

LANGUAGE DEVELOPMENT AND CHARACTER BUILDING: THE STRATEGIC ROLE OF PTTI ORGANIZATIONS IN ARRISALAH ISLAMIC INTERNATIONAL COLLEGE

Yuni Widya Yanti^{a,1,*}, Ade Risfal Huda^{b,2}, Lailatul Hidayati^{c,3}

^{a)} IAIN Ponorogo, ^{b)} UIN Sunan Kalijaga, ^{c)} IAIN Ponorogo

¹ yuniwidya420@gmail.com, ² aderisfalhuda30@gmail.com, ³ lailatulhidayati605@gmail.com

* Yuni Widya Yanti

Received: Nov 25, 2024

Revised: Dec 10, 2024

Accepted: Dec 16, 2024

Published: Jan 15, 2025

Abstract

Language in modern Islamic boarding schools serves not only as a medium of communication but also as a means to internalize Islamic values. Challenges are frequently encountered in developing students' Arabic and English language skills, and thus, senior student organizations play a strategic role in supervising, guiding, and motivating other students. This study aims to analyze the role of the PTTI (Islamic Technology Boarding School Organization) at Arrisalah Islamic International College, Ponorogo in language development, supervision, and efforts to enhance language proficiency among students. A qualitative method is used in this study to explore various language development programs, supervision efforts, and improvement strategies implemented by senior student organizations. Data were collected through in-depth interviews and observations of daily activities at the boarding school. Findings reveal that language development programs include daily, weekly, monthly, and annual activities such as routine vocabulary practice, penalties for language violations, conversations, drama, listening exercises, vocabulary tests, debates, drama contests, miss language, language courses, and language challenges. These programs face challenges, such as low student motivation and limited resources, but overall, they have a positive impact on students' language skills while fostering character traits such as honesty, discipline, hard work, creativity, independence, curiosity, appreciation of achievement, friendliness/communication, peace-loving attitudes, a love of reading, social awareness, and responsibility. This study provides insights for boarding school administrators to design more effective and sustainable language development programs.

Keywords: *Development, Supervision, Language Enhancement, Student Organization, Modern Islamic Boarding School*

Abstrak

Bahasa di Pondok modern tidak hanya sebagai media komunikasi, namun juga sebagai salah satu sarana untuk menginternalisasikan nilai-nilai islami. Tantangan dalam mengembangkan kemampuan bahasa Arab dan Inggris santri sering kali dihadapi, maka dari itu organisasi siswa kelas akhir memiliki peran strategis dalam mengawasi, membina, dan memotivasi santri lain. Penelitian ini bertujuan untuk menganalisis peran organisasi PTTI (Pesantren Tepat Teknologi Islam) di Pondok Modern Arrisalah, Ponorogo dalam pembinaan, pengawasan, dan upaya peningkatan bahasa bagi santri. Dalam penelitian ini, metode kualitatif digunakan untuk menggali lebih dalam mengenai berbagai bentuk program pembinaan bahasa, pengawasan, serta upaya peningkatan bahasa yang diterapkan oleh organisasi siswa kelas akhir. Data dikumpulkan melalui wawancara mendalam serta observasi terhadap kegiatan sehari-hari di pondok. Hasil penelitian menunjukkan bahwa program pembinaan bahasa yang dilakukan mencakup kegiatan harian, mingguan, bulanan, dan tahunan yang meliputi pemberian kosakata rutin, penghakiman bagi pelanggar bahasa, percakapan, drama, *listening*, ujian kosakata, ajang debat, drama kontes, *miss language*, kursus bahasa, dan tantangan bahasa. Program ini menghadapi tantangan, seperti rendahnya motivasi santri dan keterbatasan sumber daya, namun secara keseluruhan memberikan dampak positif terhadap keterampilan berbahasa santri dan juga membentuk beberapa karakter seperti, jujur, disiplin, kerja keras, kreatif, mandiri, rasa ingin tahu, menghargai prestasi, bersahabat/komunikatif, cinta damai, gemar membaca, peduli sosial dan tanggung jawab. Penelitian ini diharapkan dapat memberikan wawasan bagi pengelola pondok pesantren dalam merancang program pembinaan bahasa yang lebih efektif dan berkelanjutan.

Kata Kunci: *Pembinaan, Pengawasan, Peningkatan Bahasa, Organisasi Siswa, Pondok Modern*

Introduction

In this era of globalization, the ability to communicate in more than one language has become a necessity, not merely an additional advantage. The importance of language in the era of globalization cannot be underestimated. With broad language skills, a person can expand their social network, establish cross-border cooperation, and participate in international forums. Language is not only a medium of communication; it is also a tool for strengthening social, economic, political, and cultural relationships at a global level. Language serves as a highly effective means of building understanding, creating opportunities for collaboration, and fostering stronger bonds between individuals from diverse cultural backgrounds¹.

Foreign languages, especially English, have become the lingua franca in various fields, ranging from business and education to technology. Meanwhile, Arabic holds a significant position in religious and cultural contexts, particularly in countries with a Muslim-majority population, such as Indonesia². In the world of education, learning Arabic is not considered uncommon. Many educational institutions in Indonesia have incorporated Arabic as one of the subjects taught. This demonstrates that our society is increasingly aware of the importance of learning Arabic. For Muslims in particular, studying Arabic is essential for understanding Islamic teachings, which were revealed in the Arabic language. Without learning Arabic, knowledge and Islamic teachings would be difficult to comprehend and implement effectively³.

