

## Implementation of Santri Character Education Through Tahfidz and Language Club Programs at Al Muhaimin Modern Islamic Boarding School

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### ABSTRACT

This study aims to evaluate and identify the application of tahfidz and language club programs in shaping the character of students at the Al Muhaimin Modern Islamic Boarding School. The existing problems are that there are still many students who underestimate or do not obey the predetermined memorization deposit schedule, the methods and strategies used during language club learning are not specific and clear. In addition, the lack of self-confidence so that there are bad habits that they still do, then also some students still feel jealous and the sense of their home environment they still bring to the boarding school, which can hinder character building. The method used in this research is a qualitative approach with a descriptive method. Data were collected through observation, interviews, and documentation with research subjects including principals, educators, and students. The results showed that these programs are effective in shaping the character of santri, improving discipline, responsibility, and the ability to work together. However, some challenges such as lack of confidence and honesty still need to be overcome. In conclusion, the implementation of the Tahfidz and Language Club programs at Al Muhaimin Modern Islamic Boarding School has been successful in shaping the Islamic character of students, although there are several aspects that require further improvement.

**Keywords:** *Character Education; Language Club; Tahfidz*

### INTRODUCTION

Education is an obligation, because education is needed in human life. Education is an ongoing learning experience throughout a person's life that can affect individual growth (Mukodi, 2018). From the meaning of the importance of education in human life with the birth of formal and non-formal educational institutions, such as schools and pesantren. Pesantren is a traditional Islamic educational institution because it instructs its students to understand, live, and practice the teachings of Islam by emphasizing religious morals as a guide to their daily lives (Purnomo, 2017).

Character education can shape individuals into a moral person so that they can live their freedom and responsibility in their relationships and with other people and their world in the educational community. Character building is something that must be done by educators who are able to influence the character of students. Character education seeks to assist students in developing good character, including the attitude of wanting to know, care and act on ethical values, such as respect, responsibility, honesty and compassion (Darmawan et al, 2019).

Pesantren is easier to shape the character of its students because this educational institution uses a dormitory system that allows it to apply the values and worldview it adheres to in the lives of students (Makmum, 2014). To prepare students who are knowledgeable while believing and doing good deeds,

it can be done by educators' efforts to shape character in students through the role of teachers or designing the learning system by linking simple and realistic character education activities.

Al Muhaimin Modern Islamic Boarding School in Serang City is an educational institution that focuses on shaping the character of students through various excellent programs, including tahfidz and language club programs. This program is designed to explore how these programs can effectively shape the character of students. In the current era of globalization and technological advances, moral values and Islamic character are increasingly important to instill in students so that they can face the challenges of the times with a strong religious foundation.

The importance of character education in the pesantren education system. Character education aims to instill the values of good manners and morals, which are not only aimed at intellectual development, but also the morals of students. The tahfidz and language club programs were chosen because they are able to provide a religious foundation and essential language skills in shaping the Islamic character of santri.

Previous research has shown that programs such as tahfidz and language club are effective in shaping the character of santri. For example, research on Pondok Pesantren An-Najiyah and Al-Muawwanah has indicated that character education can be implemented holistically and through extracurricular programs that support the habituation of independent living and skills development. However, this research seeks to go more in-depth by focusing on the programs at Pondok Pesantren Modern Al Muhaimin, combining theoretical and practical approaches.

The problems identified include the lack of santri activities, high expectations from parents that make santri feel inferior, suboptimal application of character, ineffective teaching methods, and lack of support from santri parents. This problem indicates that there is an urgent need to evaluate and improve existing programs to better shape the character of santri.

Several alternatives exist, the chosen solution is to improve teaching methods and provide special training for educators. This approach is considered the most effective because it directly touches on the quality of the implementation of tahfidz and language club programs. With more professional educators and better methods, it is expected that the character of students can be formed more optimally so that the hypothesis proposed is that the implementation of tahfidz and language club programs can effectively shape the character of better students at Pondok Pesantren Modern Al Muhaimin. The purpose of this research is to find out the activities of implementing the tahfidz and language club programs in shaping the character of students and their impact on the character building of students.

