

Implementation of the Four Pillars of Nationality in the Formation of the Character of Students

Ahsena Lutfi Afifah¹, Endang Ekowati², Tamyis³

^{1,3} Universitas Islam An Nur Lampung, Indonesia

Correspondence Email: ahsenalutfi483@gmail.com

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ABSTRACT

Character education is a strategic issue in the development of the Indonesian nation amidst the currents of globalization, the development of digital technology, and increasingly complex social changes. This study aims to describe the implementation of the Four National Pillars in shaping students' character, analyze the strategies for internalizing national values, and identify the supporting and inhibiting factors in their implementation at Pondok Pesantren Hidayatul Mubtadiin Sidoharjo Jati Agung South Lampung in 2025. This study employed a qualitative approach with a field research design. Data were collected through observation, in-depth interviews, and documentation. The research informants consisted of the Islamic boarding school leaders, Islamic teachers, student organization administrators, and students. Data analysis used the Miles and Huberman interactive model, including data reduction, data display, and conclusion drawing, while data validity was ensured through source, technique, and time triangulation. The results showed that the implementation of the Four National Pillars was carried out through learning activities, habituation, role modeling, student organizations, social activities, and daily pesantren culture, which successfully formed religious, disciplined, tolerant, responsible, patriotic, and unity-oriented characters among students. The study concludes that the implementation of the Four National Pillars in Islamic boarding schools plays a significant role in shaping students into religious, nationalistic, moderate, and morally upright individuals through the integration of national values into all educational and daily life activities within the Islamic boarding school environment.

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Corresponding Author:

Ahsena Lutfi Afifah

Universitas Islam An Nur Lampung, Indonesia; ahsenalutfi483@gmail.com

1. INTRODUCTION

Character education is a strategic issue in the development of the Indonesian nation amidst the currents of globalization, the development of digital technology, and increasingly complex social changes. The phenomenon of moral degradation among the younger generation, such as declining discipline, low nationalism, increasing intolerance, bullying, and the fading of the value of mutual

cooperation, shows that education is not only required to produce students who are academically intelligent, but also have strong character and national awareness. In this context, the implementation of the Four Pillars of Nationality, namely Pancasila, the 1945 Constitution of the Republic of Indonesia, the Unitary State of the Republic of Indonesia, and *Bhinneka Tunggal Ika* (Unity in Diversity), is very important as a foundation for character formation for the younger generation. (Judijanto et al., 2024) The Four Pillars of Nationality should not only be understood as a normative concept, but should be internalized in daily life through a systematic, continuous, and exemplary educational process.

As traditional Islamic educational institutions, Islamic boarding schools (*pesantren*) hold a strategic position in shaping the character of their students, as they implement a 24-hour educational system through habituation, supervision, role modeling, and the instillation of moral and spiritual values. The *pesantren* environment emphasizes not only the mastery of religious knowledge but also the development of disciplined, independent, responsible, tolerant, and patriotic students. Research (Aisyah, Jamhuri, Ma'ruf, & Solikhuddin, 2025) Research on the implementation of religious culture in Islamic boarding schools (*pesantren*) shows that cultivating the values of worship, honesty, discipline, trustworthiness, and tolerance can effectively shape the character of students. However, current national challenges require Islamic boarding schools to focus not only on religious character formation but also on strengthening national insight so that students can become a moderate, inclusive generation committed to maintaining Indonesian national unity amidst social and cultural diversity.

The implementation of the Four Pillars of Nationality in Islamic boarding schools (*pesantren*) is crucial because they are a stronghold of the nation's moral and ideological education. Amidst the rise of intolerance, radicalism, and abuse of educational authority in several institutions, strengthening national values in Islamic boarding schools is an urgent need so that students can understand Islam as a blessing for all the worlds and in harmony with the values of Indonesian nationalism. Public discourse and various social phenomena demonstrate the importance of strengthening character education and national insight in Islamic boarding schools (*pesantren*) to develop students who are both religious and nationalistic. Therefore, the Hidayatul Mubtadiin Sidoharjo Jati Agung South Lampung Islamic Boarding School is seen as having great potential as an Islamic educational institution in implementing the Four Pillars of Nationality through learning activities, habituation, discipline, student organizational activities, and a *pesantren* culture based on religious and social values.