In addition to learning Arabic in Islamic boarding schools, English is also taught effectively. The importance of English proficiency in social life during the era of globalization can be viewed from various perspectives. From the global communication perspective, English proficiency plays a highly strategic role. This strategic role is evidenced by the fact that English proficiency serves as a gateway to scientific and technological innovations and a medium for cross-cultural recognition and appreciation. The demand for information transfer and the translation of knowledge and technology

¹ Dea Sasmita Baangi, "Bahasa Sebagai Jembatan Komunikasi Dalam Era Globalisasi," *Abdima Dejournal* 1, no. 4 (2024): 209–16, <https://abdima.e-jurnal.web.id>.

² Ramzani Novanda et al., "Inovasi Pembelajaran Bahasa Asing Di SDN 168 Desa Pandan Sejahtera," *DILIGENTE: JURNAL ADVOKASI DAN PENGABDIAN* Vol.1 (2024): 27–36.

³ A. M Albantani, "Pembelajaran Bahasa Arab Di Madrasah Ibtidaiyah : Sebuah Ide Terobosan.," *Attadib Journal Of Elementary Education* 3, no. 2 (2018): 160–173.

from source languages (foreign languages) makes English proficiency and translation activities essential⁴. In addition to language proficiency, character development also plays a significant role in shaping quality individuals. Strong character traits, such as integrity, responsibility, and discipline, serve as the primary foundation for facing global challenges. Education that successfully integrates language development and character building in a holistic manner will produce individuals who are not only intellectually intelligent but also possess noble morals.

Language plays a crucial role in the intellectual, emotional, and social development of learners and serves as a key factor in mastering all fields of study. Language is expected to help students understand themselves, their culture, and the culture of others, express ideas and emotions, and participate in learning across all disciplines. It also enables learners to engage with communities that use the language. This highlights the close connection between language and thinking processes, suggesting that different languages foster different patterns of thought⁵.

In the context of education, language development and character formation are inseparable. They complement each other and serve as essential pillars in shaping an excellent generation. Therefore, value-based education that emphasizes both language mastery and character building is a necessity for developing a competent and dignified society. In this regard, the role of educational institutions is crucial in supporting these efforts. This study examines the role of one of the senior class organizations at the Arrisalah Islamic International College, known as PTTI (Pesantren Tepat Teknologi Islam). PTTI is an organization under the school's administration, consisting of several divisions, one of which focuses on language and information. In addition to classroom learning, the language and information division plays a vital role in fostering the language skills of the students.

⁴ Liza Afilia Suryani and Husni Thamrin, "Pentingnya Belajar Bahasa Inggris Di Era Globalisasi Bagi Anak-Anak Di Panti Asuhan Al-Jami'yatul Washliyah," *ABDISOSHUM: Jurnal Pengabdian Masyarakat Bidang Sosial Dan Humaniora* 2, no. 3 (2023): 272–78

⁵ Siti Hulfah et al., "Meningkatkan Penguasaan Kosakata Bahasa Arab Melalui Program Lebar (Les Bahasa Arab) Pada Anak Di Desa Sumbersari, Kiarapedes, Purwakarta," *Jurnal Pengabdian Masyarakat Bangsa* 1, no. 7 (2023): 1038–43

Based on previous research, the language environment surrounding Islamic boarding schools plays a crucial role in enhancing the learning of Arabic and English⁶. This is in line with research that states that, in enhancing the Arabic and English language skills of students, it is necessary to optimize it based on the aspects that support their language abilities. A child's language proficiency can be seen from their ability to pronounce, vocabulary mastery, and sentence recognition, which clearly reflect the level of their language skills⁷. Through activities organized by the language and information department, the program not only enhances the students' language skills but also incorporates values that contribute to character development.

The novelty of this research lies in discussing the role of a student organization for final-year students called PTTI (Pesantren Tepat Teknologi Islam) at Pondok Putri, Arrisalah Islamic International College, in efforts to enhance the student's language skills and character development. This research is important because there is no empirical study related to this topic, while language and character are significant issues that need to be addressed to face the challenges of globalization. The objective of this research is to provide a detailed analysis of the role of the PTTI organization in supporting language development programs and the organization's contribution to the successful integration of language development and character building at Arrisalah Islamic International College, as well as the challenges and obstacles faced.

Method

Study Area

This research was conducted at Arrisalah Islamic International College, located in Bakalan, Gundik Village, Slahung District, Ponorogo Regency, East Java, Indonesia. Arrisalah is an Islamic educational institution established in 1982 by Drs. KH. Muhammad Ma'shum Yusuf, the Director of KMI (Kulliyatu-l-Mu'alimien Al-Islamiyah) and also the leader of the boarding school. It was inaugurated by KH. Imam Zarkasyi (one of the founders of Pondok Modern Gontor) along with his son KH.

⁶ M F Elkarimah and L Tiwiyanti, "Pendampingan Pembelajaran Bahasa Arab Inggris; Pesantren Hayatinnur Dengan Menggunakan Metode Drill," *Jurnal Gembira: Pengabdian Kepada ...* 2, no. 2 (2024): 517–23,

⁷ Aprizal Fikri Hifasoh, Wahyudi Diprta, "Strategi Guru Pondok Pesantren Dalam Meningkatkan," *Jmpis* 5, no. 1 (2023): 9–20,

Abdulloh Syukri Zarkasyi, MA. (one of the current leaders of Pondok Modern Gontor) under the name “Madinatu-t-Thullab” (City of Students) on February 26, 1985. It is located in Gundik Village, Slahung District, Ponorogo Regency, 15 km south of Ponorogo city, East Java.