## RESEARCH METHODS

In this study using a qualitative approach with descriptive methods. This research was conducted at Al Muhaimin Modern Islamic Boarding School which is located at Jl. Citra Gading Karundang, Cipocok Jaya District, Serang City, Banten. This research took place from January to May 2024. The purpose of this study is to evaluate and identify the application of santri character building through the Tahfidz and Language Club programs at the Al Muhaimin Modern Islamic Boarding School, this research is expected to make a theoretical contribution to Islamic education and practical for program development in Islamic boarding schools. The subjects of this study consisted of one principal of the Islamic Boarding School, two educators, and 20 students. This research procedure includes 4 stages, namely preparation, data collection through (observation, interviews, and documentation), data analysis, and reporting. For instruments that researchers use in this study include observation guidelines, interview guides, and documentation. This research data analysis is also with data collection, data reduction, data presentation, and conclusion drawing.

## RESULTS AND DISCUSSION

### Result

The author conducted interviews with one principal, two educators, and twenty students who were divided into ten people who participated in the tahfidz program and ten people who participated in the language club program at Pondok Pesantren Modern Al Muhaimin. This is to find out the implementation of the tahfidz and language club programs in shaping the character of students at the Al-Muhaimin Modern Islamic Boarding School.

### **a. Implementation of the Tahfidz Program in the Application of Santri Character Building at Al Muhaimin Modern Islamic Boarding School.**

The implementation of the tahfidz program is carried out with program management which includes planning, organizing, implementing, and evaluating. The tahfidz program process is seen from the planning aspect which consists of several stages. The first stage is the preparation of the tahfidz program curriculum. The curriculum at Al Muhaimin Islamic Boarding School does not use an official curriculum in written form, but only uses the Qur'an directly by referring to the juz in the Qur'an. The plan at Al Muhaimin Modern Islamic Boarding School refers to memorization targets based on juz. Each level is certainly different, junior high school education level must complete 1 juz, 1 juz junior high school level is only for regular classes, different from advanced classes, which are required to complete 3 juz starting from juz 30, 29, 28. Then at the high school level of education for regular classes must complete 2 juz, and for advanced classes must complete 4 juz, the target is deposited every semester holiday.

From the activities of this tahfidz program, it aims to make students able to read and understand the contents of the Qur'an. The second stage is determining the time. This tahfidz activity is carried out 4 times a week, namely on Tuesday, Wednesday, Friday and Sunday. The next stage is the preparation of test instruments. This test is carried out by students when registering to enter the boarding school. Before joining the tahfidz program, there is a test that must be done to measure the ability of students to read the Qur'an. Santri are tested to read the Qur'an first which will later be determined or put into a class that suits the child's ability. Then the last stage in the planning aspect is identification of needs. This needs identification is carried out after the students are accepted, at this time determining the class that suits their abilities and determining the students' memorization targets. This identification also involves parents, there are some parents who ask the boarding school to target their children's memorization in a year.

Organizing is the process of arranging various resources and activities in an organization or program to achieve predetermined goals. The organizing aspect in the tahfidz program process can be seen from the division of groups and the division of time. The first stage in the organizing aspect is group division. In the division of educational staff groups, initially, of course, the selection of educational staff is carried out first. Selection for educators is the same as for students who take the test to read the Qur'an and understand its contents. To ensure this division goes well, the ustadz and ustadzah also go through a rigorous selection process. At the beginning of the distribution of ustadz/ah, usually the ustadz/ah are also tested first by Mimih. Mimih is part of the founders who understand tahfidz, with deep knowledge and extensive experience in the field of tahfidz, Mimih has an important role in determining this grouping.

