

## Pesantren-Based Character Education in Counteracting Juvenile Delinquency: A Case Study at Fadllillah Islamic Boarding School

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Article info	Abstract
<p><b>Article History</b>  <b>Received:</b>                      10/10/2023  <b>Accepted:</b>                      01/11/2023  <b>Published:</b>                      30/11/2023</p>	<p><i>This study aims to investigate the implementation of pesantren-based character education in addressing juvenile delinquency, through a case study at Pondok Pesantren Fadllillah Tambak Sumur Sidoarjo. Employing qualitative methods and a case study design, the research delves into understanding how character education in pesantren contributes to combating juvenile delinquency. Data were collected through document analysis, observation, and in-depth interviews with pesantren administrators, teachers, and students. The results indicate that character education at Pondok Pesantren Fadllillah makes a positive contribution through fostering religious values, social projects, and leadership training. The character education approach, centered on Islamic teachings and noble ethics, along with intensive guidance from kyai (spiritual leaders) and pesantren administrators, has a positive impact on adolescent behavior. This research provides crucial insights for educational institutions and communities, supporting an understanding of the potential of pesantren-based character education in addressing juvenile delinquency and cultivating a high-quality younger generation. It is hoped that the findings contribute to the development of more effective character education methods in various educational institutions.</i></p>
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	<p style="text-align: center;"><b>Abstrak</b></p> <p>Penelitian ini bertujuan untuk menginvestigasi implementasi pendidikan karakter berbasis pesantren dalam menanggulangi kenakalan remaja, melalui studi kasus di Pondok Pesantren Fadllillah Tambak Sumur Sidoarjo. Menggunakan metode kualitatif dan desain studi kasus, penelitian ini mendalami pemahaman tentang kontribusi pendidikan karakter di pesantren terhadap penanganan kenakalan remaja. Data diperoleh melalui analisis dokumen, observasi, dan wawancara dengan pengurus pesantren, guru, dan siswa. Hasilnya menunjukkan bahwa pendidikan karakter di Pondok Pesantren Fadllillah memberikan kontribusi positif melalui pembinaan nilai-nilai keagamaan, proyek sosial, dan pelatihan kepemimpinan. Pendekatan pendidikan karakter yang berpusat pada ajaran Islam dan etika mulia, serta bimbingan intensif dari kyai dan pengurus pesantren, memberikan dampak positif pada perilaku remaja. Penelitian ini memberikan wawasan penting bagi lembaga pendidikan dan masyarakat, mendukung pemahaman potensi pendidikan karakter berbasis pesantren dalam menanggulangi kenakalan remaja dan membangun generasi muda berkualitas. Diharapkan hasil penelitian ini berkontribusi pada pengembangan metode pendidikan karakter yang lebih efektif di berbagai lembaga pendidikan.</p> <p><b>Kata kunci:</b> Pendidikan Karakter; Pondok Pesantren; Kenakalan Remaja</p>

## **INTRODUCTION**

The recent trend of juvenile delinquency seems to be increasingly concerning and troubling to the community, especially in urban areas. Juvenile delinquency behavior is often accompanied by feelings of pride in harmful actions. This phenomenon includes crime, vandalism, free sex, bullying, drug abuse, and others. For example, the rise of dangerous road rage between Motorcycle gangs in the Surabaya area is dominated by high school age teenagers and there are even some who are still junior high school age. After being investigated, the motive of the action is to appear to exist and want to show off its power (Anwar, 2022). This indicates a serious shift in values and morality, where adolescents feel they have gained identity or social status by committing these negative acts (Unayah & Sabarisman, 2015).

Adolescence is often known as the "rebellious period" because it is a period in which an individual who has just experienced puberty faces a variety of emotional turmoil and significant changes that trigger the emotional complexity that colors adolescence. The drive to seek social recognition, exploration, as well as the need to be understood becomes strong during this time (Karlina, 2020). Kartono, a sociologist stated as quoted in the journal (Sumara et al., 2017) that juvenile delinquency is a social pathological symptom in adolescents that arises due to certain social neglect. As a result, they tend to behave deviantly.

