

**THE INFLUENCE OF THE BOARDING SCHOOL  
ENVIRONMENT ON STUDENTS' ACADEMIC VALUES AT  
MA AI-MUBAROK**

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**ABSTRAK**

Penelitian ini bertujuan untuk menganalisis pengaruh lingkungan pesantren terhadap nilai akademik siswa di MA Al-Mubarak. Lingkungan pesantren dipandang sebagai ekosistem pendidikan yang mengintegrasikan pendidikan formal dan nonformal melalui kedisiplinan, nilai religius, budaya literasi, serta interaksi sosial santri. Penelitian ini menggunakan pendekatan kualitatif dengan jenis penelitian deskriptif. Subjek penelitian meliputi siswa MA Al-Mubarak yang tinggal di pesantren, guru mata pelajaran, dan pengelola pesantren yang dipilih melalui teknik purposive sampling. Data dikumpulkan melalui observasi, wawancara mendalam semi-terstruktur, dan dokumentasi, kemudian dianalisis menggunakan teknik reduksi data, penyajian data, dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa lingkungan pesantren memberikan pengaruh positif terhadap nilai akademik siswa. Kedisiplinan waktu, pembiasaan kegiatan keagamaan, budaya literasi, pembelajaran bahasa Arab, serta budaya belajar kolektif berkontribusi terhadap peningkatan motivasi belajar, ketenangan psikologis, dan pemahaman akademik siswa. Penelitian ini menegaskan bahwa lingkungan pesantren tidak hanya berfungsi sebagai tempat pembinaan karakter, tetapi juga sebagai sistem pendidikan yang efektif dalam mendukung pencapaian akademik siswa.

**Kata Kunci:** lingkungan pesantren; nilai akademik; madrasah aliyah

**ABSTRACT**

*This study aims to examine the influence of the pesantren environment on students' academic achievement at MA Al-Mubarak. The pesantren environment is viewed as an educational ecosystem that integrates formal and nonformal education through discipline, religious values, literacy culture, and social interaction among students. This research employed a qualitative descriptive approach. The research subjects included students residing in the pesantren, subject teachers, and pesantren administrators, selected through purposive sampling. Data were collected through observation, semi-structured in-depth interviews, and documentation, and analyzed using data reduction, data display, and conclusion drawing techniques. The findings indicate that the pesantren environment has a positive impact on students' academic achievement. Time discipline, religious habituation, literacy practices,*

*Arabic language learning, and collective learning culture contribute to the enhancement of students' learning motivation, psychological well-being, and academic understanding. This study confirms that the pesantren environment functions not only as a space for character building but also as an effective educational system that supports students' academic success in madrasah-based education.*

**Keywords:** *Pesantren Environment; Academic Achievement; Islamic Senior High School*

## INTRODUCTION

Islamic boarding schools (*pesantren*) have long been recognized as an integral component of Indonesia's educational system, functioning as institutions of both formal and nonformal education. Beyond the transmission of religious knowledge, *pesantren* emphasize character formation, discipline, moral responsibility, and social awareness through a holistic educational approach.<sup>1</sup> By embedding moral, religious, and social values into students' daily lives, *pesantren* aim to produce individuals who are spiritually grounded, socially responsible, and academically capable.<sup>2</sup>

In the context of formal education, many *pesantren* administer structured madrasah programs, including Madrasah Aliyah (MA), which integrate general subjects with religious instruction. The implementation of structured curricula in *pesantren*, such as Pendidikan Diniyah Formal (PDF), has been shown to enhance educational quality while maintaining Islamic values.<sup>3</sup> This integration is intended to develop students who are intellectually competent and morally upright, aligning academic achievement with ethical and religious character.<sup>4</sup>

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<sup>1</sup> Nizarani Nizarani, Muhammad Kristiawan, and Artanti P Sari, "Manajemen Pendidikan Karakter Berbasis Pondok Pesantren," *Jurnal Intelektualita Keislaman Sosial Dan Sains* 9, no. 1 (2020): 37–44, <https://doi.org/10.19109/intelektualita.v9i1.5432>; Ridwan Ridwan, M H Abdillah, and Hendrawan Syahrizal, "Implementasi Konsep Pendidikan Akhlak Kh. Hasyim Asy'ari Di Pondok Pesantren Mislakhul Muta'alimin Karangtengah Warungpring," *Jurnal Locus Penelitian Dan Pengabdian* 2, no. 11 (2023): 1094–1111, <https://doi.org/10.58344/locus.v2i11.1854>.

