



The Influence of Religious Character on the Leadership of Students at the Ibnu Juraimi Islamic Boarding School, Yogyakarta

Yusutria, Sutipyo, Amadatul Firdausyah, Nimas Wening Kurniannur, Egi Nurhudatun.

Ahmad Dahlan University; yusutria@pai.uad.ac.id *

Ahmad Dahlan University; sutipyo@pai.uad.ac.id

Ahmad Dahlan University; amadatul2100031124@webmail.uad.ac.id

Ahmad Dahlan University; nimas2100031106@webmail.uad.ac.id

Ahmad Dahlan University; 2408052017@webmail.uad.ac.id

* Corresponding Author

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Abstract

Islamic boarding schools provide a more holistic education by paying attention to spiritual, moral, and intellectual dimensions which can form a leadership spirit based on the religious character of the students. A religious character is needed for a leader who can understand himself, the needs and goals of his subordinates, the paradigm and management system of the workplace, as well as developments and strategic environmental issues faced. A leader must offer wise and appropriate answers to the various issues and difficulties faced. This study aims to see the influence of religious character on students' leadership. This study uses a quantitative approach with an ex post facto design. The study was conducted at the Ibnu Juraimi Islamic Boarding School in Yogyakarta, involving a sample of 67 students. The sample was selected using the probability sampling method with simple random sampling. The independent variable is religious character (X), while the dependent variable is the formation of leadership (Y). Data were collected through the use of questionnaires. The analysis was carried out using simple linear regression using the SPSS 25 for Windows program. The results of this research show that there is an influence of religious character on the leadership spirit of the students of the Ibnu Juraimi Islamic Boarding School, Yogyakarta, it is known that H_0 is accepted at a confidence figure of 95% with a significance value smaller than α 0.05. The magnitude of the influence of religious character on the formation of a leadership spirit is 98.9% as indicated by the R Square value of 0.399 and there is a high relationship between religious character and the formation of a leadership spirit with an R-value of 0.851.

Keywords: character; religious; leadership; santri; Ibn Juraimi

Introduction

Character education in Indonesia encompasses various aspects, including the national curriculum, classroom learning, and the Strengthening Character Education (PPK) program. This program involves school-based initiatives, community participation, and governance systems. PPK is formalized through the 2017 Presidential Regulation of the Republic of Indonesia, which outlines five core values: Religious, Nationalist, Mutual Cooperation, Integrity, and Independence. In addition to national frameworks, character education is also adapted to local wisdom and integrated into programmed learning (Mahanani et al., 2022).

The goal of character education aligns with the broader aim of national education, as outlined in Law No. 20 of 2003 on the National Education System. This law states that national education functions to develop individual potential and shape the character and civilization of a dignified nation. It aims to produce individuals who are faithful to God Almighty, possess noble character, are healthy, knowledgeable, capable, creative, independent, and are democratic and responsible citizens (Murti et al., 2020). In the realization of the objectives of national education in the National Education System Law number 20 of 2003, it is stated that the function of National education in Indonesia is to develop individual abilities and shape the character and civilization of a dignified nation in order to make the life of the nation intelligent, aimed at developing the potential of students to become human beings who believe in and are devoted to God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens (Priyanto & Dharin, 2021). Of course, character education is also taught in the Islamic boarding school environment, because Islamic boarding schools provide a more holistic education by paying attention to spiritual, moral and intellectual dimensions. Therefore, the role of Islamic boarding schools is not only as a complement to the national education system, but also as a strategic partner in creating a generation that is competitive, has a global outlook, but is still rooted in local religious and cultural values. Religious character is very important for students to live in an orderly manner. Santri who have religious character will have better knowledge and achievements than santri who do not (Lubis & Wangid, 2019), (Wahyudi et al., 2023).

Internalizing the character of students is also inseparable from creating a conducive Islamic boarding school atmosphere by making efforts: faithful, honest, devout, exemplary, democratic atmosphere, open, caring, safe and comfortable, togetherness, orderly, healthy, clean, polite and well-mannered, beautiful. These factors are efforts that need to be developed in cultivating character in schools which require the participation of all school members. Internalization of character in Islamic boarding schools can form a leadership spirit based on the religious character possessed by the students (Muhidin et al., 2025), (Hermiono & Arifin, 2020), (Siregar, 2021).