Juvenile delinquency is a complex issue that threatens not only the individuals involved, but also society as a whole. Therefore, serious and comprehensive efforts are needed to deal with and prevent juvenile delinquency. One crucial approach is through strong character education (Suryawan, 2016). Character education guides adolescents in building strong moral, ethical, and leadership values. By nurturing adolescent character to form a stable moral foundation, adolescents will be better able to cope with social pressures, make wise decisions, and contribute positively to society.

Among the educational institutions that have long implemented character education are pesantren. Pesantren is a traditional Islamic educational institution in Indonesia that has an important role in maintaining and developing Islamic teachings and local culture. Pesantren is a center of Islamic religious learning which includes education, teaching, and moral and ethical formation. Historically, pesantren have been a strong foundation for the development of Islam in Indonesia, because in addition to teaching Islamic teachings, pesantren also apply disciplinary values, character development, and local cultural teachings rooted in religious traditions. As an integral part of the distinctive Indonesian national education system, Islamic boarding schools are considered to have their own advantages and characteristics in applying character education to their students, known as santri. This view arises because education in pesantren tends to be more optimal in shaping the character of students because it uses a dormitory system that allows it to implement the values and principles it adheres to in the daily lives of students (Makmun, 2016).

The position of pesantren that uses a dormitory system is a characteristic that not all educational institutions have. Students who live together create communities that

allow for strong social interaction and positive influence among others and build an environment that supports good character development, where students learn about responsibility, tolerance, and cooperation. In addition, character education in pesantren is not limited to the classroom, but is integrated in every aspect of student life. Everything is designed to form a strong and responsible character. Character education applied in pesantren will have a positive impact in preventing juvenile delinquency. Santri becomes better able to overcome the bad influences of environment, has a higher moral consciousness, and builds a personality that conforms to religious values. Thus, pesantren have a strategic role in efforts to prevent juvenile delinquency through the formation of a strong and positive character.

This study will review pesantren-based character education in counteracting juvenile delinquency by making Fadlillah Islamic Boarding School Tambak Sumur Sidoarjo as an example of a study. This Islamic boarding school was chosen as the object of research because it is considered a strong representation of pesantren that develop character education located in urban areas. This study aims to analyze the methods, approaches, and values applied in the Fadlillah Islamic Boarding School Tambak Sumur Sidoarjo Fadlillah in forming positive character in its students. Thus, this research will open insights into how character education in pesantren can effectively counteract off juvenile delinquency by building a solid moral and ethical foundation in the younger generation. The results of this study are expected to provide guidance and recommendations for educational institutions, pesantren, and the community in improving the effectiveness of character education to overcome the problem of juvenile delinquency.

Research with similar themes that review pesantren-based character education has also existed before. However, of course there are differences with the current research, from previous studies that can be correlated, including research entitled "Character Education Based on Pesantren Culture at SMU Plus An-Nur Montong Tuban" which discusses the strategy of SMA PLUS AN-NUR Montong Tuban in instilling the cultural values of pesantren to shape student character, emphasis is given to all pesantren programs that are in accordance with the vision and mission of the school, which aims to create participatory contributions (Umam, 2022). "Character Education Model for Madrasah Students Based on Pesantren in MAN 1 Magelang" which reveals the way in instilling moral values and form positive character is through acts of habituation, giving responsibility, and emphasizing discipline, so that students are truly qualified and have good character (Najib, 2018). "The Urgency of Character Education in Efforts to Overcome Juvenile Delinquency" which describes the factors driving the emergence of juvenile delinquency and the role of character education in overcoming these behaviors (Ahdar & Musyarif, 2022).

In this study, it will focus on dissecting the role of education in pesantren in shaping the character of strong students in an effort to prevent off juvenile delinquency, especially in the midst of urban disruptions. With the typical educational methods and approaches of pesantren, which have religious and ethical values as the main basis. This

study wants to explore the ways in which pesantren instill character values, build integrity, and prepare students to face moral challenges in urban environments that tend to be complex. In addition, the study also discusses the challenges in implementing pesantren-style character education in the midst of modern urban culture, where external influences and diverse behavior patterns are factors that must be overcome to achieve the goal of forming a strong character. This brings a new dimension to the effort to understand character education in a dynamically changing environment.