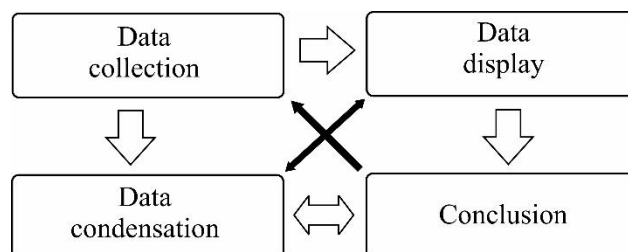
Procedurs

The research procedure applied includes a series of stages from problem identification to data interpretation to understand how involvement in art activities can build students' character. The approach used in this study is qualitative. Qualitative research is a method used to investigate in natural conditions (in contrast to experimental research), where the researcher acts as the main instrument. Data collection techniques are conducted through triangulation (combination), data analysis is inductive, and the results of qualitative research emphasize meaning overgeneralization⁸. In this study, three techniques were used for data collection: observation, interviews, and documentation studies. Interviews were conducted both in-depth and guided. The primary data sources for this research were the language department of the PTTI (Pesantren Tepat Teknologi Islam) organization, including the female language section and the accompanying female teachers (Ustadzah). The secondary data sources included several students at Arrisalah Islamic International College.

Data analysis

Data analysis in research is a methodological process of applying statistical tools or different qualitative analyses to transform the raw data that has been collected into relevant information⁹. Data analysis in this study was conducted using the theory from Huberman and Saldana (2014), which applies four (4) steps in analyzing data as shown in the diagram below:

Fig 1 : Qualitative data analysis



⁸ Rizal Safrudin et al., “Penelitian Kualitatif,” *Journal Of Social Science Research* 3, no. 2 (2023): 1–15.

⁹ Primadi Candra Susanto et al., “Konsep Penelitian Kuantitatif: Populasi, Sampel, Dan Analisis Data (Sebuah Tinjauan Pustaka),” *Jurnal Ilmu Multidisplin* 3, no. 1 (2024): 1–12

In the data collection stage, the researcher gathered data from the preparation phase of the study up to the stages of interviews and observations. In the condensation stage, which refers to the process of selecting, focusing, simplifying, abstracting, and transforming data, the researcher refined the collected information. Once the data was gathered and processed through the aforementioned stages, the researcher simplified and transformed it in various ways, including through strict selection, summarizing or detailed descriptions, and categorizing data into broader patterns. The data was then presented in an article, from which a conclusion was drawn.

Result and Discussion

The role of the PTTI organization in supporting the language development program at Arrisalah Islamic International College

The PTTI (Pesantren Tepat Teknologi Islam) organization is a student organization for final-year students at Arrisalah Islamic International College. This organization operates similarly to the OSIS (Organisasi Siswa Intra Sekolah) at the senior high school level (SMA). OSIS is a student organization at the school level in Indonesia, managed by selected students under the guidance of the student affairs department. All students at the school where the OSIS is located are considered members of the OSIS¹⁰. In the PTTI organization, the female and male sections of Pondok Modern Arrisalah each have their own administrative structure. The members of the PTTI organization consist of final-year students from KMI (Kulliyatu-l Mu'allimat Al-Islamiyyah) who are selected by the teachers based on certain considerations and through a well-prepared meeting to establish the organizational structure. After this process, they are inaugurated during an event called the "inauguration," which also includes a report on the accountability of the previous administration. The organization is divided into several sections, one of which is the language and information section, which will be the focus of this study.

With effective organizational management, the language section has several work programs that play a role in language development as well as character building,

¹⁰ Anggriati Ledu Ngaba and Elsy Senides Hana Taunu, "Peranan Organisasi Siswa Intra Sekolah (Osis) Dalam Pembentukan Karakter Siswa Sma Negeri," *Satya Widya* 36, no. 2 (2021): 125–32

aiming to achieve the organization's high-quality goals. A good organization should have the following characteristics or attributes: a) Clear objectives, b) Every member understands and accepts these objectives, c) Unity of direction to create unity in action and thought, d) A unity of command, e) A balance between authority and the responsibilities of each member, f) Task or job distribution based on the abilities, expertise, and talents of each member, promoting harmonious and cooperative teamwork, g) The organizational pattern should be relatively permanent, and the structure should be as simple as possible to meet the needs of coordination, supervision, and control, h) Assurance of safety in the workplace, i) Salaries or incentives that are commensurate with the service/work to foster enthusiasm, j) Clear delineation of authority, responsibility, and the hierarchical workflow in the organizational structure¹¹.

The research results indicate that the language development program conducted includes daily, weekly, monthly, and annual activities.

Table 1 : Language Section Programs

Program Type	Program Name
Daily	- Routine vocabulary learning
	- Sanctions for language violations
	- Conversation
Weekly	- Weekend conversation
	- Listening activities
	- Vocabulary tests
	- Language courses
Monthly	- Drama performances
	- Listening sessions
Annually	- Debate competitions
	- Drama contest
	- Miss language
	- Language challenges

Daily Activities are systematically scheduled activities conducted every day as part of the organization's operational routine. These daily routines aim to maintain

¹¹ Akhmad Shunhaji, "Karakteristik Manajemen Organisasi Santri," *Jurnal Statement*, no. 2 (2020): 9–19.

consistency in executing small tasks that contribute to achieving long-term goals. In an effort to develop language skills, the language and information department implements the following daily programs:

1. Routine Vocabulary Delivery

Routine vocabulary delivery, commonly referred to as the "Ilqo' Mufrodat" activity, is conducted every afternoon. To ensure the success of this program, the language and information department collaborates with regional administrators or "managers" to present new vocabulary to the students. The vocabulary provided is carefully mapped to match the needs and language proficiency levels of each class.

This activity is supervised daily by the language and information department, which also provides guidance if any errors occur in the delivery of the new vocabulary. During the delivery, managers also provide sentence examples and ask several students to use the new vocabulary in sentences, ensuring they understand how to apply it correctly in context.

2. Judgment for Language Violations

To monitor and foster students' language skills, the language and information department has introduced a program called "Jasusah," meaning "spies." The concept involves dividing all students from grades 2 MTs to 4 MA into groups of 8–10 members. Each day, a specific group is assigned to this task. Members of the assigned group are responsible for identifying language errors or any violations related to language use, starting from the morning until the afternoon. They record these observations on forms provided by the language department, which must be submitted before 5:00 PM.