A leader needs to understand himself, the needs and goals of his subordinates, the paradigm, organizational structure, and the management system in which he works, as well as developments and strategic environmental issues faced. Together with the individuals managed, a leader must offer wise and appropriate answers to various current issues and difficulties (Yesi Vinawuli Tabais, Iluminata Novianti, Maria Emakulata, 2025), (Sokip et al., 2019). The destruction of moral values in today's society is a very dangerous problem because the damage caused has an impact on all

aspects of people's lives. There must be excessive attention to religion as a way to overcome this big problem, which is done at the Ibnu Juraimi Islamic Boarding School in Yogyakarta in instilling religious character in its students as potential leaders. Building religious character is very necessary to fight the problems that are destroying the humanitarian system on earth. Religious character is a comprehensive building and requires extra energy, patience, perseverance, space, time, and money to become a bridge to the country as the embodiment of a leader who is devoted to Allah (Putri Amilosa, 2018).

Several studies showed that; 1). Strategies for developing students' independent character and problems that hinder character development strategies (Fandi et al., 2023), 2). The role of Islamic values education in Islamic boarding schools in forming the character of students (Bambang Triyono, 2023), 3). Character education in Muhammadiyah is based on a strong philosophical and theological foundation, rooted in the teachings of the Koran and Hadith which teach moral and ethical values (Kaharuddin et al., 2024). Based on previous studies, the same discussion has not been found, so the latest research is to find out the influence of religious character on the leadership spirit of students at the Ibnu Juraimi Islamic Boarding School, Yogyakarta.

Methods

This study used Ex Post Facto research type. The population of this study, which consists of all students. Sampling used stratified random sampling. Of the three class levels, grades 8, 10 and 11, the number of students is 67 students. Data collection used a questionnaire method. Based on the analysis results, it shows that the instrument is declared valid because it has an Alpha coefficient greater than 0.7. The religious character instrument has an Alpha coefficient = 0.631, the leadership spirit instrument has an Alpha coefficient = 0.399. The data analysis techniques used include descriptive analysis and inferential analysis. Inferential analysis uses partial correlation and double regression. All analysis processes use the SPSS for Windows program.

Variables in research can be classified into two different categories:

1. Independent variables (X), also known as independent variables, are variables that have a role in influencing other variables. This research uses one independent variable (X), namely religious character
2. The dependent variable (Y), which is also known as a related variable, is a variable that is influenced by one or more other variables. The dependent variable (Y) in this study is the formation of santri leadership.

Data collection techniques included observation, interviews, questionnaires. The linearity analysis technique uses a significance value at the 95% confidence level ($\alpha = 0.05$). If the significance value is less than 0.05, the relationship between the variables can be considered linear. On the other hand, if the significance value is greater than 0.05, the relationship between variables can be considered non-linear.

Result and Discussion

Frequency of Religious Characters (Variable X). This finding is based on data collected from 67 respondents from the Ibnu Juraimi Yogyakarta Islamic Boarding School students, namely the majority of 59 students (76.3%) thought that the religious character was supportive, then 14 students (19.1%) thought that the religious character was not supportive and the remaining 4 students (4.6%) thought that the religious character was not supportive.

Table 1. Frequency of Religious Character (X)

Religious Character		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Supporting	4	4.6	4.6	4.6
	Less Supporting	14	19.1	19.1	23.7
	Supporting	59	76.3	76.3	100.0
	Total	67	100.0	100.0	

Frequency of leadership formation of students (Variable Y), based on data from the questionnaire research of students at the Ibnu Juraimi Islamic Boarding School in Yogyakarta. The calculation results of this device can be seen in table 2, showing that the formation level is included in the high category. These findings are based on data collected from 67 respondents from the Ibnu Juraimi Yogyakarta Islamic Boarding School students, namely 42 students (48.3%) had a level of formation of the santri leadership spirit, then 18 students (43.7%) had a medium level of formation and the remaining 7 students (8.0%) had a low level of formation of the santri leadership spirit.