Mimih is the one who groups which educators are suitable for the class so that students can be guided properly. With supervision and selection from Mimih, each class has the right ustadz and ustadzah who are competent in assisting students. Through this process, the boarding school ensures that every student in both advanced and regular classes gets an optimal learning experience. Then in the second stage, namely the division of time. The schedule of tahfidz program activities is carried out after maghrib or isha prayers which are carried out by all students, both junior high school and high school levels.

The implementation aspect consists of several stages. The first stage is the location of implementation, where this activity takes place in front of the room and in the joglo. Memorization deposits are made in the joglo, while the students memorize themselves in front of their rooms. This program uses the deposit method without a special method for students with different abilities. However, the method of depositing is adjusted by memorizing fewer installments than other students. The media used is not only limited to the Qur'an, but also includes books or guidelines from other pesantren that can be purchased from outside. According to the students, the methods and media used in the implementation of this tahfidz program are appropriate and adequate, so that learning can run well.

The last stage in the implementation aspect is the character building process. In this process, the boarding school analyzes students through tahfidz program activities. Although this activity is running well, there are some students who are not on time in depositing their memorization because the deposit is made after the morning prayer, which causes some students to become lazy and not deposit

their memorization. To overcome this, the boarding school applies consequences or punishments in the form of writing memorization on paper repeatedly so that the memorization can be firmly embedded in the memory of the students.

The evaluation aspect of the tahfidz program process is seen from the tests conducted. Evaluation is carried out through periodic memorization tests and daily monitoring by the teacher. Evaluation of the tahfidz program is carried out 3 times in 1 semester by means of a one-on-one test with the assessment criteria being able to read the Qur'an properly and correctly. Then in one month there is a periodic memorization test in the form of daily monitoring which is carried out after the morning prayer, and the implementation of the daily evaluation of the activity is immediately corrected by the ustadzah.

After the evaluation is carried out, students who memorize well and diligently are given a reward in the form of a certificate. This is done as a form of appreciation and motivation so that they continue to be enthusiastic in learning. Meanwhile, for students who are at an intermediate or average level, ustadz or ustadzah provide additional motivation and visit them personally to find out what difficulties they feel. With this approach, the ustadz or ustadzah can evaluate and find the right solution so that these students can continue to develop.

#### **b. Implementation of the Language Club Program in Implementing Santri Character Building at Al Muhaimin Modern Islamic Boarding School**

The implementation of the language club program at Al Muhaimin Islamic Boarding School does not compile an official curriculum, but uses the cottage method to conduct learning. This cottage curriculum covers various aspects of education which aims to form knowledgeable students in Islamic religious science and have relevant general skills and knowledge. The purpose of the language club program is so that students can speak other languages besides their daily language, improve their language skills and communication skills. The languages taught during the language club program at Al Muhaimin Islamic Boarding School are Arabic and English only. This language club activity is carried out twice a week, namely on Thursday and Saturday after Isha prayer.

In identifying needs, it is carried out before students enter the program. Although this activity is voluntary and open to anyone, the boarding school still asks what languages the students like and want to learn before the program starts. From the results of the interview, it was found that the majority of students preferred Arabic over English. The main reason is because the Arabic vocabulary is familiar to them and easier to understand, especially because they often memorize the Qur'an using the language. Implementation of the language club Al Muhaimin Islamic Boarding School has educational personnel who are experts in their fields. Before starting teaching activities, the boarding school conducts a strict selection to select education personnel. This selection is similar to the recruitment process for the tahfidz program, where prospective educators must undergo a test of their ability and understanding of Arabic and English. In addition to teaching skills, educators must also really master and understand the material to be taught. Uniquely, educators for this language club program come from within the pesantren, not from outside.

For the methods and strategies for implementing the language club program at Al Muhaimin Islamic Boarding School, it still does not use specific learning methods and strategies. Then the teaching and learning activities are still teacher-centered, which results in the lack of development of critical and creative thinking among students. From the way of teaching through the approaches and techniques used by the teacher to deliver the material. Some santri stated that the ustadzah's explanation was sometimes too complicated and difficult to understand, although most felt that young ustadz and ustadzah tended to be easier to communicate with. However, the educators try to improve the santri's understanding by asking again about the material that has not been understood, but this is still considered less than optimal. Therefore, the students also said that additional teachers who are more experienced and certified from outside are needed.