Theoretically, this research is based on the theory of character education, the theory of internalization of values, and the concept of the Four Pillars of Nationality. Character education according to (Thomas Lickona, 2022) It is a conscious effort to help students understand, feel, and practice moral values in their daily lives. In the context of Islamic boarding schools, character education is carried out through ongoing methods of role modeling, habituation, advice, discipline, and social supervision. Meanwhile, (Mashuri, Fanani, & Hikmah, 2021) states that internalization of values explains that values will be firmly embedded if carried out through the processes of value transformation, value transactions, and value transinternalization in the educational environment. The Four Pillars of Nationality serve as the ideological and social foundation in building a society that is religious, democratic, tolerant, and patriotic. The integration of these theories provides an important foundation for analyzing how the implementation of the Four Pillars of Nationality can shape the character of students in Islamic boarding schools.

The first relevant research was conducted by (Islamic, 2022) regarding the implementation model of character education at the Al-Inayah Islamic Boarding School, which shows that character education in Islamic boarding schools is carried out through habituation, role models, and strengthening religious values in daily life. The research was conducted by (Asy'ari & Mukhsin, 2026) which found that religious culture can shape the character of discipline, trustworthiness, honesty, and love for the homeland. The research was conducted by (Fauzi & Mokhtar, 2024) regarding the implementation of the character of discipline of Islamic boarding school students based on Islamic boarding school culture which

emphasizes that the formation of disciplined character is carried out through rules, supervision, giving rewards and punishments, and student organizations. Further research was conducted by (Asshidqi, Hanifa, & Makfi, 2023) The study aimed to determine the influence of religious activities on the implementation of religious moderation among students at the Islamic University of Indonesia Islamic Boarding School, which showed that religious activities were able to shape moderate and tolerant characters in students. (Romdoni & Malihah, 2020) about the internalization of the Panca Jiwa Pondok in Islamic boarding schools which explains that the values of sincerity, simplicity, brotherhood, independence, and freedom are the basis for the formation of the character of students through Islamic boarding school culture.

Based on several previous studies, there are several research gaps that serve as an important basis for conducting this study. First, most previous studies have focused more on character education based on religious culture, the Panca Jiwa Pondok (Islamic boarding school principles), discipline, and religious moderation, while studies on the implementation of the Four Pillars of Nationality specifically in the character formation of students are still very limited. Second, previous studies have mostly examined religious character and discipline, but have not comprehensively integrated the values of nationalism, democracy, unity, tolerance, and love of the homeland from the perspective of the Four Pillars of Nationality. Third, there has been no research specifically conducted at the Hidayatul Mubtadiin Islamic Boarding School in Sidoharjo Jati Agung, South Lampung in 2025, so the empirical conditions, Islamic boarding school culture, and strategies for implementing national values in the Islamic boarding school have not been scientifically revealed. Fourth, previous studies tend to focus on the conceptual aspects of character education, while this study will examine the actual implementation of the Four Pillars of Nationality through learning activities, student organizations, habits, role models, and the social life of the Islamic boarding school holistically.

Based on the research gap, the novelty of this research lies in the focus of the study on the implementation of the Four Pillars of Nationality in the formation of the character of students in a modern-traditional Islamic boarding school environment in an integrative manner. This research not only examines the religious character of students, but also analyzes how the values of Pancasila, the 1945 Constitution, the Unitary State of the Republic of Indonesia, and Bhinneka Tunggal Ika are internalized in the life of the Islamic boarding school to form students who are religious, nationalistic, disciplined, tolerant, responsible, and love their homeland. In addition, this research presents the local context of the Hidayatul Mubtadiin Sidoharjo Jati Agung South Lampung Islamic Boarding School as a research location that has never been studied before. Thus, this research is expected to be able to provide theoretical contributions to the development of national-based character education in Islamic boarding schools and become a model for the implementation of the Four Pillars of Nationality in forming a generation of students with noble character and national insight. The purpose of this study is to describe the implementation of the Four Pillars of Nationality in the formation of the character of students, analyze the strategy of internalizing national values in the Islamic boarding school environment, identify supporting and inhibiting factors for the implementation of the Four Pillars of Nationality, and find a model for the formation of character of students based on national values at the Hidayatul Mubtadiin Sidoharjo Jati Agung South Lampung Islamic Boarding School in 2025.