In the evening, the language and information department announces the names of students listed as language violators for the day, as well as group members who failed to complete their tasks. After the night study session, the mentioned individuals are required to attend a judgment session to account for their mistakes. The submitted forms systematically record details such as the name, class, place, time, witness, partner, and sentence spoken.

If a student can prove that they did not commit the violation as recorded, they are exempt from punishment. However, if the violation is confirmed, they receive an appropriate penalty based on the established rules. The penalties are educational

in nature: For minor violations, students are required to memorize new vocabulary according to their class level. For moderate violations, students must memorize lessons from their class. For severe violations, students must wear a distinctive-colored scarf in their daily activities and complete additional memorization tasks.

3. Conversation Practice

Conversation practice is a routine activity conducted every Sunday, Tuesday, and Friday after the Fajr prayer. All students are required to be bathed and ready to participate in the "conversation" activity. The topics for each session vary daily, aligned with a weekly theme to keep the students engaged and prevent monotony. The conversation groups are rotated regularly, enabling students to socialize, get to know one another and enhance their foreign language skills. Through these sessions, students are encouraged to motivate each other to be more enthusiastic about learning. Interaction with peers in these groups allows students to exchange new information, which can positively or negatively impact the group dynamics¹².

Weekly programs are scheduled activities conducted once or several times a week, encompassing broader objectives compared to daily programs. To develop students' language skills on a more complex scale, the language and information department organizes weekly programs tailored to the students' needs. Below are the weekly programs:

1. Vocabulary Tests

Vocabulary tests are the output of the daily vocabulary delivery program, held every Thursday after the Asr prayer. The test includes vocabulary from the past week and random vocabulary previously learned. The process involves students sitting in rows according to their class and submitting their vocabulary notebooks before the test begins. Vocabulary tests are conducted in two formats: oral and written. Written tests are typically held once per semester.

2. Muhadatsah (Conversation)

Weekly conversation activities differ from daily conversation routines. These sessions are held every Friday morning before sports activities. The weekly

¹² Margaretha Arista, Arief Sadjiarto, and Tri Nugroho B. Santoso, "Pengaruh Motivasi Belajar Dan Teman Sebaya Terhadap Kemandirian Belajar Pelajaran Ekonomi Pada Pembelajaran Daring Di Masa Pandemi," *Jurnal Basicedu* 6, no. 4 (2022): 7334–44

conversations include a variety of activities such as listening, drama, storytelling, and watching videos. All students from grades 1 to 6 of KMI must participate, and language tutors also supervise and guide the activities.

3. Language Courses

Language courses aim to help students from grades 1, 2, and 1 Intensive KMI improve their language skills. These sessions are held twice a week and are facilitated by the language and information department with assistance from selected grade 6 KMI students. This program effectively enhances the language abilities of new students, emphasizing that language knowledge requires development both inside and outside the classroom.

Monthly programs are conducted to achieve specific milestones, often requiring more complex planning than weekly programs. Below are the monthly programs:

1. Listening

Monthly listening activities are integrated with the “Conversation” sessions held every Friday morning. The activity involves a “fill-in-the-blank” concept using English Islamic songs. Students listen to the song and complete the lyrics based on what they hear.

2. Language Drama

Language drama is a monthly activity carried out in rotation across dormitory groups. Students perform stories in Arabic and English, and at the end of the performance, some are asked to summarize the essence of the drama.

Annual programs are the flagship initiatives of the language and information department, serving as benchmarks for its success. These programs are central to the department’s focus and execution. Below are the annual programs:

1. Debate contest

The debate contest evaluates not only students’ foreign language skills but also their understanding and breadth of knowledge. This year’s debate theme is education, with participants selected as representatives from each dormitory group. Each dormitory sends three representatives who have passed several selection stages.

2. Drama contest

Unlike the monthly drama activities, the drama contest is a competitive event that emphasizes artistic value, language structure, style, and accuracy in delivery. While the monthly drama involves dormitory groups, the contest is class-based, requiring all classes from grades 1 to 5 KMI to participate. This year's theme is "Walisongo" featuring the stories of the nine Islamic saints of Java, assigned to different classes and performed in the designated language.

3. Miss language

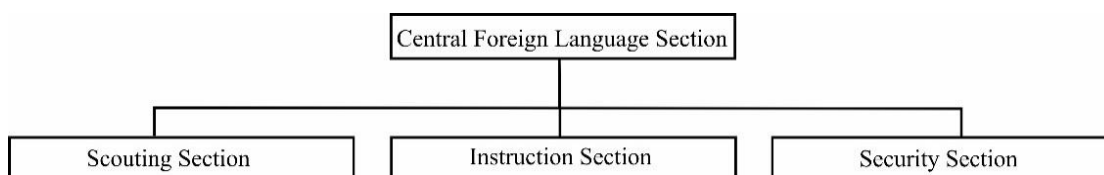
This event is not merely a "miss" competition but an acknowledgment of students with exceptional language skills and broad knowledge. The selection process includes written, oral, and live tests during the event. It aims to motivate students to study harder and adhere to the use of official languages, Arabic and English.

4. Language Challenge

The Language Challenge encompasses a variety of language-related competitions in Arabic and English, such as Open Dictionary, Puzzles, Reporting, Song Translation, Storytelling, Reading, and Listening. Students are grouped by dormitories and given the freedom to select delegates for each competition.

In addition, the language and information department collaborates with the following divisions to support students' language development efforts:

Fig 2 : Collaboration Between the Language and Information Department and Other Divisions



The language department collaborates with the teaching department in the "Speech" program, which is held three times a week. The speeches are conducted in both Arabic and English to support the development of the students' language skills. The

security department also agrees to impose penalties on students who violate rules related to security, with the punishment being vocabulary memorization. Additionally, the language department collaborates with the scouting department; during the opening and closing ceremonies of scouting activities, students are required to use Arabic and English, including when reciting the Scouts' Law.