Then Al Muhaimin Islamic Boarding School does not have any special materials that educators only use the material in the module such as conversation, and learning vocabulary. Al Muhaimin Islamic Boarding School also uses laptops and infocus as their learning tools. In the implementation of language club activities at Al Muhaimin Islamic Boarding School, students can already do some daily conversations and understand the vocabulary that has been taught, but there are many students who do

not follow the activities of this program because it is difficult or they have many reasons not to participate in learning activities.

The language club evaluation is carried out by the Al Muhaimin Islamic Boarding School using a written test that has been prepared. Evaluation of the language club program is carried out twice a semester, including written tests that resemble ordinary exams with questions that have been taught. In addition, evaluation is also carried out during learning activities through conversations between students and their friends or teachers. The criteria for assessing students in the language club program include vocabulary memorization deposit scores, written test scores above average, and the ability to have conversations with friends.

### **c. Character Formed in the Implementation of Santri Character Education Through the Tahfidz and Language Club Program at Al Muhaimin Modern Islamic Boarding School**

Based on research in the field, it shows that the program has succeeded in shaping the character of the students. From the two implementations of this excellent program, students become more disciplined, always on time when learning activities take place, responsible, and able to work together with their friends. They also show a humble attitude when they successfully complete something. However, from the many good habits carried out by students, it is undeniable that there are characters that have not been formed, such as students still lacking self-confidence in students, then lack of honesty. Some students sometimes lie by pretending to be sick because they have not memorized the material or are sleepy. Therefore, the boarding school conducts intensive evaluations and efforts to overcome this bad habit so that it does not recur in the future and the boarding school also tries to emphasize one of the characters because the boarding school has a very big influence on the personality of the character formed in students.

Then in the Islamic character, half of the students have embedded Islamic characters in themselves. These characters have begun to appear in the students during the implementation of the program. According to the boarding school, simplicity and independence are some of the prominent Islamic characters, with students who are willing to sacrifice and be patient. However, from the santri's point of view, these Islamic characters have not been fully formed, they say that they are still not used to living with simplicity and still feel jealous of their friends and the sense of their home environment they still bring to the boarding school.

## **Discussion**

### **a. Implementation of the Tahfidz Program in Character Building of Santri at Al Muhaimin Modern Islamic Boarding School.**

Good education does not only rely on the formal curriculum but also pays attention to the individual needs of students and parental involvement. Research findings at Al Muhaimin Islamic Boarding School show that the tahfidz program runs well due to careful planning and adaptation to the needs of students. This is in line with the concept of "Merdeka Belajar" initiated by Nadiem Makarim, which emphasizes flexible and student-centered learning. The program also includes an approach that pays attention to the individual needs of students and collaborates with parents and the community in the learning process.

Organizing is the process of arranging resources and activities to achieve program goals. This organization is seen in the division of groups and time. In the division of groups, the boarding school conducts a strict selection of education personnel. This selection process ensures that each educator has the appropriate ability to assist students in advanced and regular classes. Modern management theory, as stated by Noe et al. in "Human Resource Management: Gaining a Competitive Advantage" (2017), emphasize that proper selection can improve overall organizational performance. In this context, the strict selection carried out at Pondok Pesantren Al Muhaimin aims to ensure that each student receives optimal guidance according to their abilities.

The existence of education personnel for a school or institution is very important. Therefore, professional education personnel are needed, as stated by Lubis (2020) that the existence of professional education personnel and experts in their fields can help improve the quality of education or improve students' abilities in the programs implemented. Then on the division of time, where the tahfidz activity schedule is carried out after maghrib or isha prayers, involving all students from junior high to high

school levels. Efficient time distribution is an important element in time management theory. For example, the theory proposed by Gupta and Chopra in "Operations and Supply Chain Management" (2018), shows that good scheduling can improve productivity and operational efficiency. In this case, the scheduling of tahfidz activities carried out by Al Muhaimin Islamic Boarding School allows students to study in a focused and organized manner, without disturbing other activities.