2. METHODS

This study uses a qualitative approach with a field research type that aims to understand in depth the implementation of the Four Pillars of Nationality in the formation of the character of students at the Hidayatul Mubtadiin Sidoharjo Jati Agung South Lampung Islamic Boarding School in 2025. The qualitative approach was chosen because this study focuses on revealing the meaning, process, values, behavior, and social interactions that occur in the Islamic boarding school environment related to the internalization of the values of Pancasila, the 1945 Constitution of the Republic of Indonesia, the Unitary State of the Republic of Indonesia, and Bhinneka Tunggal Ika in the daily lives of students. Primary

data sources in this study were obtained directly from the caretakers of the Islamic boarding school, the head of the madrasah, ustadz and ustadzah, administrators of student organizations, and students who are considered to understand and are actively involved in the implementation of the national-based character building program, while secondary data sources were obtained from Islamic boarding school documents, regulations, student activity programs, archives, activity photos, learning schedules, boarding school guidebooks, and various scientific literature relevant to the research. The informant selection technique was carried out using purposive sampling, taking into account the informant's involvement, experience, and knowledge regarding the implementation of the Four Pillars of Nationality in Islamic boarding schools. Data collection techniques were carried out through participatory observation to observe student activities, Islamic boarding school culture, character building, and activities that reflect national values; in-depth interviews to gather comprehensive information regarding strategies, forms of implementation, supporting and inhibiting factors in the formation of student character; and documentation to obtain written and visual data that support the research results. Data validity was carried out through source triangulation, technical triangulation, and time triangulation techniques to ensure strong validity and reliability of the data obtained. The data analysis technique used an interactive model. (Miles & Huberman, 1994) which includes the stages of data reduction, data presentation, and drawing conclusions or continuous verification from the beginning to the end of the research so that a systematic, objective, and in-depth picture is obtained regarding the implementation of the Four Pillars of Nationality in the formation of the character of students at the Hidayatul Mubtadiin Sidoharjo Jati Agung South Lampung Islamic Boarding School in 2025.

3. FINDINGS AND DISCUSSION

Implementation of the Four Pillars of Nationality in the Formation of the Character of Students at the Hidayatul Mubtadiin Sidoharjo Jati Agung South Lampung Islamic Boarding School in 2025

The results of the study indicate that the implementation of the Four Pillars of Nationality at the Hidayatul Mubtadiin Sidoharjo Jati Agung South Lampung Islamic Boarding School is carried out in an integrated manner through formal education activities, Islamic boarding school activities, daily habits, and the social culture of the Islamic boarding school that lasts for twenty-four hours. The values of Pancasila, the 1945 Constitution, the Unitary State of the Republic of Indonesia, and Bhinneka Tunggal Ika are not only conveyed in the form of theory in the classroom, but are also applied in real life in the daily lives of students through the habituation of discipline, mutual cooperation, deliberation, tolerance, respect for differences, and compliance with the rules of the Islamic boarding school. Based on the results of observations, students are accustomed to living simply, respecting each other, maintaining unity, and prioritizing common interests over personal interests. These activities become a means of internalizing national values that are carried out continuously so as to form a religious and nationalistic character in students.

The implementation of Pancasila values is evident in various learning activities and the social lives of students. The value of Belief in the One Almighty God is manifested through the habit of congregational worship, religious study, communal prayer, and the instilling of Islamic morals in daily life. The value of humanity is reflected in the attitude of mutual assistance among students without distinction of region of origin, economic background, or educational level. Meanwhile, the value of unity is manifested in mutual cooperation activities to clean the boarding school environment, cooperation in student organization activities, and the collective implementation of major boarding school activities. The value of democracy is implemented through deliberation in the election of student organization administrators and collective problem solving. The value of social justice is implemented through the division of duties, the allocation of activity schedules, and the granting of students' rights and obligations equally without discrimination.

