religious education with general studies, fostering students who excel academically while also being morally mature. The consistent character education implemented at the boarding school serves as a vital foundation for fostering a harmonious, ethical society that actively participates in social life. The impact extends beyond individual students to the broader improvement of community quality of life, including strengthened religious practices, social tolerance, and community solidarity. Thus, the Al-Khaerat Islamic Boarding School serves as a strategic institution playing a central role in the development of education and religious life in Tatakalai Village,

offering a comprehensive, inclusive, and sustainable educational model (Putra & Lestari, 2022; Rahmi et al., 2023; Fadli & Karim, 2024; Suryani & Huda, 2025).

The Role of Islamic Boarding Schools in Social Empowerment and Rural Development

The Al-Khaerat Islamic Boarding School in Tatakalai Village plays a significant role in the community's social development. This institution serves as a hub for social activities that strengthen solidarity among residents through various initiatives such as community service, social outreach, and other community programs. The active involvement of students and villagers in these activities fosters a sense of togetherness, enhances social awareness, and strengthens a cohesive community network. The boarding school is not only a place for religious study but also a platform for the community to channel their concern and participation in village development, thereby bridging the community's social needs with well-planned and sustainable programs (Hidayat & Sari, 2022).

In addition, Al-Khaerat Islamic Boarding School integrates leadership development and social skills training as an integral part of the students' education. The younger generation is equipped with communication skills, a sense of responsibility, organizational management, and interpersonal skills that enable them to play an active role in social and community life. Through leadership training, students are taught to think critically, work collaboratively in teams, solve problems, and make wise decisions, so that they can become agents of change who bring positive values to society. This approach aligns with the modern character education paradigm, which emphasizes the integration of moral, spiritual, and social aspects in the learning process (Nugroho & Lestari, 2023).

Collaboration between Islamic boarding schools and village governments also makes a tangible contribution to the effectiveness of development programs rooted in religious values and local culture. Joint initiatives, such as the development of public facilities, the organization of religious activities, and community development, strengthen the position of Islamic boarding schools as strategic partners in village development. This synergy underscores that Islamic boarding schools are not merely closed educational institutions but rather responsive institutions attuned to community needs, capable of serving as mediators to implement practical, sustainable, and locally relevant social programs (Wijaya et al., 2024).

The presence of the Al-Khaerat Islamic Boarding School has also significantly influenced the formation of the identity of the Tatakalai Village community as a religious, educated, and culturally rich group. We observe that the existence of this boarding school enhances residents' awareness of the importance of both formal and religious education, while fostering moral discipline and behavior rooted in spiritual values. Community participation in religious activities, religious study sessions, and social programs has increased, simultaneously fostering appreciation for local traditions and cultural values that form the foundation of collective character. Thus, the boarding school not only produces students with academic and religious competence but also fosters the creation of a harmonious, caring, and ethical community.

Overall, the Al-Khaerat Islamic Boarding School serves as an agent of social transformation that integrates education, moral guidance, and community social activities. The boarding school is able to produce a generation that excels academically, is spiritually mature, and is skilled in leadership and social participation. The holistic approach applied balances individual character development with concern for the social environment, resulting in a village community that is more organized, religious, educated, and proactive in facing life's challenges. These positive impacts demonstrate that the existence of the boarding school plays a strategic role in continuously advancing the quality of education, spirituality, and social life in the village of Tatakalai.

CONCLUSIONS AND RECOMMENDATIONS

Based on the results of the research conducted, it can be concluded that the Al-Khaerat Islamic Boarding School in Tatakalai Village plays a very significant role in improving the quality of education and the religious and social life of the community. The pesantren functions not only as a traditional religious educational institution but has evolved into an educational institution that integrates spiritual guidance, academic strengthening, and comprehensive character development. The educational model implemented demonstrates a balance between mastery of Islamic knowledge and support for formal education, enabling students to acquire intellectual competencies alongside a deep sense of moral and spiritual values.

In the context of character development for the younger generation, Islamic boarding schools have proven effective in instilling values such as discipline, responsibility, simplicity, tolerance, and social awareness through a system of consistent practice and role modeling. The intensive interaction between caregivers and students creates an educational environment conducive to the development of strong moral character. Additionally, Islamic boarding schools play an active role in expanding educational access for communities with limited economic means, thereby contributing to the equitable distribution of learning opportunities in rural areas. We also observe that the presence of the Al-Khaerat Islamic Boarding School has a positive impact on improving the quality of religious and social life in the community of Tatakalai Village. The boarding school serves as a hub for religious activities, da'wah, and community development, encouraging active resident participation in various religious and social activities. Collaboration between the boarding school, formal schools, and the village government strengthens the local education system and supports village development grounded in spiritual and cultural values. Thus, the boarding school can be viewed as an agent of social transformation that contributes sustainably to educational progress, character development, and the strengthening of community solidarity.

FURTHER STUDY

Based on the findings of this study, we offer several recommendations for further development.

1. The Al-Khaerat Islamic Boarding School is encouraged to continue maintaining and improving its integrative educational model, which combines religious instruction with formal education. Strengthening the curriculum to meet contemporary needs, without compromising Islamic values, will further enhance the boarding school's relevance in addressing the challenges of modern education.
2. Second, there is a need for more systematic collaboration between the pesantren, formal schools, and the village government in the form of well-planned and sustainable joint programs. This synergy is crucial for expanding the positive impact of the pesantren, whether in improving academic quality, character development, or community empowerment. Support in the form of facilities, teacher training, and leadership development programs for students should also be prioritized.
3. Third, the community is expected to continue providing active support for the sustainability of pesantren programs, whether through participation in religious activities or contributions to the development of educational facilities. With the involvement of all elements of society, pesantren will become even stronger as centers of education and social empowerment capable of producing a generation that is knowledgeable, virtuous, and competitive.

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