<sup>2</sup> Kandiri Kandiri and Mahmudi Bajuri, "Pendidikan Islam Ideal," *Jurnal Pendidikan Islam Indonesia* 4, no. 2 (2020): 157–72, <https://doi.org/10.35316/jpii.v4i2.187>; Abu Kholish and Muhammad C A Wafa, "Pendidikan Multikultural Di Pondok Pesantren Tradisional Dan Modern Sebagai Upaya Menjaga Negara Kesatuan Republik Indonesia (Studi Di Pondok Pesantren Asy Syamsuriyah Brebes)," *Jurnal Ilmu Pendidikan Dan Sains Islam Interdisipliner*, 2022, 1–12, <https://doi.org/10.59944/jipsi.v1i1.1>.

<sup>3</sup> Ahmad Syukron, Samsudi Samsudi, and Kustiono Kustiono, "Pendidikan Diniyah Formal : A Formal Curriculum for Pesantren in Indonesia," *Innovative Journal of Curriculum and Educational Technology* 9, no. 2 (2020): 63–71, <https://doi.org/10.15294/ijcet.v9i2.36645>.

<sup>4</sup> Umami F Asyasyafiqoh, "Peran Kurikulum Pesantren Dalam Membentuk Karakter Santri Pondok Pesantren Mambaul Ulum Bata-Bata Putri Panaan Palengaan Pamekasan," *Studia Religia Jurnal Pemikiran Dan Pendidikan Islam* 7, no. 1 (2023), <https://doi.org/10.30651/sr.v7i1.18227>; Dede A Muhtarom et al., "Lembaga Pendidikan Dalam Peradaban Islam," *Idarah Tarbawiyah*

The pesantren environment is distinctly characterized by discipline, religiosity, and a strong learning culture. Discipline is cultivated through structured daily routines, adherence to institutional rules, and consistent supervision, which collectively contribute to students' academic responsibility and behavioral development.<sup>5</sup> Furthermore, religiosity permeates both curricular and extracurricular activities, reinforcing moral awareness, spiritual motivation, and resilience among students.<sup>6</sup> These characteristics create a learning culture that supports both cognitive growth and character formation.

Learning environments play a critical role in shaping students' academic achievement. Educational research indicates that academic performance is influenced by internal factors such as motivation and self-discipline, as well as external factors including family, school, and social environments.<sup>7</sup> A positive and supportive learning environment enhances students' motivation and engagement, which in turn contributes to higher academic achievement.<sup>8</sup> In pesantren settings, where students live and learn in a continuous and value-oriented environment, these environmental influences become particularly significant.

MA Al-Mubarak, as a madrasah operating under the auspices of a pesantren, presents a learning environment distinct from that of general public schools. Students at MA Al-Mubarak not only participate in classroom-based instruction but

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*Journal of Management in Islamic Education* 4, no. 1 (2023): 61–72, <https://doi.org/10.32832/itjmie.v4i1.9395>.

<sup>5</sup> Awallul M Sholekah and Khoirun Nikmah, "Penerapan Budaya Piket Simpatik Sebagai Pembentukan Karakter Disiplin Siswa," *Al Mabhats* 8, no. 2 (2023): 125–36, <https://doi.org/10.47766/almabhats.v8i2.2102>; S I P P A Surya, Ahmad Zainuri, and Sayid Habiburrahman, "Peran Kepemimpinan Kepala Madrasah Dalam Meningkatkan Budaya Disiplin Siswa Di MAS Patra Mandiri Plaju Palembang," *Fitrah Journal of Islamic Education* 1, no. 2 (2021): 289–300, <https://doi.org/10.53802/fitrah.v1i2.30>.