The implementation of the tahfidz program includes several stages, starting from a flexible implementation location and involving tahfidz learning methods, where students deposit their memorization without a special method, but by memorizing installments according to their respective abilities. The media used in this learning is also not only the Qur'an. And in the implementation aspect there is also a character building process. The character building process is also an important part of program implementation. This implementation faces obstacles such as some students who do not deposit their memorization on time. This character building is done by applying consequences for students who are not on time in depositing memorization.

There are empirical findings relevant to place-based learning. According to Uno (2015) this theory emphasizes the importance of contextualizing education, contextualization means connecting learning materials with the context of students' real lives in the environment where they learn. This aims to increase learner engagement and understanding, and make learning more meaningful. This finding indicates that santri can memorize anywhere, including in front of the room or joglo. Then there is also the theory of character building based on value integration and discipline by Rachman (2017). This theory emphasizes the importance of integrating moral and religious values with the consistent application of discipline and also emphasizes the importance of character building. The application of consequences for students who are not on time to deposit memorization at Al Muhaimin Islamic Boarding School shows character building efforts in accordance with this theory.

The last aspect of the implementation of the tahfidz program is evaluation. Evaluation is the process of assessing student growth in the teaching and learning process. Evaluation activities are carried out by educators with the aim of obtaining certainty regarding the success of student learning and providing input to educators regarding what is done in teaching activities. According to Sudirman, et al (2019), one of the objectives of assessment in the learning process is to make decisions about learning outcomes and improve so as to develop teaching programs.

Evaluation at Al Muhaimin Islamic Boarding School is carried out through periodic memorization tests and daily monitoring by the teacher. Evaluation results that show that students have good and diligent memorization are given a reward in the form of a certificate as a form of appreciation and motivation. Meanwhile, students with intermediate abilities receive special attention from ustadz or ustadzah to identify and overcome the difficulties they face. This personal approach aims to ensure that all students can develop according to their own potential.

Continuous evaluation and immediate feedback are essential to improve the learning process (Hattie and Timperley, 2007). In this theory according to Hattie and Timperley (2007) emphasizes that effective feedback must be specific, relevant, and immediate, as demonstrated by the practice of daily evaluation and teaching or guidance strategies provided to students based on their individual needs, abilities, and characteristics implemented at Pondok Pesantren Al Muhaimin.

The next relevant theory as described by Andrade and Brookhart (2020) is that there is an increasing interest in education based on a personalized approach. This approach shows that increasing motivation for students who are experiencing difficulties can significantly improve learning outcomes. Empirical findings in the field also support this, where students who receive direct guidance from teachers or ustadzah show better tahfidz skills. Thus, this study provides empirical contributions that are relevant to recent theories in education, particularly in the context of tahfidz education.

#### **b. Implementation of the Language Club Program in the Formation of Santri Character at the Al Muhaimin Modern Islamic Boarding School**

The curriculum according to Syam (2017) is all educational activities formed by the school or teacher to students, both carried out in school and outside school to achieve predetermined educational goals. According to experts who discuss flexible curriculum theory. The curriculum must be adaptable to the needs of learners and in the local context (Suastra, 2017). This is in line with the practice at Al Muhaimin Islamic Boarding School, which sees from the implementation of the language club program related to the curriculum, that the curriculum used is the cottage curriculum, which is different from the

official curriculum, where the flexible cottage curriculum allows adjustments to the needs of students and the pesantren environment.

In addition, this research finding is also relevant to competency-based learning theory which emphasizes the importance of developing practical skills and abilities that can be applied in real life (Mulder, 2017). In the context of the language club program, the focus on mastering Arabic and English shows the application of this principle, with the aim that students have communication skills that are useful in the future.