Based on interviews with the Islamic boarding school supervisors and religious teachers, the implementation of the values of the 1945 Constitution is carried out by instilling awareness of the rights and obligations of students as citizens and members of the Islamic boarding school community. Students are taught the importance of obeying Islamic boarding school regulations as a form of practice in complying with state regulations and social norms. In learning activities, religious teachers often link religious material with the importance of maintaining national unity, respecting the law, and loving the homeland as part of Islamic teachings. Furthermore, Islamic boarding schools also provide space for students to express their opinions and participate in organizational activities as a form of education in democracy and social responsibility. This demonstrates that the implementation of constitutional values is carried out not only in theory, but also in the practice of daily life in the Islamic boarding school environment.

The implementation of the values of the Unitary State of the Republic of Indonesia (NKRI) is realized through various activities that foster a sense of love for the homeland and a spirit of nationalism among students. Based on observations, every Monday students routinely participate in flag ceremonies with full discipline and respect for the national symbol. Furthermore, the Islamic boarding school also commemorates national holidays such as Indonesian Independence Day, National Santri Day, and Heroes' Day through various educational activities and competitions aimed at instilling a spirit of struggle and national unity. The ustadz also provide an understanding that maintaining the integrity of the Unitary State of the Republic of Indonesia is part of the obligation of Muslims as citizens. Thus, the Islamic boarding school not only develops students who are religiously devout, but also have loyalty and responsibility to the nation and state.

The implementation of the *Bhinneka Tunggal Ika* (Unity in Diversity) value is evident in the social life of students from various regions and cultural backgrounds. Interviews with students revealed that they are taught to respect differences in language, character, customs, and culture among fellow students. Islamic boarding schools instill the values of *ukhuwah Islamiyah* (Islamic brotherhood), *ukhuwah wathaniyah* (national brotherhood), and *ukhuwah basyariyah* (Islamic brotherhood) as the foundation for living together in diversity. In practice, students live together in a single environment without distinction of social status or region of origin, creating harmonious and tolerant social relationships. Deliberation activities, group study, and collaboration between rooms are also important means of instilling the values of unity and togetherness within the Islamic boarding school environment.

Overall, the implementation of the Four Pillars of Nationality at the Hidayatul Mubtadiin Islamic Boarding School has had a positive impact on the character development of students. Based on the research results, the character developed includes religiousness, discipline, responsibility, tolerance, love of the homeland, mutual cooperation, independence, and an attitude of respect for differences. The students showed changes in behavior for the better in their daily lives, both in relationships with ustadz, fellow students, and the surrounding community. The implementation of the Four Pillars of Nationality also strengthened the students' understanding that Islamic values and national values are not two things that are contradictory, but rather mutually supportive in shaping a young generation with noble morals, moderate, and committed to maintaining the unity of the Indonesian nation.

Strategies, Supporting Factors, and Inhibiting Factors for the Implementation of the Four Pillars of Nationality in the Formation of the Character of Islamic Boarding School Students

The results of the study indicate that the implementation strategy for the Four Pillars of Nationality at the Hidayatul Mubtadiin Islamic Boarding School is carried out through an approach of habituation, role modelling, supervision, advice, and student organizational activities. Habituation is the main strategy because all student activities have been arranged in a daily schedule that instills the values of discipline, responsibility, and togetherness. Students are accustomed to waking up on time, participating in congregational worship activities, maintaining environmental cleanliness, respecting teachers, and obeying the boarding school rules. These habits are carried out continuously so that

national values and positive character can be naturally ingrained in the students. In addition, the role model strategy is also very dominant because the ustadz and boarding school administrators strive to provide examples of good behavior in everyday life, both in attitude, speech, and interaction with students.