The contribution of the PTTI organization to the success of integrating language development and character building at Arrisalah Islamic International College

In the context of education, the concept of moral education according to Lickona is applied through an approach that integrates character education into the school curriculum. Lickona argues that character education does not only teach students about norms and values but also encourages them to actively engage in social activities that reinforce their understanding of social responsibility¹³. A multidimensional approach to moral education is essential to ensure that students not only develop moral reasoning but also internalize these values in their daily lives. This approach requires the active involvement of students in various activities that support character development¹⁴.

In discussing Parsons' Structural Functional Theory, there are four essential functions for any "action" system, known by the acronym AGIL. A function is a set of activities aimed at fulfilling a particular need of the system¹⁵. Structural functional theory discusses structural functionalism with four basic functions for each action system, known by the AGIL schema (adaptation, goal attainment, integration, and latency)¹⁶. In the implementation of each program from the language and information department, the connection to structural-functional theory can be explained as follows:

1. Adaptation - This refers to the students' ability to adapt to different environments and situations through various activities organized by the language and information department. Students have the opportunity to learn how to adjust to the demands and changes occurring around them, especially for new students in class 1 KMI. In

¹³ Muhammad Nur Prabowo Setyabudi, "Penguatan Toleransi Bagi Pemajuan Budaya Keagamaan: Studi Atas Praktik Toleransi Agama Di Puja Mandala Bali," *Harmoni* 19, no. 2 (2020): 274–96,

¹⁴ Ulfa Nur Azizah, "Pendidikan Karakter Dan Kedalaman Moral Perspektif Lichona Dan Kohlberg," *Journal of Education and Religious Studies (JERS)* 04, no. 02 (2024).

¹⁵ M F Azka and A Z Syafi'ul'Aziz, "Peran Santri Dalam Perputaran Perekonomian Pondok Pesantren Raden Rahmad Sunan Ampel Jember," *CENDEKIA: Jurnal Ilmu Sosial, Bahasa Dan ...* 3, no. 2 (2023),

¹⁶ Eli Masnawati, Didit Darmawan, and Masfufah Masfufah, "Peran Ekstrakurikuler Dalam Membentuk Karakter Siswa," *PPIMAN : Pusat Publikasi Ilmu Manajemen* 1, no. 4 SE-Articles (2023): 305–18,

each activity held by the language and information department, students will face a new environment, different peers, and new challenges. During this adaptation process, students learn to recognize and understand their new environment, develop social skills, and conform to the norms and values within their group or dormitory.

2. Goal Attainment - Each activity conducted by the language department has a clear objective, such as improving language proficiency, language skills, and developing talents. Through active participation in these activities, students learn to set goals, work hard, and achieve desired outcomes. In pursuit of their goals, the activities organized by the language and information department give students the chance to identify the objectives they wish to achieve and strive toward them. For instance, some students who join language competitions organized by the department may have the goal of enhancing their language skills or achieving recognition at a competitive level. This goal attainment process helps students develop planning skills, hard work, and a sense of personal achievement, which are crucial for personal and academic growth.
3. Integration - This refers to the students' ability to integrate themselves into groups or communities with shared interests and goals through activities organized by the language and information department. Students can build social relationships, collaborate, and feel included in a particular group. They also have the opportunity to join groups or communities with similar goals, such as a language class.
4. Latency - This is understood as the development of students' interests, talents, and potential through activities held by the language and information department. Students have the opportunity to explore their interests and develop their talents, such as language and communication skills.

With the passage of time, education that is solely based on hard skills producing graduates with achievements only in academics needs to be reformed. Today, learning must also focus on the development of soft skills (social interactions) as these are essential in character building for the nation's youth, enabling them to be competitive, ethical, moral, courteous, and able to engage effectively with society. Soft skill education relies on mental training to help students adapt to the realities of life. A person's success is not determined solely by knowledge and technical skills (hard skills), but also by the

ability to manage themselves and others (soft skills)¹⁷. Talcott Parsons' AGIL schema can be linked to character building through specific values, including the 18 character-building values identified by Indonesia's Ministry of Education and Culture. The connection lies in how the elements of the AGIL schema contribute to shaping, maintaining, and instilling these values within society, particularly in the context of education. Here is an analysis of the relationship between the AGIL schema and the 18 character-building values.

The National Education and Culture Research and Development Agency's Curriculum Center, in its publication titled *Pedoman Pelaksanaan Pendidikan Karakter* (2011), has identified 18 character-building values, which are the result of empirical studies conducted by the Curriculum Center, drawing from religion, Pancasila, culture, and national education goals¹⁸. Character education encompasses eighteen (18) values, including religious values, honesty, tolerance, discipline, hard work, creativity, independence, democracy, curiosity, nationalism, patriotism, appreciation of achievements, friendliness/communication, love for peace, a passion for reading, environmental awareness, social care, and responsibility¹⁹.

One of the character education elements in Islamic boarding schools is the development of independent character. Developing independence is a crucial aspect for the younger generation. It is no surprise that Islamic boarding schools are considered highly suitable places for nurturing character²⁰. Based on the aforementioned values, there are several principles applied in the effort to shape character, as observed and gathered from interviews and observations, including:

1. Religious – Religious values are always instilled in every activity organized by the language and information department. These values can be observed in the daily lives of the students, such as adhering to Islamic dress codes, speaking politely and

¹⁷ Nantara Didit, "Pembentukan Karakter Siswa Melalui Kegiatan Di Sekolah Dan Peran Guru," *Jurnal Pendidikan Tambusai* 6 (2022): 2251–60

¹⁸ Raihan Putry, "Nilai Pendidikan Karakter Anak Di Sekolah Perspektif Kemendiknas," *Gender Equality: International Journal of Child and Gender Studies* 4, no. 1 (2019): 39

¹⁹ Ruslan Gunawan, "Pengaruh Ekstrakurikuler Keagamaan Terhadap Pembentukan Karakter Religius Peserta Didik Di SMAN 1 Margaasih," *LECTURES: Journal of Islamic and Education Studies* 2, no. 1 (2023): 9–21, <https://doi.org/10.58355/lectures.v2i1.19>.