The timing carried out by Al Muhaimin Islamic Boarding School when implementing the language club is different from the implementation of activities in other boarding schools. Research by Putri (2017) which emphasizes the importance of good study time arrangements can minimize distractions and increase learner concentration. This is similar to the case in Al Muhaimin Islamic Boarding School, which chooses the time after Isha prayer because it allows the students to rest and eat quietly before participating in language club activities so that the learning can increase their concentration and participation during the activities.

In addition, the findings of this study are also relevant to theories that emphasize the importance of time planning in educational programs. As with the research by Prasetyo (2021) regarding time flexibility in educational programs that can help meet the needs of each participant, thus increasing their attendance and participation.

Al Muhaimin Islamic Boarding School also identifies the needs or language preferences preferred by students, especially Arabic and English. The majority of students in this boarding school prefer Arabic to English. Research by Amengual (2021) found that students who learn languages with their cultural and contextual linkages, can show better results compared to those who learn languages in irrelevant contexts. In addition, there is research by Ridwan (2018) which shows that students who have in-depth knowledge of Arabic tend to find it easier to learn a new language because they already understand the structure and vocabulary of the language.

For the selection process and the role of teaching human resources in implementing the language club program at Al Muhaimin Islamic Boarding School. Human resources in teaching and education personnel have a strategic role in shaping the character of the nation through the development of personality and scientific values of graduates of an institution. In Al Muhaimin Islamic Boarding School, it applies strict selection in the recruitment of educators. Prospective educators must undergo Arabic and English language proficiency tests and must understand the material to be taught. This is in line with the Minister of Education and Culture Regulation No. 137 of 2014 concerning National Standards for Early Childhood Education, and the Minister of Education and Culture Regulation No. 23 of 2016 concerning Educational Assessment Standards, the quality of educators is determined by pedagogical, professional, personality and social abilities. Uniquely, the educators for this program come from within the boarding school itself, not from outside.

Empirically, this research is relevant to various studies that show that the quality of educators is a major factor in determining the effectiveness of learning. For example, research from Yusra (2020) explains that educators who have high competence in language and material understanding are able to significantly increase student motivation and achievement.

The implementation of the language club program at Pondok Pesantren Al Muhaimin involves the use of various learning resources, including modules purchased from outside, dictionaries, and digital media such as laptops to support learning. In line with the Indonesian Ministry of Education and Culture in Curriculum 2013 which encourages educators to not only rely on textbooks alone but also utilize various other sources including digital media to enrich students' learning experiences. This shows that educators rely on more than one reference to ensure teaching and learning activities take place in a structured and effective manner.

According to Samsinar (2020), learning resources are an important component and have a very important role in improving the quality of learning, educators must utilize these learning resources in learning. The methods and strategies used during the implementation of the language club are still not specific and effective. The implementation actually makes students feel bored in the implementation of the language club so that those who are not interested in this program feel lazy and uninteresting. Teacher-centered learning and lack of variety in methods also cause limitations in the development of critical and creative thinking skills in students.

This shows the importance of using innovative and student centered learning methods to increase student engagement and understanding. For example, research from Yulianti, et al (2020) emphasizes the importance of project-based learning methods and information technology in improving student learning outcomes. In addition, research by Setiawan, et al (2019) found that a collaborative learning approach can significantly improve students' critical and creative thinking skills.

Another study conducted by Aini (2022) revealed that learning that involves active interaction between students and the use of creative learning media can increase student learning motivation. This is relevant to the findings that students at Pondok Pesantren Al Muhaimin need more interactive learning methods and more experienced teachers to support their development optimally.

Therefore, it is important for educators to prepare and use methods and strategies in learning. Because with the method a student will more easily understand what is conveyed by the educator. The main purpose of learning methods is to facilitate the process and results of student learning so that what has been planned can be achieved as well and as easily as possible by students (Ilyas & Syahid 2018).