## **METHODS**

This research uses qualitative methods (Fitrah, 2018, p. 209) to explore the implementation of pesantren-based character education as an effort to prevent off juvenile delinquency, by conducting a case study at the Fadllillah Islamic Boarding School Tambak Sumur Sidoarjo. The research was carried out from August to September 2023 at the research location, namely the Fadllillah Islamic Boarding School Tambak Sumur Sidoarjo. The research targets include three main groups, namely teachers, administrators, and students at the Fadllillah Islamic Boarding School Tambak Sumur Sidoarjo. Teachers are resource persons who provide information related to the implementation of character education. Pesantren administrators provide insight into policies and strategies applied in character education. Santri (Student) is the main subject to understand the experiences, perceptions, and impacts of applied character education.

The research procedure involves collecting data through in-depth interviews with teachers, administrators, and students, as well as the study of documents related to curriculum, guidelines, and character education programs in pesantren. Participatory observations are also made to understand the implementation of character education in a real context. The instruments used are interview guidelines to direct conversations with sources, and field notes to record findings during observation. The collected data were analyzed using thematic analysis techniques, where thematic patterns were identified from interview data and field notes. The results of this study are expected to provide an in-depth picture of the effectiveness of pesantren-based character education in counteracting off juvenile delinquency, as well as provide recommendations to improve the strategy and implementation of character education in the Fadllillah Islamic Boarding School Tambak Sumur Sidoarjo.

## **RESULTS AND DISCUSSION**

### **The Social Context of Fadllillah Islamic Boarding School**

Fadllillah Islamic boarding school is an Islamic educational institution located in Waru sub-district, Sidoarjo regency, about 2 kilometers from the Surabaya city border. This pesantren has education levels starting from junior high school (MTs) and high school (MA). What makes this pesantren unique is the modern approach adopted, integrating the Gontor modern Islamic boarding school curriculum, the Ministry of

religious affairs curriculum, and the local curriculum. By combining these various curricula, Fadllillah Islamic Boarding School strives to provide comprehensive education in accordance with the demands of the times. This modern approach allows students to explore religious knowledge while gaining general knowledge relevant to contemporary developments. This reflects the commitment of pesantren in offering a holistic education, accommodating global developments while maintaining the roots of traditional Islamic values.

This pesantren with more than 800 students bases its student education on the values that are the ideal foundation, known as the 5 souls/spirits of Islamic boarding school. This concept includes key elements, sincerity, simplicity, self-help, Islamic brotherhood, and freedom. In addition to the five souls of Islamic boarding school, this Islamic boarding school also adheres to the motto of noble character, sound body, broad knowledge, and independent mind. This motto reflects the determination of pesantren to create students who have high morality, maintain physical health, have broad and deep knowledge, and are able to think critically and freely. All of these values and mottos become guidelines for education at the Fadllillah Islamic Boarding School, creating a conducive environment to form an independent student character and have strong moral integrity.

The location of pesantren in urban areas presents its own uniqueness compared to most pesantren built in rural areas. This pesantren is besieged in the dynamics of urban society, with the influences of modernization, urbanization, and globalization more pronounced. Its existence in the middle of the city has an impact on the way pesantren combine tradition with the demands of the times. By adapting this urban context, Santri is invited to understand and face social, economic, and cultural challenges. Character education in pesantren is designed to equip students with a deeper understanding of ethics and morality in a complex urban context. Therefore, this pesantren develops relevant strategies and methods to produce a generation of students who have strong characters and are able to maintain Islamic values in the midst of urban modernization. In essence, the unique location of Fadllillah Islamic Boarding School brings a unique perspective and approach to education that allows students to blend with the times without losing their identity and fundamental Islamic boarding values.