Another strategy is the integration of national values into learning activities and student organizations. Interviews revealed that religious teachers frequently link religious subjects to the importance of maintaining unity, tolerance, patriotism, and respect for differences. Student organizations also serve as a learning platform for democracy and social responsibility, as they are involved in leadership activities, deliberations, decision-making, and the implementation of Islamic boarding school programs. Through these organizations, students learn to respect the opinions of others, collaborate, and solve problems collectively. This strategy is considered effective because students not only learn theory but also directly practice national values in real life.

Supporting factors for the implementation of the Four Pillars of Nationality at the Hidayatul Mubtadiin Islamic Boarding School include a strong commitment from the boarding school administrators, support from the male and female ustadz (preachers), a religious and disciplined boarding school culture, and a conducive social environment. Boarding school administrators play a central role in determining the policies and direction of the students' character education. All ustadz and boarding school administrators consistently support the implementation of the national-based character-building program through intensive supervision and guidance. Furthermore, the 24-hour school life system allows for optimal character-building because students are continuously immersed in a controlled educational environment filled with moral values and togetherness.

Another supporting factor is the existence of routine Islamic boarding school activities that support the internalization of national values, such as flag ceremonies, national holiday commemorations, mutual cooperation (gotong royong), student deliberations, religious studies, and social activities. These activities are effective media in instilling a spirit of nationalism, unity, responsibility, and social awareness in students. Furthermore, the harmonious relationship between ustadz (teacher) and students is also important because it creates a comfortable and respectful learning atmosphere. Based on observations, students tend to be more receptive to values and advice from ustadz who provide good examples in their daily lives.

However, this study also identified several inhibiting factors in the implementation of the Four Pillars of Nationality in Islamic boarding schools. One major obstacle is that some students still have varying levels of awareness of discipline and responsibility, requiring more intensive guidance. Furthermore, the influence of digital technology and social media developments also poses a challenge, as some students are still influenced by external cultures that are less aligned with Islamic boarding school and national values. Several religious teachers also stated that limited facilities to support national education activities hinder the optimal implementation of student character-building programs.

Another obstacle is the differences in cultural backgrounds and educational patterns of the students' families before entering the Islamic boarding school, which affect the adaptation process and character formation in the Islamic boarding school environment. Some students require more time to adjust to the disciplinary rules and culture of togetherness at the Islamic boarding school. However, the Islamic boarding school strives to overcome these obstacles through a persuasive approach, ongoing guidance, counseling, strengthened supervision, and collaboration between the caretakers, ustadz, student administrators, and student guardians. Overall, the implementation of the Four Pillars of Nationality at the Hidayatul Mubtadiin Islamic Boarding School has been running well and has made a significant contribution to shaping the character of students who are religious, nationalistic, disciplined, tolerant, and responsible in their social and national lives.

Discussion

The research results show that the implementation of the Four Pillars of Nationality at the Hidayatul Mubtadiin Islamic Boarding School in Sidoharjo, Jati Agung, South Lampung, is carried out in an integrated manner through learning, habituation, role models, discipline, student organizations, and the culture of daily Islamic boarding school life. This finding aligns with character education theory.(T Lickona, 2013)which states that character formation is not sufficient through the transfer of moral knowledge alone, but must include moral knowing, moral feeling, and moral action that are realized in real-life practices. In the context of Islamic boarding schools, this process is seen through the habituation of congregational worship, mutual cooperation, respect for teachers, deliberation, and compliance with the rules of the boarding school which continuously shape the religious, disciplined, and nationalist character of the students. The results of this study also strengthen the view that Islamic boarding schools are effective educational institutions in shaping the personality of students because they have an educational system that lasts 24 hours with intensive supervision and guidance. Thus, the implementation of the Four Pillars of Nationality is not only understood as conceptual material, but has become part of the Islamic boarding school educational culture that shapes the social behavior of students in everyday life.