Materials and media are also a form of facilities that must exist in the implementation of the language club program. With the existence of materials and media, learning will run well. Al Muhaimin Islamic Boarding School revealed regarding the use of materials and media in the language club program that there is no specific material set, while the media used consists of dictionaries, modules, laptops, and infocus. This shows the importance of a variety of learning media in attracting attention and increasing student engagement.

This finding can be linked to several learning theories in Indonesia that emphasize the importance of using varied media in education. According to Sukmadinata (2013), effective learning media can increase students' motivation and help them understand the material better. Another study by Setiawan, et al (2020) also showed that the use of digital technology in learning can significantly improve student learning outcomes. In addition, according to Rahmat (2015), the use of structured materials and diverse media in learning can enhance the learning experience effectively and enjoyably. Empirically, the results of this study are relevant to several studies in Indonesia. For example, a study by Anwar (2018) in several schools in West Java found that the use of audiovisual media in language learning increased students' engagement and understanding. In addition, a study by Widyastuti (2019) showed that the use of laptops and projectors in foreign language learning in Indonesian schools has been shown to improve students' conversation skills.

It was found that this activity not only focuses on improving students' language skills, but also plays a role in shaping their character. This is in accordance with character education theory which emphasizes the importance of integration between academic teaching and character building. This research is also supported by other studies that show the success of language learning programs in pesantren. One of them is a study by Putri (2022), this study shows that students who take part in interactive language learning programs and work together with their peers experience great improvements in language skills and show positive behaviors such as discipline and responsibility.

In the implementation of the last language club activity, namely with evaluation. Evaluation is the process of assessing student growth in the teaching and learning process. Evaluation activities are carried out by educators with the aim of obtaining certainty regarding the success of student learning and providing input to educators regarding what is done in teaching activities. In line with Sudirman, et al (2019) the purpose of assessment in the learning process, one of which is to make decisions about learning outcomes and improve so as to develop teaching programs.

Evaluation of santri language skills at Al Muhaimin Islamic Boarding School is carried out through written tests and daily conversations. This evaluation aims to assess the progress of students, identify obstacles faced, and design appropriate strategies. This finding is in line with language learning theory which emphasizes the importance of continuous and contextual evaluation in the learning environment. According to theories on language learning, comprehensive and continuous evaluation helps in identifying individual learning needs and adjusting teaching strategies. The empirical findings also support that evaluation involving a variety of methods, including written and spoken tests, can provide a more complete picture of students' language ability than using only one evaluation method.

Other relevant findings such as the study by Susilo (2020) which emphasizes the importance of authentic evaluation through daily interactions, this study also shows the relevance and effectiveness of



this approach. Evaluation through daily conversations not only assesses students' linguistic abilities but also familiarizes them with using language in a real context.

### c. **Character Formed in the Implementation of Santri Character Education Through the Tahfidz and Language Club Program at Al Muhaimin Modern Islamic Boarding School**

Both programs are said to have been effective in fostering positive characters such as discipline, responsibility, cooperation, and humility. However, there are some characters that have not been fully formed, such as the lack of self-confidence and honesty in students. Some students pretend to be sick to avoid memorization deposits, so the need for evaluation and intensive efforts from the boarding school such as emphasizing one of the characters, because the environment in the boarding school has a big influence on the personality of the character formed in students.

In accordance with the results described above, there are several theories and empirical findings that are relevant to this study. Al Muhaimin Islamic Boarding School shows that the tahfidz and language club programs create a conducive environment for students to develop positive habits. These programs also help meet students' needs for independence through independent activities, competence through memorization achievement, and relatedness through cooperation with their friends. This is in line with Deci and Ryan's (2017) Self-Determination theory which emphasizes the importance of three basic psychological needs in the formation of intrinsic motivation.

In addition, this finding is in line with empirical research showing that religious programs and community-based activities play an important role in shaping children's character. Research conducted by Yusuf and Ahmad (2020) also found similar results, showing that religious programs can create discipline and responsibility in children.