<sup>6</sup> Tita T Sari and Ratna N Pungeti, "Inovasi Kurikulum Berbasis Budaya Lokal Di Sdit Al – Wathoniyah Pajagalan Sumenep," *Autentik Jurnal Pengembangan Pendidikan Dasar* 3, no. 2 (2020): 108–25, <https://doi.org/10.36379/autentik.v3i2.40>; Tri D Rahmawati, "The Concept of Professional Learning Community by Teacher Group in Developing Religious Work Culture at LPIT Nurul Fikri Juwana," *Quality* 9, no. 1 (2021): 137, <https://doi.org/10.21043/quality.v9i1.10010>; Nini A Tanamal, "Hubungan Religiusitas Dan Resiliensi Dalam Mempengaruhi Kesehatan Mental Masyarakat Terhadap Pandemic Covid 19," *Jagaddhita Jurnal Kebhinnekaan Dan Wawasan Kebangsaan* 1, no. 1 (2021), <https://doi.org/10.30998/jagaddhita.v1i1.808>.

<sup>7</sup> Eka R Astuti and Rabia Zakaria, "Hubungan Motivasi Belajar Dengan Prestasi Akademik," *Journal Health & Science Gorontalo Journal Health and Science Community* 5, no. 1 (2021): 222–28, <https://doi.org/10.35971/gojhes.v5i1.10276>; Endang Kurniawati, Husniati Husniati, and Itsna Oktaviyanti, "Hubungan Motivasi Belajar Dengan Prestasi Belajar IPS Pada Siswa Kelas IV SDN Gugus 3 Kecamatan Langgudu," *Jurnal Ilmiah Profesi Pendidikan* 8, no. 1b (2023): 475–81, <https://doi.org/10.29303/jipp.v8i1b.1183>.

<sup>8</sup> Siti Aminah, "Pengaruh Lingkungan Belajar Terhadap Prestasi Belajar Siswa," *Indonesian Journal of Education Research (Ijoer)* 3, no. 6 (2022): 140–45, <https://doi.org/10.37251/ijoer.v3i6.655>.

also reside in dormitories and engage in structured religious, social, and educational activities. This integrated residential system creates constant interaction between academic learning and daily life, positioning the pesantren environment as a dominant factor influencing students' learning motivation and academic performance.<sup>9</sup>

This study employs a qualitative research approach to explore the influence of the pesantren environment on students' academic achievement in a holistic, natural, and contextual manner. A qualitative design is considered appropriate for capturing lived experiences, perceptions, and educational practices within the pesantren setting.<sup>10</sup> The research subjects include students residing in the pesantren, subject teachers, and pesantren administrators, selected through purposive sampling based on their relevance and depth of information related to the research focus.

Data collection is conducted through observation, semi-structured in-depth interviews, and documentation. Observations focus on students' learning activities, time discipline, social interactions, and pesantren programs related to academic processes. Interviews explore students' learning experiences, motivation, and perceptions of the pesantren environment, while documentation includes academic records and institutional schedules. Data analysis follows an iterative process of data reduction, data display, and conclusion drawing, enabling an in-depth interpretation of how discipline, religiosity, and learning culture within the pesantren environment influence students' academic achievement at MA Al-Mubarak.

## RESEARCH METHODS

This study employed a qualitative approach with a descriptive research design aimed at comprehensively exploring the influence of the pesantren environment on students' academic achievement at MA Al-Mubarak. A qualitative approach was chosen to capture educational phenomena in a holistic, natural, and

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<sup>9</sup> Fatih A Marzuqoh, A A Sujadi, and Tri A Arigiyati, "Hubungan Antara Motivasi, Keaktifan, Gaya Belajar Dengan Prestasi Belajar Matematika Siswa SMA Se-Kecamatan Banguntapan," *Union Jurnal Ilmiah Pendidikan Matematika* 8, no. 1 (2020): 53–61, <https://doi.org/10.30738/union.v8i1.5022>; F N Anggraeni, "INDEPENDENCE LEARNING POLICY SURVEY: How Is the Response of the Academic Community in Higher Education?," *AKADEMIK: Jurnal Mahasiswa Humanis*, no. Query date: 2023-04-05 08:50:31 (2023), <https://ojs.pseb.or.id/index.php/jmh/article/view/578>.