²⁰ N Aisyah and N Kholidah, "Implementasi Role Model Pada Praksis Pendidikan Pesantren Di Pondok Pesantren Nurul Jadid Dan Pondok Pesantren Nurul Qadim," *Aafiyah: Jurnal Multidisiplin Ilmu* 2, no. 1 (2024): 85–94

respectfully, behaving courteously, prioritizing prayer over other activities, and more.

2. Honesty – Honesty is consistently instilled in the students during all activities, especially those conducted by the language and information department, which requires students to always act truthfully.
3. Tolerance – An indicator of tolerance towards others is showing respect. This is evident in the daily lives of the students during the programs conducted by the language department. Students respect one another, especially those who are older.
4. Discipline – Discipline is essential for all students. They view time as an opportunity that cannot be repeated, making discipline a key value. The language and information department ensures that every activity starts and ends on time, allowing students to manage their daily schedules effectively.
5. Hard Work – In competitive activities, students are required to work hard to achieve victory. Hard work may involve intellectual effort, physical exertion, or persistence.
6. Creativity – Students are encouraged to be creative in competitions, generating inspiring and innovative ideas using the resources available within the boarding school.
7. Independence – Independence is one of the five core values of Panca Jiwa, a philosophy developed by K.H. Imam Zarkasyi, the founder of Pondok Modern Darussalam Gontor. These values serve as a positive life philosophy for students²¹.
8. Curiosity – The dynamic nature of language fosters students' curiosity to keep learning. They enjoy being introduced to new grammar rules or vocabulary, which stimulates their desire to explore further.
9. Appreciating Achievements – In every competition organized by the language and information department, winners are rewarded. The "Miss Language" event is one example of how students' achievements are recognized and celebrated.
10. Friendliness/Communication – Communication is a way to strengthen Islamic brotherhood (ukhuwah Islamiyah), which is one of the core values of Panca Jiwa. All students are encouraged to be kind and maintain good communication with everyone.

²¹ Yuni Widya Yanti, "UPAYA INTERNALISASI KARAKTER RELIGIUS PESERTA DIDIK MELALUI PROGRAM FULL DAY SCHOOL," *Jurnal Kependidikan Dasar Islam Berbasis Sains* 9 (2023): hal. 10.

Despite using foreign languages daily, they still enjoy casual and friendly interactions with one another.

11. Love for Peace – Closely related to communicative character, the language and information department emphasizes that all competitions are conducted with positive intentions, not to demean any group. Students understand the importance of maintaining peace and avoiding hostility.
12. Love for Reading – Due to limited access to technology, students rely on books in the library as their primary resources, fostering a culture of literacy among them.
13. Environmental Awareness – Caring for the environment is demonstrated through practices such as proper waste disposal, recycling, and using eco-friendly materials. These habits reflect the students' concern for their surroundings.
14. Social Care – The closest social environment for students includes peers, dorm leaders, and mentors. Students often study together, guided by their mentors, and participate in randomly assigned discussion groups to encourage interaction.
15. Responsibility – Responsibility is a critical value. The daily language programs require students to take responsibility for themselves while actively participating in every activity.

Challenges and Obstacles in Language Development and Character Building at Arrisalah Islamic International College

In implementing work programs, challenges and obstacles inevitably arise from various factors. However, the language and information department has effectively addressed and resolved these challenges. Based on interviews and observations, the following are some of the challenges faced by the department:

1. The Phenomenon of Student Group Agreements to Avoid Using Official Languages

A significant challenge in language development at the pesantren is the collective decision among certain student groups to avoid using official languages, such as Arabic and English. This behavior often reflects resistance to language policies implemented by the language department. Not only does this hinder the habitual use of proper language, but it also complicates the achievement of language education goals in the pesantren. The underlying factors include:

- a. Lack of Awareness: Many students fail to recognize the importance of using official languages as part of their education and as a means to build global

communication skills. They often perceive the rules as burdensome rather than necessary.

- b. **Group Solidarity:** Certain student groups may feel more comfortable using regional dialects or informal languages as part of their shared identity. In some cases, avoiding official languages serves as an act of solidarity or "silent protest" against the rules.
- c. **Lack of Supervision and Guidance:** With a limited number of language supervisors, it is difficult to monitor all student activities, allowing room for rule violations without immediate consequences.
- d. **Unengaging Teaching Methods:** Monotonous or overly formal teaching approaches can lead to student disinterest and encourage the use of informal languages as an escape.

2. Limited Number of Language Supervisors

Supervision of language use in the daily lives of students is a crucial aspect of fostering a culture of proper and appropriate language usage within the pesantren environment. However, the limited number of language supervisors, consisting of only four individuals, presents significant challenges. This issue not only affects the effectiveness of supervision but also hampers the holistic achievement of language education goals. One major obstacle is the uneven scope of supervision. The extensive pesantren environment and the large number of students make monitoring a considerable challenge for this small team. As a result, many daily student activities, such as interactions in dormitories, dining areas, or places of worship, are not optimally monitored. This situation can lead to inconsistencies in the application of language rules.