Table 2. Formation of the Leadership Spirit of Santri (Y)

Formation of the Leadership Spirit of Santri		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Low	7	8.0	8.0	8.0
	Medium	18	43.7	43.7	51.7
	High	42	48.3	48.3	100.0
	Total	67	100.0	100.0	

The coefficient of determination (R-Square) is used to measure the proportion of variation in the dependent variable (Y) which can be explained by the independent variable (X). In this research, the coefficient of determination is used to determine the percentage influence of the religious character variable (X) on the character formation variable (Y). The R-Square calculation results are displayed in table 3.

Table 3. Determination Coefficient

Summary Models				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.631 ^a	.399	.391	5.15208

Based on Table 3, the summary model shows that the R-Square coefficient of determination is 0.399, which means that 39.9% of the variation in variable Y (Formation of santri leadership spirit) can be explained by variation in variable X (Religious Character). The remaining 60.1% of the variation in variable Y is influenced by other factors not studied in this research. The correlation coefficient R-value of 0.631 indicates that the relationship between religious character and the formation of santri leadership is in the high category. Religious character is a solid foundation for individual moral and spiritual development, especially in the context of education. Religious values inherited and practiced in daily life play a significant role in shaping the character, morals, and behavior of students. Religious teachings, which are the core of religious character, teach noble principles such as honesty, responsibility, respect for parents and teachers, as well as a fair and tolerant attitude towards others. Habits and traditions, such as praying before studying, participating in religious activities at school, or celebrating religious holidays with friends, are also important manifestations of religious character in the educational context (Yusutria & Febriana, 2019).

Character education carried out effectively will contribute to the environment. Likewise, Lickona believes that humans with good character can understand morals and carry out moral behavior in society. Students' character can be improved through appropriate methods. Character development can be done by integrating character values into the learning process, which can indirectly shape the students' high-level thinking qualities (Jamaluddin et al., 2022).

This shows that religious character in schools has an important influence in shaping the character and morals of students, even religious character also contributes to creating a school environment that is harmonious and conducive to the learning process. The application of religious values in school life encourages students to respect each other, work together, and resolve conflicts in a peaceful and dignified manner. Furthermore, religious character helps students understand the purpose of life and important noble values so that they can live a life full of meaning and purpose. High religious character in schools can be a foundation for the development of a young generation with high morals, strong character, and tolerance for differences (Yusutria & Yuherman, 2024).

Based on the results of the regression test, the religious character has quite a big influence

on the leadership spirit of students at the Ibnu Juraimi Islamic Boarding School, Yogyakarta. Based on the research results, it shows that the alternative hypothesis (H_a) is supported by the data, with a significance level lower than 0.05 at the 95% confidence level. The results of simple linear regression analysis show that religious character has a significant influence on the leadership spirit of students, with a contribution of 39.9%. This means that almost half of the character formation of the students at the Ibnu Juraimi Islamic Boarding School in Yogyakarta can be explained by the religious character of the school. The remaining 60.1% was influenced by other factors not examined in this study, such as family environment, peer influence, media or technology, and so on. The R Square value of 0.399 shows that there is a significant relationship between religious character and the formation of the leadership spirit of students. The higher the religious character at school, the better the formation of student leadership. The results of this research are strengthened by the correlation coefficient (R) value of 0.631, which shows a high and significant relationship between religious character and the formation of Santri's leadership spirit. These findings indicate that there is a high association between the two variables, thus confirming the importance of religious beliefs in shaping the leadership spirit of students at the Ibnu Juraimi Islamic Boarding School, Yogyakarta. Of course, the formation of a santri leadership spirit is the backbone of organizational development because without good leadership it will be difficult to achieve organizational goals. If a leader tries to influence the behavior of other people, then that person needs to consider his leadership style (Imam Mars Miasya Ibnu Ivan, Dinda Azzahra, 2024). Leadership style is behavior and strategy, as a result of a combination of philosophy, skills, traits, and attitudes, which a leader often applies when he tries to influence performance (Sudarmin et al., 2023).