<sup>10</sup> Suhaidin Dena, Nelud D Aliyah, and Didit Darmawan, "Pengaruh Budaya Sekolah, Hasil Belajar PAI, Dan Pola Asuh Orang Tua Terhadap Pembentukan Karakter Siswa Di SMA Negeri 4 Surabaya," *Reslaj Religion Education Social Laa Roiba Journal* 6, no. 6 (2024), <https://doi.org/10.47467/reslaj.v6i6.2789>.

contextual manner as they occur within the pesantren setting. The research subjects consisted of MA Al-Mubarak students residing in the pesantren, subject teachers, and pesantren administrators, who were selected through purposive sampling based on their relevance to the research focus. Data were collected through direct observation of students' learning activities, time discipline, social interactions, and pesantren programs related to the learning process, as well as semi-structured in-depth interviews with students and teachers to explore learning experiences, motivation, and perceptions of the pesantren environment, complemented by documentation such as academic records, activity schedules, and institutional archives. Data analysis was conducted continuously through data reduction, data display, and conclusion drawing, with relevant data systematically selected, organized into descriptive narratives, and interpreted in depth to reveal the influence of the pesantren environment on students' academic achievement at MA Al-Mubarak.

## RESULTS AND DISCUSSION

### **The Pesantren Environment as a Holistic Educational Ecosystem**

The pesantren environment represents a holistic educational ecosystem that integrates academic instruction, religious formation, social interaction, and cultural values into a unified system. Unlike conventional schools, pesantren provide a continuous learning environment in which students engage in educational activities throughout the day and night. This continuity allows educational values to be internalized more deeply, as learning is not limited to classroom instruction but extends into daily life practices. Kandiri & Bajuri emphasize that pesantren function as both formal and nonformal educational institutions, enabling the integration of cognitive development with moral and spiritual formation.<sup>11</sup>

The findings of this study indicate that the pesantren environment at MA Al-Mubarak creates a relatively conducive learning atmosphere for students. The residential system fosters close interaction between students, teachers, and caregivers, allowing for consistent supervision and guidance. This condition contributes to the formation of structured learning habits and greater academic responsibility among students. Muhtarom et al argue that a well-managed pesantren environment strengthens the integration of character education and academic achievement,<sup>12</sup> which is evident in the daily learning practices at MA Al-Mubarak.

Furthermore, the strong presence of religious values in the pesantren environment provides students with a moral and spiritual foundation that shapes

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<sup>11</sup> Kandiri and Bajuri, "Pendidikan Islam Ideal."

<sup>12</sup> Muhtarom et al., "Lembaga Pendidikan Dalam Peradaban Islam."

their attitudes toward learning. Academic activities are perceived not merely as obligations but as acts of worship, which enhances students' sense of purpose and responsibility. Ridwan et al assert that the integration of religious values in educational settings positively influences students' discipline and learning motivation.<sup>13</sup> As a result, the pesantren environment at MA Al-Mubarak functions as an educational ecosystem that supports both academic excellence and character development.

### **Pesantren Discipline from the Perspective of Learning Theory**

From a behaviorist learning theory perspective, discipline in the pesantren environment serves as a stimulus that shapes students' learning behaviors through repetition and reinforcement. The implementation of strict schedules, clear rules, and consistent supervision encourages students to develop disciplined learning habits. At MA Al-Mubarak, students are required to follow daily routines that include academic learning, religious activities, and communal responsibilities. Such structured routines reinforce positive learning behaviors through repeated practice, aligning with the principles of behaviorist theory.<sup>14</sup>

The research findings reveal that time discipline is one of the most influential aspects of the pesantren environment in shaping students' academic behavior. Students become accustomed to managing their study time effectively, attending classes punctually, and completing academic tasks consistently. This finding is consistent with Surya et al, who highlight that effective institutional discipline significantly improves students' academic responsibility and compliance with learning norms.<sup>15</sup> As discipline becomes internalized, students demonstrate greater consistency and seriousness in their academic engagement.