### **Implementation of Character Education**

Character education in pesantren has its own characteristics. Pesantren as an Islamic educational institution, focuses on religious, moral, and moral education. One of the important characteristics of pesantren-based education is teaching based on religious values (Nasution, 2020). Pesantren place a strong emphasis on learning the Quran, hadith, aqidah, and fiqh. This helps students to gain a deep understanding of Islam and build awareness of moral and ethical values in everyday life.

Fadllillah Islamic Boarding School organizes education where the central point of the goal is to shape the character of students in every activity carried out by them

with the slogan "what you see, what you hear, and what you feel, that is education". various approaches applied are in teaching and learning activities, Student Organization of Fadlillah Islamic boarding school (OPPF), extracurricular activities, and social projects.

In teaching and learning activities, character education is reflected through a structured pattern of teaching and learning activities. Starting from 07:00 am to 02:50 pm, with adequate facilities and equipped with 2 computer laboratories. This teaching and learning activity includes learning madrasah subjects and classical book studies with Arabic/English language of instruction. This approach aims to develop religious knowledge and general science in a balanced proportion.

Balancing religion and general science is an important aspect of education. The science of religion plays an integral role in shaping a person's character, morals, and ethical values. This has a positive impact in forming individuals who are more caring, tolerant, and responsible for their environment. On the other hand, general sciences such as science, mathematics, languages, and others provide knowledge and skills that are beneficial to a person in modern society (Murali, 2022). The importance of integrating these two fields of science is so that learners have a solid foundation, not only in religious matters, but also in understanding of the world and social interaction. The combination of the two can form individuals who are intelligent, ethical, and able to make the right decisions in everyday life.

The Student Organization of Fadlillah Islamic boarding school (OPPF) as an organization that houses all students in the cottage serves as an important forum to train and shape leadership character. The goal is not only activity management, but also to guide students to have integrity, responsibility, and social sensitivity. The students of grade 12 or grade 6 *Tarbiyatul Mu'allimin al-Islamiyah* (TMI) are entrusted with the responsibility of managing various activities in the cottage, from waking up to sleeping again. This creates an environment where they are in control of their daily routines, sharpen their time management skills, and shape responsibility and discipline.

Meanwhile, students from grades 1 to 5 TMI are taught to be obedient and disciplined in living life at the cottage. With the spirit of "ready to lead and ready to be led" the students are trained to accept their roles and duties in the social hierarchy at the boarding school. This approach teaches the meaning of responsibility, cooperation, and brings the value of win-win solutions in responding to and solving problems.

The implementation of character education in pesantren utilizes a variety of extracurricular activities designed to guide and shape the character of students. Among them are public speaking, art of reciting Quran, and define tahfid programs, which guide students in exploring the teachings of Islam through understanding and reciting the Qur'an well. In addition, Futsal activities teach cooperation, sportsmanship, and discipline, while scouts encourage the spirit of leadership, environmental care, and outdoor survival skills. Art club and language club programs provide opportunities for students to develop creativity and communication skills in foreign languages.

Through these activities, pesantren provide a place for students to explore their interests, talents and creativity. Students are given the opportunity to cultivate skills needed for the future, both in religious aspects and social and communication skills. By busying themselves in positive things, students can divert their energy to things that are constructive and useful. This helps reduce the desire and opportunity to commit the negative and harmful behaviors (Wintara, 2017).

Character education in pesantren is also through social projects that encourage students to be independent and contribute positively to the surrounding environment. One form of this social project is to involve students in transporting firewood for cooking and waste processing purposes. In this task, students are invited to actively participate, work together, and share responsibilities, fostering values such as togetherness and mutual assistance. In addition, students are also involved in renovation projects for Islamic boarding school facilities. In this case, they learn to have a sense of belonging to the environment in which they live, caring for and improving facilities to make them comfortable for the residents. This renovation project trained technical skills and concern for the infrastructure of the pesantren.

Overall, Fadlillah Islamic Boarding School ensures that character education is not only limited to the academic sphere, but crosses various aspects of student life. With a holistic approach like this, it is expected to be able to form a strong and positive character of students, so as to counteract off the temptation of juvenile delinquency and become good agents of change in society.