Additionally, the heavy workload poses a serious barrier. Language supervisors often need to allocate time for other responsibilities, such as academic activities, organizational management, or even personal obligations. This dual burden can reduce the quality of supervision and increase the risk of burnout. Consequently, the ability of supervisors to provide intensive guidance becomes highly limited. The varied language awareness among students further adds to the complexity of supervision. Not all students understand the importance of using proper language in their daily lives. Many comply only under direct supervision but revert to old habits

when unsupervised. This highlights the need for a deeper approach to cultivating language awareness.

3. The Phenomenon of Student Non-Compliance with Language Punishments

There are several reasons why students are reluctant to go to the language office to attend language trials or punishments. Some students take the penalties lightly. They do not see these punishments as serious due to their relatively mild and repetitive nature, such as rewriting vocabulary or memorizing simple sentences. This is also because some students do not yet understand the direct benefits of using formal language in their lives. This results in low motivation to follow the rules, especially when they do not perceive any immediate impact from the language training.

With a limited number of language supervisors, monitoring rule violations is not optimal. This creates an opportunity for students to ignore punishments without significant consequences. Additionally, social pressure from peer groups that tend to break the rules often influences other individuals. Peer pressure discourages students who wish to comply from demonstrating their adherence. Student non-compliance with language rules directly impacts the effectiveness of language training in the pesantren. First, it hampers the achievement of the goal of instilling formal language as part of the pesantren culture. Second, weak enforcement of the rules creates the perception that the regulations lack the strength to be followed. Third, the lack of seriousness among students in carrying out punishments has the potential to spread to other rule violations, creating a permissive culture within the pesantren.

4. Limited Internet Access for Students to Access and Expand Language Knowledge

Limited internet access in pesantren presents significant challenges for students in developing their language skills through digital resources. This obstacle not only slows down the transformation of pesantren into the digital age but also restricts students from accessing current information relevant to language learning. Dependence on traditional methods, without technological support, leaves pesantren lagging behind other educational institutions that have fully leveraged technology.

Key reasons for this issue include inadequate internet infrastructure, particularly in pesantren still using traditional teaching methods, as well as a lack of hardware such as computers and reliable internet connections. Additionally, the limited digital

literacy among students and teaching staff exacerbates the situation. These barriers reduce students' opportunities to access interactive learning materials, language-based applications, or online educational platforms that could enhance their language skills. Pesantren need to invest in building internet infrastructure and acquiring technological devices, as well as collaborating with external institutions. Digital literacy training for both students and teaching staff is also an essential step to ensure they can effectively utilize technology. Through these strategies, pesantren can maximize digital potential to strengthen the quality of education, particularly in improving foreign language skills.

Conclusion

Language plays a crucial role in the intellectual, emotional, and social development of students and is an essential support for success in learning all fields of study. In the context of education, the development of language and character formation are inseparable; they complement each other and serve as important pillars in shaping future generations. In this regard, the PTTI (Pesantren Tepat Teknologi Islam) organization plays an important role in efforts to enhance language skills and character development. There are four types of programs divided into daily, weekly, monthly, and annual forms.

The daily program includes the provision of routine vocabulary, judgment for language rule violators, and conversation practice. The weekly program consists of weekend conversations, listening exercises, vocabulary tests, and language courses. The monthly program includes drama and listening sessions. The annual program features debates, drama contests, Miss Language competitions, and language challenges. Additionally, the language department collaborates with other departments, such as the scouting, teaching, and security departments.

According to Talcott Parsons' structural functionalist theory, there are four essential functions in the action system schema known as AGIL (Adaptation, Goal Attainment, Integration, and Latency). The AGIL schema can be linked to character formation through certain values, including the 18 character-building values identified by the Indonesian Ministry of Education and Culture. Out of these 18 values, 15 character traits can be integrated into the program: religiousness, honesty, tolerance,

discipline, hard work, creativity, independence, curiosity, respect for achievements, friendliness, love of peace, reading enthusiasm, environmental awareness, social concern, and responsibility.

However, there are challenges and obstacles in language development and character formation: the phenomenon of group agreements among students to avoid using formal language, the limited number of language supervisors to monitor students' language use, the phenomenon of student non-compliance with language punishments, and limited internet access for students to explore and expand their language knowledge.

References

- Aisyah, N, and N Kholidah. "Implementasi Role Model Pada Praksis Pendidikan Pesantren Di Pondok Pesantren Nurul Jadid Dan Pondok Pesantren Nurul Qadim." *Aafiyah: Jurnal Multidisiplin Ilmu* 2, no. 1 (2024): 85–94. <https://edujavare.com/index.php/Aafiyah/article/view/324%0Ahttps://edujavare.com/index.php/Aafiyah/article/download/324/269>.
- Albantani, A. M. "Pembelajaran Bahasa Arab Di Madrasah Ibtidaiyah : Sebuah Ide Terobosan." *Attadib Journal Of Elementary Education* 3, no. 2 (2018): 160–173.
- Arista, Margaretha, Arief Sadjiarto, and Tri Nugroho B. Santoso. "Pengaruh Motivasi Belajar Dan Teman Sebaya Terhadap Kemandirian Belajar Pelajaran Ekonomi Pada Pembelajaran Daring Di Masa Pandemi." *Jurnal Basicedu* 6, no. 4 (2022): 7334–44. <https://doi.org/10.31004/basicedu.v6i4.3499>.
- Azizah, Ulfa Nur. "Pendidikan Karakter Dan Kedalaman Moral Perspektif Lichona Dan Kohlberg." *Journal of Education and Religious Studies (JERS)* 04, no. 02 (2024).
- Azka, M F, and A Z Syafi'ul'Aziz. "Peran Santri Dalam Perputaran Perekonomian Pondok Pesantren Raden Rahmad Sunan Ampel Jember." *CENDEKIA: Jurnal Ilmu Sosial, Bahasa Dan ...* 3, no. 2 (2023). <https://prin.or.id/index.php/cendikia/article/view/1339%0Ahttps://prin.or.id/index.php/cendikia/article/download/1339/1372>.
- Baangi, Dea Sasmita. "Bahasa Sebagai Jembatan Komunikasi Dalam Era Globalisasi." *Abdima Dejurnal* 1, no. 4 (2024): 209–16. <https://abdima.e-jurnal.web.id>.
- Candra Susanto, Primadi, Dewi Ulfah Arini, Lily Yuntina, Josua Panatap Soehaditama, and Nuraeni Nuraeni. "Konsep Penelitian Kuantitatif: Populasi, Sampel, Dan