From a cognitive learning theory perspective, a structured learning environment also supports students' cognitive processes. Orderly routines and clear expectations reduce distractions and allow students to focus more effectively on understanding academic content. A structured environment helps students organize information, develop mental schemas, and engage in higher-order thinking. Astuti & Zakaria suggest that a well-organized learning environment enhances

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<sup>13</sup> Ridwan, Abdillah, and Syahrizal, "Implementasi Konsep Pendidikan Akhlak Kh. Hasyim Asy'ari Di Pondok Pesantren Mislakhul Muta'alimin Karangtengah Warungpring."

<sup>14</sup> Sholekah and Nikmah, "Penerapan Budaya Piket Simpatik Sebagai Pembentukan Karakter Disiplin Siswa."

<sup>15</sup> Surya, Zainuri, and Habiburrahman, "Peran Kepemimpinan Kepala Madrasah Dalam Meningkatkan Budaya Disiplin Siswa Di MAS Patra Mandiri Plaju Palembang."

concentration and comprehension, which ultimately contributes to improved academic performance.<sup>16</sup>

## **Literacy Culture in the Pesantren and Its Impact on Academic Achievement**

Literacy culture is a defining characteristic of the pesantren environment that plays a crucial role in students' academic development. At MA Al-Mubarak, literacy practices are reflected in activities such as reading classical Islamic texts (*kitab kuning*), taking detailed notes, and participating in scholarly discussions. These activities encourage students to engage actively with texts and ideas, fostering critical reading and academic writing skills. According to Manan & Bajuri, habitual reading practices in pesantren significantly enhance students' literacy competence and conceptual understanding.<sup>17</sup>

The results of this study show that students who actively participate in pesantren literacy activities tend to demonstrate stronger comprehension of academic subjects. Regular note-taking and summarizing help students organize information systematically, while peer discussions facilitate deeper understanding of complex concepts. Dena et al emphasize that a strong literacy culture within educational institutions directly contributes to students' academic achievement.<sup>18</sup> This finding is evident in the improved academic performance of students who consistently engage in pesantren-based literacy practices.

From a theoretical perspective, literacy extends beyond basic reading and writing skills to include the ability to interpret, analyze, and process information critically. The pesantren environment supports the development of functional and critical literacy through both formal and nonformal educational activities. Laila & Salahudin argue that nonformal education in pesantren strengthens contextual literacy that is relevant to students' academic and social needs.<sup>19</sup> Consequently, the literacy culture cultivated at MA Al-Mubarak serves as a foundational element for students' academic success.

## **Arabic Writing Instruction (*Kitabah*) and Language Habituation**

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<sup>16</sup> Astuti and Zakaria, "Hubungan Motivasi Belajar Dengan Prestasi Akademik."

<sup>17</sup> Muhamad A Manan and Mahmudi Bajuri, "Budaya Literasi Di Pesantren Salafiyah Syafi'iyah Sukorejo," *Jurnal Pendidikan Islam Indonesia* 4, no. 2 (2020): 116–23, <https://doi.org/10.35316/jpii.v4i2.194>.

<sup>18</sup> Dena, Aliyah, and Darmawan, "Pengaruh Budaya Sekolah, Hasil Belajar PAI, Dan Pola Asuh Orang Tua Terhadap Pembentukan Karakter Siswa Di SMA Negeri 4 Surabaya."

<sup>19</sup> Dinda A Laila and Salahudin Salahudin, "Pemberdayaan Masyarakat Indonesia Melalui Pendidikan Nonformal: Sebuah Kajian Pustaka," *Jurnal Pembangunan Pendidikan Fondasi Dan Aplikasi* 9, no. 2 (2022): 100–112, <https://doi.org/10.21831/jppfa.v9i2.44064>.