### **Challenges of Pesantren-Based Character Education**

Every effort in education is always faced with challenges and obstacles that need to be overcome to achieve the desired goals, and this also applies to character education in pesantren. The main challenge in character education in pesantren is the variety of student backgrounds. Each student has a different social, economic, and cultural background, so compiling a character education program that is relevant and beneficial for all students becomes a complexity in itself. Pesantren must be able to overcome the challenges of different backgrounds by developing inclusive and adaptive education patterns. Through a curriculum that prioritizes Islamic teachings, pesantren unites students from various backgrounds into one vision of learning that has a main focus on religion and morality.

In a situation where mainstream education is less able to pay attention to individual differences in depth, pesantren must be present as an alternative that is able to pay deeper attention to each student. Through educational patterns that prioritize religion, morality, and personal development, making them agents of positive change in society. Thus, the role of pesantren in compiling educational patterns that are relevant and in accordance with various backgrounds of students is very important in building a good character foundation for a better future.

The challenges faced in the implementation of Pesantren-Based Character Education in counteracting off juvenile delinquency can arise from the resistance of

parents of students to educational programs in pesantren. Some parents may have certain preferences or expectations regarding their child's education, which may not always align with what is taught or implemented in pesantren. They may want an educational approach that is more in line with their personal values or beliefs.

It is important for pesantren to communicate effectively with the parents to explain the purpose, benefits, and philosophy of education provided. Through open dialogue, transparency, and good information delivery, pesantren can help overcome resistance that may arise from parents. In addition, pesantren can make efforts to actively involve parents in the educational process. Providing a forum for participation and influence to them in decision-making related to education programs can help increase understanding and support for educational programs in Islamic boarding schools.

Being separated from parents for a long time can cause anxiety, and discomfort which will affect the concentration of learning and acceptance of character values taught in pesantren. Santri who live far from their parents may also have difficulty adapting to the new and different environment in the Islamic boarding school (Alfarisi et al., 2022). Differences in norms, cultures, and patterns of life between homes and Islamic boarding schools can be a challenge for them. This can affect comfort and psychological well-being, which in turn can affect their involvement in educational programs.

It is important for pesantren to understand and accommodate these emotional needs. Creating a supportive, warm, and caring environment, as well as facilitating positive interactions between fellow students, can help reduce feelings of anxiety. More intensive involvement from teachers and administrators can also play an important role in guiding and helping students to adapt better.

On the other hand, open communication between pesantren and parents is key. Building a good communication bridge between pesantren and parents will help parents understand better their children's lives in pesantren and facilitate feelings of security and confidence for children. Parents can also provide the emotional support needed to help their children feel more comfortable and at home during their education at the Islamic boarding school. By understanding these challenges and taking appropriate action, boarding schools can create an environment more conducive to effective character education and emotional well-being of children away from parents.

In addition to challenges in students, the influence of the external environment around the pesantren is also a significant challenge which often shows behavior that is contrary to the moral values applied and taught in the pesantren. The context of the surrounding community that does not fully practice or respect the moral values firmly held by pesantren can be a source of negative influence for students. Santri can be exposed to various behaviors, and norms in the environment outside the pesantren that are not in line with the religious and ethical principles they learn in the pesantren. The gap between the values applied within the pesantren and the outside reality can shake the establishment, create internal tensions, and challenge the consistency of the application of moral values in daily life.



To overcome this challenge, pesantren need to take a holistic approach in character education. This includes improving open communication with students, developing students' critical skills to analyze and understand the impact of the outside environment on their moral values. More than that, it should be emphasized that the moral values they learn in pesantren are guidelines that must be upheld and applied in every aspect of life even when they are outside the pesantren environment. Educators in pesantren are also important to provide examples of roles as role models in applying moral values in the wider community, so that students can understand and internalize these values in the context of daily life in the midst of external influences that may conflict (Utami & Jelita, 2022).