The implementation of Pancasila values in the character formation of students demonstrates the integration of religious and national values that operate harmoniously within the Islamic boarding school environment. The values of divinity are realized through worship activities and spiritual development, while the values of humanity, unity, democracy, and social justice are applied in the students' social lives through cooperation, tolerance, deliberation, and fair distribution of responsibilities. This finding is relevant to the theory of value internalization, which explains that values will be firmly embedded if they are carried out through a process of habituation, role modeling, and direct experience in the social and educational environment. This research is also in line with the results of research(Habibi & Sholikha, 2025)which states that internalizing values in Islamic boarding schools can shape the character of students through the culture of the pondok and collective life. However, this study differs in that it focuses not only on religious values and Islamic boarding school culture but also specifically integrates the Four Pillars of Nationality as the primary instrument for character formation in students. Thus, this study expands on previous studies by demonstrating that national values can be effectively internalized through the religious and humanistic educational culture of Islamic boarding schools.

The research results also show that the implementation of the values of the 1945 Constitution and the Unitary State of the Republic of Indonesia (NKRI) is carried out through the instilling of legal awareness, discipline, responsibility, and a sense of love for the homeland through flag ceremonies, national day commemorations, and compliance with Islamic boarding school regulations. These findings demonstrate that national education in Islamic boarding schools does not conflict with Islamic education, but rather complements each other in shaping the students' identity as religious and nationalistic citizens. This is in line with the theory of civic education, which emphasizes the importance of developing civic responsibility and civic disposition in building national and state awareness. This research also supports the findings of other research studies.(Fatimah, Fendi, & Sajdah, 2024)which states that religious activities in Islamic boarding schools can foster moderate and tolerant attitudes among students. However, this study is novel because it emphasizes the comprehensive implementation of the Four Pillars of Nationality, not just religious moderation. Furthermore, this study demonstrates that nationalistic values can grow strongly in Islamic boarding schools through a contextual, culturally-based religious approach.

Research findings on the implementation of the *Bhinneka Tunggal Ika* (Unity in Diversity) value indicate that the lives of students from various regions and cultural backgrounds foster tolerance, mutual respect, and unity within the Islamic boarding school environment. Students are accustomed to living together without distinction of social status, ethnicity, or region of origin, creating harmonious social relationships filled with a sense of family. These findings align with the theory of social constructivism, which states that character and social values are formed through social interactions and

shared life experiences within the educational environment. These findings also reinforce the findings of other research.(Anggraeni & Maharani, 2024)which explains that religious culture in Islamic boarding schools can shape the character of tolerance and patriotism in students. However, this study has a broader focus because it directly links tolerance and unity to the implementation of the Bhinneka Tunggal Ika value as part of the Four Pillars of Nationality. Therefore, this study provides a new contribution, demonstrating that Islamic boarding schools can become models of multicultural education based on religious and national values simultaneously.

The implementation strategy of the Four Pillars of Nationality, carried out through habituation, role modeling, supervision, and student organizations, demonstrates that character building requires a comprehensive and sustainable approach. Habituating discipline, deliberation, cooperation, and student involvement in organizations are important tools for cultivating responsibility, leadership, and democratic attitudes. These findings align with behaviorist theory, which explains that behavior can be shaped through habituation and continuous reinforcement. Furthermore, the results of this study are also in line with research(Multazami & Diana, 2025)which states that a culture of discipline in Islamic boarding schools is built through rules, supervision, rewards, and punishments. However, this study differs in that the strategies implemented are not only oriented towards student discipline, but also directed at forming national character through the internalization of the values of Pancasila, the Unitary State of the Republic of Indonesia (NKRI), and Bhinneka Tunggal Ika (Unity in Diversity) in all Islamic boarding school activities. Thus, this study demonstrates that a national-based character education strategy in Islamic boarding schools can be implemented integratively through an educational system that is integrated with the students' daily lives.

In addition to supporting factors, this study also found factors inhibiting the implementation of the Four Pillars of Nationality, such as differences in student backgrounds, the influence of social media, and the persistence of students who are not fully disciplined and responsible. These findings indicate that character formation is a complex process and is influenced by both internal and external factors of students. From the perspective of Bronfenbrenner's ecological theory of education, individual character development is influenced by the interacting environment of family, school, community, and social media. Therefore, Islamic boarding schools need to provide more adaptive and sustainable development so that national values remain firmly embedded amidst the challenges of the digital era. These findings also strengthen the research findings.(Andi Aswoto, 2026)which states that the character development of Islamic boarding school students requires collaboration between the caretakers, ustadz, administrators, and guardians of the students for optimal development. However, this study is novel because it specifically examines the challenges of implementing the Four Pillars of Nationality in Islamic boarding schools within the context of modern social development and digitalization. Thus, this study provides theoretical and practical contributions to the development of a nationality-based character education model in Islamic boarding schools as an effort to shape a young generation that is religious, tolerant, nationalistic, and virtuous.