Arabic writing instruction (*kitabah*) constitutes a significant component of academic learning in the pesantren environment. At MA Al-Mubarak, the use of Arabic extends beyond language classes and is integrated into various religious and academic activities. This continuous exposure allows students to practice writing skills in authentic and meaningful contexts. Language learning theory emphasizes that consistent practice and contextual use are essential for developing writing proficiency.<sup>20</sup>

The findings indicate that students who actively engage in Arabic writing activities demonstrate improved mastery of linguistic structures and writing accuracy. Repetitive writing exercises help students internalize grammatical rules and enhance their attention to detail. Rahmawati et al suggest that culturally responsive and context-based language instruction significantly improves students' academic language skills.<sup>21</sup> This is particularly relevant in the pesantren context, where Arabic is closely linked to religious and academic discourse.

Beyond linguistic competence, Arabic writing instruction also contributes to students' cognitive and affective development. Writing activities foster systematic thinking, analytical skills, and reflective learning processes. In the pesantren setting, these skills are essential for understanding classical Islamic texts that require careful interpretation. Thus, *kitabah* instruction not only enhances language proficiency but also supports students' overall academic performance.

### **Social Interaction and Collective Learning Culture**

Social interaction among students is a central element of the pesantren learning environment that significantly influences academic achievement. The residential system encourages students to interact continuously, collaborate academically, and support one another in learning. The findings reveal that collective learning practices, such as group study and peer tutoring, help students better understand difficult academic materials. Such collaborative learning aligns with social learning theory, which emphasizes the role of social interaction in cognitive development.

Peer support has been shown to increase students' motivation and confidence in academic tasks. Anggraeni et al found that positive peer interaction

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<sup>20</sup> D. Setiawan et al., "Powtoon-Based Learning Videos for Quality Elementary School Learning Outcomes," *ABDIMAS: Jurnal Pengabdian Masyarakat* 6, no. 2 (2023): 3811–18, <http://www.journal.umtas.ac.id/index.php/ABDIMAS/article/view/3228>.

<sup>21</sup> Yuli Rahmawati et al., "Pengembangan Soft Skills Siswa Melalui Penerapan Culturally Responsive Transformative Teaching (CRTT) Dalam Pembelajaran Kimia," *Jurnal Penelitian Pendidikan Ipa* 6, no. 1 (2020): 86–96, <https://doi.org/10.29303/jppipa.v6i1.317>.

enhances students' learning motivation and academic performance.<sup>22</sup> In the pesantren context, social interaction is reinforced by values of brotherhood (*ukhuwah Islamiyah*), mutual assistance, and collective responsibility. These values strengthen students' commitment to learning and academic success.

Additionally, the collective learning culture fosters healthy academic competition. Students are motivated to excel while maintaining cooperative relationships with their peers. Yang argue that collaborative learning environments promote both academic independence and responsibility.<sup>23</sup> Therefore, social interaction among santri at MA Al-Mubarak serves as a critical factor in supporting academic achievement.

### **Learning Motivation and Students' Psychological Well-Being**

Learning motivation acts as a mediating factor between the learning environment and academic achievement. The findings indicate that religious activities in the pesantren, such as congregational prayers and regular religious studies, contribute to students' psychological calmness and emotional stability. A stable psychological condition enables students to concentrate more effectively on academic tasks. Aminah highlights that high learning motivation significantly enhances students' academic performance.<sup>24</sup>

Religious values embedded in the pesantren environment cultivate intrinsic motivation among students. Learning is perceived as a form of worship, which encourages students to pursue knowledge sincerely and persistently. This perspective aligns with Islamic educational principles that emphasize the integration of intellectual, emotional, and spiritual development.<sup>25</sup> As a result, students demonstrate greater consistency and commitment to academic learning.

However, the findings also reveal challenges related to physical and mental fatigue caused by the intensity of pesantren activities. Excessive workloads may reduce students' concentration if not properly managed. Therefore, balanced time management between academic and non-academic activities is essential to sustain students' motivation. Handayani emphasizes the importance of effective activity management in maintaining educational quality in pesantren institutions.<sup>26</sup>

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<sup>22</sup> Anggraeni, "Independence Learning Policy Survey: How Is the Response of the Academic Community in Higher Education?"