Furthermore, the fundamental challenge in character education in pesantren is the lack of adequate facilities to develop the skills of students. Limited facilities can limit the variety and depth of learning experiences, including the development of practical skills essential to forming strong character. Skills such as sports, art, technology, and other fields play a vital role in forming a balanced and comprehensive character. Lack of adequate facilities can hinder the provision of optimal practical experience, limiting students' opportunities to develop additional skills that help them in the future.

It is important for pesantren to find creative solutions in overcoming limited facilities. It can be through partnerships with outside parties to utilize facilities outside the pesantren or utilize local resources. Pesantren can also prioritize planning the optimal use of existing facilities, rotating activities, or dividing time efficiently to ensure that students have adequate access to develop skills in various fields. Character education in pesantren is not only about teaching moral values, but also about equipping students with the practical skills needed to succeed in life. Therefore, improving facilities and resources that support skill development is an urgent need so that pesantren can provide comprehensive and effective character education to students (Hapipah, 2021).

### **The Effectiveness of Pesantren-Based Character Education in Counteracting Juvenile Delinquency**

Education in pesantren with all its tools and approaches has the main purpose of forming character and instilling moral values in students. This approach is based on the principles of Islamic religious teachings that integrate religion, morals, ethics, and discipline in every aspect of student life. Pesantren functions as an institution that produces individuals who master religious knowledge and have a strong and moral character (Syafe'i, 2017).

In the educational process, pesantren adopt a holistic and comprehensive learning method. All educational tools, including curriculum, teaching methods, extracurricular activities, and values, are designed with the aim of forming a good personality in students. Character education is not only taught in the classroom, but also applied in everyday life.

Lawrence Kohlberg's moral theory states that individuals develop through successive stages and moral development is the result of resolved cognitive conflicts (Nida, 2013). This is relevant in the context of pesantren-based character education because pesantren become an environment where character education and moral development are prioritized. For example, Kohlberg's early stages of law and order orientation correspond to education on observance of religious law and disciplinary rules taught in pesantren.

Character education in pesantren can also help students in reaching higher moral stages according to Kohlberg's theory. Through intensive moral education, leadership experience, and caring for others, pesantren can encourage students to reach a higher moral level that focuses on universal ethical principles and awareness of human rights.

Meanwhile, social engineering designed in pesantren plays a vital role in encouraging optimal learning. If it is related to Albert Bandura's Social Learning Theory that individuals learn through observation, imitation, and the role of models that exist in their social environment (Lesilolo, 2018). Pesantren design an atmosphere of Islamic education that is rich in religious, cultural, and ethical values even though the surrounding environment is inversely proportional.

Kyai as a spiritual leader and main educator in pesantren acts as a model exemplified by students, which provides practical teaching directly to students through examples and daily actions. Santri observes the behavior, attitudes, and values that kyai hold dear in their daily interactions such as discipline, simplicity, hard work, and honesty. In the context of Social Learning Theory, students observe and imitate the positive behavior of kyai as the central figure, forming internalized patterns of behavior and social norms.

Effectively, pesantren-based character education can counteract off juvenile delinquency by guiding students to understand and apply moral and ethical principles in daily life. By understanding moral conflicts and cultivating awareness of the implications of actions, students will tend to make wise decisions and avoid juvenile delinquency. Character education in pesantren forms individuals who have strong morality, integrity, and a sense of responsibility towards society.

## **CONCLUSION**

Based on the results of the study, it can be concluded that pesantren-based education offers an effective solution in overcoming the condition of juvenile delinquency that is increasingly uncontrollable. Pesantren provide an environment that supports the formation of strong character and moral values that are reflected in daily attitudes and behaviors. The educational methods in pesantren, which focus on religious teachings, ethical values, and self-discipline, help children who are just coming of age to form a solid moral foundation. By getting used to doing positive things, such as worshiping, caring for others, and participating in social activities, adolescents can build personalities that reflect high moral values. This plays an important role in counteracting the urge to behave indecently and directing them on the right path in

accordance with religious teachings and social norms. Thus, pesantren not only function as centers of religious education, but also as institutions that shape the character of the younger generation. Implementing pesantren-based education can make a positive contribution in overcoming the challenges of juvenile delinquency and forming a generation that has strong character and strong morals.

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