This study has several limitations that need to be considered for evaluation and further research development. First, this study was only conducted at the Hidayatul Mubtadiin Islamic Boarding School in Sidoharjo, Jati Agung, South Lampung, so the results cannot be generalized to all Islamic boarding schools, which have different characteristics, educational systems, organizational cultures, and development patterns. Second, this study used a qualitative approach, so the data obtained emphasized an in-depth understanding of the process of implementing the Four Pillars of Nationality in character formation for students, rather than quantitative measurements of the program's statistical success rate. Third, the limited time frame for the study prevented the researcher from observing changes in the students' character in a more comprehensive manner over the long term, particularly regarding the influence of the implementation of national values on the students' behavior after returning to the community. Furthermore, this study was still limited to the perspectives of the boarding school supervisor, ustadz, and students, so it did not involve broader analysis from the students' guardians or

the community around the boarding school as part of an external evaluation of the students' character formation.

The novelty of this research lies in the focus of the study which specifically integrates the Four Pillars of Nationality which include Pancasila, the 1945 Constitution, the Unitary State of the Republic of Indonesia, and Bhinneka Tunggal Ika into the process of character formation of students in Islamic boarding schools. In contrast to previous studies which mostly discussed character education based on religiosity, Islamic boarding school culture, religious moderation, or the Panca Jiwa Pondok, this study places national values as the core of character formation of students who are internalized through learning, habituation, student organizations, Islamic boarding school culture, and daily social life. Another novelty lies in the context of the research conducted at the Hidayatul Mubtadiin Sidoharjo Jati Agung South Lampung Islamic Boarding School in 2025 which has never been studied before, thus producing a new empirical picture of the practice of nationality-based character education in Islamic boarding schools. In addition, this research also offers an integrative model of character education that harmoniously combines religious and nationalistic values as an effort to form students who are religious, moderate, tolerant, disciplined, love their homeland, and have a commitment to maintaining national unity in the modern era.

4. CONCLUSION

The results of the study show that the implementation of the Four Pillars of Nationality at the Hidayatul Mubtadiin Sidoharjo Jati Agung South Lampung Islamic Boarding School in 2025 has been implemented in an integrated manner through learning, habituation, role models, student organizations, social activities, and the culture of daily Islamic boarding school life so as to form the character of students who are religious, disciplined, tolerant, responsible, love their homeland, and have a spirit of unity. The values of Pancasila, the 1945 Constitution, the Republic of Indonesia, and Bhinneka Tunggal Ika are internalized through various activities such as congregational worship, mutual cooperation, deliberation, flag ceremonies, commemoration of national holidays, and the social life of students who come from diverse regional and cultural backgrounds. The supporting factors for the implementation include the commitment of the boarding school caretakers, the role model of the ustadz, the religious and disciplined culture of the boarding school, and the 24-hour education system, while the inhibiting factors include the influence of social media, differences in the backgrounds of the students, and the fact that some students still need more intensive coaching in the aspects of discipline and responsibility. Based on the results of this study, it can be concluded that the implementation of the Four Pillars of Nationality in the boarding school environment has an important role in shaping the character of students who are not only strong in religious values, but also have a national awareness and commitment to maintaining the unity of the Indonesian nation. Therefore, this study recommends that the boarding school continue to strengthen the integration of national values in all educational activities and the lives of students, increase character development based on examples and habits, expand activities that foster nationalism and tolerance, and build more intensive cooperation between the boarding school, student guardians, and the community in supporting the formation of a generation of students who are religious, moderate, have noble character, and love their homeland in the modern era.

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