<sup>23</sup> Xigui Yang, "A Historical Review of Collaborative Learning and Cooperative Learning," *Tech Trends* 67 (2023), <https://doi.org/10.1007/s11528-022-00823-9>.

<sup>24</sup> Aminah, "Pengaruh Lingkungan Belajar Terhadap Prestasi Belajar Siswa."

<sup>25</sup> Asyasyafiqoh, "Peran Kurikulum Pesantren Dalam Membentuk Karakter Santri Pondok Pesantren Mambaul Ulum Bata-Bata Putri Panaan Palengaan Pamekasan."

<sup>26</sup> D Handayani, "Pesantren, Dinamika, Dan Tantangan Global: Analisis UU Pesantren No. 18 Tahun 2019," *EL-HIKMAH: Jurnal Kajian Dan Penelitian Pendidikan Islam* 16, no. 1 (2022): 31–48, <https://doi.org/10.20414/elhikmah.v16i1.6193>.

## Implications for Educational Theory and Practice

Overall, the findings of this study reinforce educational theories that emphasize the importance of a structured, value-oriented, and supportive learning environment. The pesantren environment at MA Al-Mubarak positively influences students' academic achievement through discipline, literacy culture, language instruction, social interaction, and learning motivation. These findings support the view that academic achievement is shaped not only by cognitive factors but also by social, emotional, and spiritual dimensions.<sup>27</sup>

From a practical perspective, this study offers important implications for the management of pesantren-based educational institutions. Strengthening literacy programs, implementing disciplined yet humane regulations, and ensuring balanced activity schedules are essential for optimizing students' academic outcomes. Furthermore, the integration of formal and nonformal education must be maintained to ensure that pesantren remain relevant in modern educational contexts without losing their Islamic identity.<sup>28</sup>

In conclusion, the pesantren environment at MA Al-Mubarak functions not only as a residential and character-building space but also as an effective educational ecosystem that supports academic excellence. This study highlights the significant potential of pesantren in producing students who are academically competent, morally grounded, and socially responsible. Future research may further explore how pesantren-based educational models can be adapted and strengthened to meet contemporary educational challenges.

## CONCLUSION

This study concludes that the pesantren environment at MA Al-Mubarak plays a significant and positive role in shaping students' academic achievement. The structured and disciplined daily routines, the integration of religious values, and the cultivation of a strong literacy and learning culture collectively contribute to the development of students' academic responsibility, learning motivation, and cognitive skills. The findings confirm that a conducive pesantren environment functions as a holistic educational ecosystem in which formal instruction, nonformal activities, and character education are interconnected. Through continuous supervision and value-based learning practices, the pesantren

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<sup>27</sup> Kurniawati, Husniati, and Oktaviyanti, "Hubungan Motivasi Belajar Dengan Prestasi Belajar IPS Pada Siswa Kelas IV SDN Gugus 3 Kecamatan Langgudu."

<sup>28</sup> Kholish and Wafa, "Pendidikan Multikultural Di Pondok Pesantren Tradisional Dan Modern Sebagai Upaya Menjaga Negara Kesatuan Republik Indonesia (Studi Di Pondok Pesantren Asy Syamsuriyah Brebes)."

environment supports students in achieving better academic outcomes while simultaneously fostering moral and spiritual development.

Furthermore, this study highlights that academic achievement in pesantren-based education is influenced not only by instructional factors but also by social interaction, language habituation, and students' psychological well-being. Collective learning practices and peer support enhance students' understanding of academic material, while religious activities promote intrinsic motivation and emotional stability. Nevertheless, the intensity of pesantren activities requires careful management to prevent student fatigue and maintain learning effectiveness. Overall, the findings underscore the importance of balancing discipline, religiosity, and academic demands, positioning pesantren as a viable and effective educational model for developing academically competent, morally grounded, and socially responsible students.

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