Then for the problem of lack of honesty expressed in this study is also supported by other findings. Research conducted by Rahman (2019) found that in faith-based educational environments, children sometimes exhibit dishonest behavior as a way to avoid punishment or disappointment from teachers. This emphasizes the need for a gentler pedagogical approach as well as a strong emphasis on the importance of honesty through real examples provided by educators.

Overall, this study provides evidence that the educational programs at Pondok Pesantren Al Muhaimin have a positive impact on the formation of santri personality values, but there is still room for improvement, especially in terms of honesty and self-confidence. The Islamic characters identified include simplicity, independence, willingness to sacrifice, patience, humility, and respect for others. It can be said that the program has been effective in instilling some Islamic values in santri, although there are still challenges faced.

The environment is certainly a very big factor in influencing the character of santri, santri are identical to the pesantren environment, so that pesantren life also makes the character inherent in the santri. The santri stated that although they have tried to apply Islamic character, some of them are still not fully accustomed to simple life and still have feelings of envy towards their friends. The principal and educators at the boarding school also said that although there was an improvement in the character of the students, some still needed time to fully instill these values.

In accordance with the results described above, there are several theories and empirical findings that are relevant to this study. According to Narvaez (2012) who explains character education must include moral and ethical development that is carried out continuously through real practices and a supportive environment. Thus, Islamic character building requires a holistic approach that not only focuses on teaching values, but also provides an environment conducive to the practice of these values in daily life. In this context, tahfidz and language club programs in Islamic boarding schools play an important role in creating an environment that supports the development of Islamic character.

The empirical findings from Hasanah (2020) show that faith-based programs such as tahfidz and extracurricular activities in Islamic schools are effective in shaping the moral character of students. The study found that students involved in religious activities showed improvements in moral and social behavior.

## CONCLUSIONS

The tahfidz program shows that the planning is carried out by compiling a systematic curriculum, although not official, but still mature and structured. This curriculum targets memorization

of the Qur'an which is different according to the students' level of education. Then in the implementation of the tahfidz program, emphasis is placed on the flexibility of places to memorize and learning methods that are tailored to the abilities of each student. Nevertheless, some obstacles are faced such as the inaccuracy of time in depositing memorization. This program also combines moral and religious values with the application of strict discipline and provides consequences for students who do not follow the memorization schedule.

Then in the implementation of the language club program, it has been running well. It is said to be running well because the curriculum used, the purpose of the activity, the timing, the place of activity, the teaching materials used, the materials, the media, and the evaluation are in accordance with what has been planned. But of course there is one indicator that is not going well or not in accordance with the existing plan, namely the methods and strategies used by educators. The methods and strategies used during language club learning are not specific and less effective, therefore the activities are carried out monotonously so that students feel bored and do not participate in the activities of this program.

Of the two excellent programs of Al Muhaimin Islamic Boarding School can shape the character of students through activities that have been carried out. In the existing personality values, half of the students have done good habits and have embedded Islamic character in themselves. It can be seen from the programs that have been carried out so that they can shape their own character. However, what still makes students do bad habits so that the character is less formed due to a lack of self-confidence so that there are bad habits that they still do, then also some students still feel jealous and the sense of their home environment they still bring to the boarding school. Therefore, the boarding school always tries to emphasize one of the characters and provide motivation because the environment at the boarding school has a big influence on the personality of the character formed in students.

Based on the results of research that has been conducted at the Al Muhaimin Islamic Boarding School, several suggestions can be followed up in detail so that they are easy to implement. Among them are improving the quality of educators' human resources, namely through continuous training such as holding regular training for educators who focus on Arabic and English teaching methods and understanding the material to be taught. Then with open recruitment for educators, although currently the recruitment of educators is carried out internally, but it can open up opportunities for educators from outside with higher qualifications so that it can be a step to improve educational standards in pesantren. Then the development of the tahfidz program can be done by modifying the curriculum. Although the boarding school does not use an official written curriculum, the preparation of structured and documented learning modules can help in standardizing teaching. And the individual approach is carried out with a more personal approach for students who have difficulty in memorizing, with individual guidance methods by ustadz/ustadzah.

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