This shows that the T_{count} value of 2.94 $< T_{table} = 1.662$, indicating that the formation of the leadership spirit of students is considered good and the hypothesis is accepted. In addition, a T_{count} of 1.19 $< T_{table}$ at a significance level of 5% (1.662) indicates a relationship between religious character and the formation of the leadership spirit of students. The correlation coefficient of 0.6657 is greater than the table at a significance level of 5% (0.207), which means it supports this finding. The formation of the leadership spirit of students is considered good because character education is the provision of guidance to become whole human beings with character in the dimensions of heart, mind, feeling, and will, who can make decisions wisely and practice them in everyday life to be able to make a positive contribution to their environment (Boty et al., 2023). Good habits can arise if Islamic boarding schools implement positive religiosity and are committed to implementing character education through local wisdom and local character (Hermino & Arifin, 2020). The decision-making process has three concepts that need to be understood: moral knowledge, moral judgment, and moral action. Moral knowledge is an understanding of moral issues and how to make moral decisions. Moral judgment is individual and based on self-control, empathy, and awareness. Moral action is behavior based on moral knowledge and judgment. Moral knowledge directly influences moral judgment and moral action (Flynn & Lafrance, 2019).

Ahmad Dahlan to realize his ideals compiled the substance of education or the curriculum of Muhammadiyah school education which consists of: 1) Moral education, morality is an effort

to foster a commendable human personality based on the Qur'an and As-Sunnah; 2) Individual education is an effort made to instill perfect and good self-awareness, sustainable and related to changes in the mind and body, between belief and knowledge, between feelings and reason and the world and the hereafter; 3) Community education, namely education as an effort to build enthusiasm and the ability to live in society (Izzati et al., 2021).

Three considerations underlie the importance of moral education: i) weak family ties; ii) the existence of negative tendencies in the lives of modern adolescents; and iii) the revival of the need for ethical, moral, and character values in the era (Sokip et al., 2019). Moral character education can be defined as a process of guidance given to individuals so that they achieve success in interpersonal relationships and ethical behavior (Yilmaz & Ayaz, 2021).

Islamic boarding schools require a clearer religious framework with the systematic acquisition of knowledge and practical experience in the field of educational and religious strategies, and that teachers must continuously reflect on their own religious practices (Jeznik et al., 2020). Emotional intelligence or what is often called emotional quotient (EQ) is a part of social intelligence which involves the ability to monitor social feelings which involve the abilities of other people, by sorting everything and using this information to guide one's thoughts and actions (Kustyarini, 2020). Moral judgments are conclusions made about other people's behavior based on the individual's current moral insight and moral knowledge (Zhang & Zhang, 2021). Teachers are role models for their students so that teachers provide examples and guidance to students so that students can emulate the teacher's good behavior which can always be applied at school and at home so that it can become a good habit (Maryani et al., 2019). Nationalism contains several things, namely: 1) a sense of pride in the character of the nation and efforts to maintain its existence, 2) a sense of love for the homeland and achievement orientation, 3) a sense of love for the homeland, 4) a sense of caring and obeying the law towards the environment, 5) a sense of religion and respect for diversity. The character of nationalism is very much needed in national and state life, and plays an important role in the history of Indonesian independence. This character is also one of the main indicators for building Indonesia's bright future (Net et al., 2023).

Conclusion

The conclusions that can be drawn are:

1. There is a significant influence between religious character on the formation of the character of students at the Ibnu Juraimi Islamic Boarding School in Yogyakarta. This is proven by the acceptance of the alternative hypothesis (H_a) at a 95% confidence level with a significance value smaller than $\alpha 0.05$. Thus, religious character plays an important role in forming the character of students, both in terms of faith, piety, and noble morals. Religious character at the Ibnu Juraimi Islamic Boarding School in Yogyakarta is reflected in the system of values, norms, and religious practices that are internalized and applied in everyday life in the school environment. Worship practices, moral development, and a deep understanding of Islamic teachings are the main aspects that support the creation of a conducive learning environment for the formation of better character of students.

2. The magnitude of the influence of religious character on the formation of the character of students at the Ibnu Juraimi Islamic Boarding School in Yogyakarta is 39.9% at a 95% confidence level, as reflected in the R Square value of 0.399. In addition, the R-value of 0.631 indicates a high relationship between the two variables. Thus, it can be concluded that the higher the religious character in schools, the higher the character of the students formed.

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