- Analisis Data (Sebuah Tinjauan Pustaka).” *Jurnal Ilmu Multidisplin* 3, no. 1 (2024): 1–12. <https://doi.org/10.38035/jim.v3i1.504>.
- Eli Masnawati, Didit Darmawan, and Masfufah Masfufah. “Peran Ekstrakurikuler Dalam Membentuk Karakter Siswa.” *PPIMAN : Pusat Publikasi Ilmu Manajemen* 1, no. 4 SE-Articles (2023): 305–18. <https://ejournal-nipamof.id/index.php/PPIMAN/article/view/347>.
- Elkarimah, M F, and L Tiwiyanti. “Pendampingan Pembelajaran Bahasa Arab Inggris; Pesantren Hayatinnur Dengan Menggunakan Metode Drill.” *Jurnal Gembira: Pengabdian Kepada ...* 2, no. 2 (2024): 517–23. <https://gembirapkm.my.id/index.php/jurnal/article/view/442%0Ahttps://gembirapkm.my.id/index.php/jurnal/article/download/442/337>.
- Fikri Hifasoh, Wahyudi Diprta, Aprizal. “Strategi Guru Pondok Pesantren Dalam Meningkatkan.” *Jmpis* 5, no. 1 (2023): 9–20. <https://gembirapkm.my.id/index.php/jurnal/article/view/442%0Ahttps://gembirapkm.my.id/index.php/jurnal/article/download/442/337>.
- Hulfah, Siti, Ahmad Fauzi, Wulan Widi Astuti, Syeha Bagja Ubaydillah, and Afif Nurseha. “Meningkatkan Penguasaan Kosakata Bahasa Arab Melalui Program Lebar (Les Bahasa Arab) Pada Anak Di Desa Summersari, Kiarapedes, Purwakarta.” *Jurnal Pengabdian Masyarakat Bangsa* 1, no. 7 (2023): 1038–43. <https://doi.org/10.59837/jpmba.v1i7.300>.
- Liza Afilia Suryani, and Husni Thamrin. “Pentingnya Belajar Bahasa Inggris Di Era Globalisasi Bagi Anak-Anak Di Panti Asuhan Al-Jami’atul Washliyah.” *ABDISOSHUM: Jurnal Pengabdian Masyarakat Bidang Sosial Dan Humaniora* 2, no. 3 (2023): 272–78. <https://doi.org/10.55123/abdisoshum.v2i3.1530>.
- Nantara Didit. “Pembentukan Karakter Siswa Melalui Kegiatan Di Sekolah Dan Peran Guru.” *Jurnal Pendidikan Tambusai* 6 (2022): 2251–60. <https://jptam.org/index.php/jptam/article/view/3267%0Ahttps://jptam.org/index.php/jptam/article/download/3267/2742>.
- Ngaba, Anggriati Ledu, and Elsy Senides Hana Taunu. “Peranan Organisasi Siswa Intra Sekolah (Osisi) Dalam Pembentukan Karakter Siswa Sma Negeri.” *Satya Widya* 36, no. 2 (2021): 125–32. <https://doi.org/10.24246/j.sw.2020.v36.i2.p125-132>.
- Novanda, Ramzani, Amjad Afri, Filzati Arvyra Fatin, Anezka Junianti Kayla, Andre

- Fatur, Rochim M Zainal, Maulana Rohmatul Latifah, et al. "Inovasi Pembelajaran Bahasa Asing Di SDN 168 Desa Pandan Sejahtera." *DILIGENTE: JURNAL ADVOKASI DAN PENGABDIAN* Vol.1 (2024): 27–36.
- Putry, Raihan. "Nilai Pendidikan Karakter Anak Di Sekolah Perspektif Kemendiknas." *Gender Equality: International Journal of Child and Gender Studies* 4, no. 1 (2019): 39. <https://doi.org/10.22373/equality.v4i1.4480>.
- Ruslan Gunawan. "Pengaruh Ekstrakurikuler Keagamaan Terhadap Pembentukan Karakter Religius Peserta Didik Di SMAN 1 Margaasih." *LECTURES: Journal of Islamic and Education Studies* 2, no. 1 (2023): 9–21. <https://doi.org/10.58355/lectures.v2i1.19>.
- Safrudin, Rizal, Zulfamanna, Martin Kustati, and Nana Sepriyanti. "Penelitian Kualitatif." *Journal Of Social Science Research* 3, no. 2 (2023): 1–15.
- Setyabudi, Muhammad Nur Prabowo. "Penguatan Toleransi Bagi Pemajuan Budaya Keagamaan: Studi Atas Praktik Toleransi Agama Di Puja Mandala Bali." *Harmoni* 19, no. 2 (2020): 274–96. <https://doi.org/10.32488/harmoni.v19i2.432>.
- Shunhaji, Akhmad. "Karakteristik Manajemen Organisasi Santri." *Jurnal Statement*, no. 2 (2020): 9–19.
- Yanti, Yuni Widya. "UPAYA INTERNALISASI KARAKTER RELIGIUS PESERTA DIDIK MELALUI PROGRAM FULL DAY SCHOOL." *Jurnal Kependidikan Dasar Islam Berbasis Sains* 9 (2023): hal. 10.