



The internalization of nationalistic values in the development of civic character among students at the Munzalam Mubaroqa Islamic Boarding School

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ABSTRACT

This study aims to analyze the process of internalizing nationalist values, identify supporting and inhibiting factors, and examine the civic character of students at the Munzalam Mubaroqa Islamic Boarding School. This research employs a qualitative descriptive approach with data collected through observation, in-depth interviews, and documentation. Data analysis was conducted through data reduction, data display, and conclusion drawing, supported by validity testing using triangulation techniques. The findings reveal that the internalization of nationalist values is carried out systematically through habituation, role modeling, and various religious and social activities within the boarding school environment. Supporting factors include students' internal motivation, the exemplary role of teachers and dormitory administrators, and community support, while inhibiting factors consist of low nationalism awareness among some students, external social influences, and limited facilities. Furthermore, the internalization process contributes to the development of students' civic character, reflected in attitudes of tolerance, discipline, responsibility, social awareness, and patriotism. The study highlights that the integration of religious and national values in pesantren education plays a significant role in shaping students into responsible citizens who maintain both their religious identity and national commitment.



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INTRODUCTION

Indonesia is a country with a vast territory and a diverse population in terms of race, ethnicity, language, religion, and culture. These characteristics make Indonesia a pluralistic nation. Nevertheless, the formation of the Unitary State of the Republic of Indonesia was driven by a spirit of unity and solidarity. In the face of colonialism, the struggle could not be waged individually but required cooperation and the pooling of strength to achieve a common goal (Badri et al., 2023; Madani et al., 1967). Thus, it can be said that the founding of the Indonesian nation was grounded in a spirit of unity that fostered a strong sense of nationalism, thereby driving the nation to defend itself against colonial rule. Based on this, the struggle for independence was not an easy one and demanded great sacrifice. Therefore, as the nation's succeeding generation, it is our duty to preserve and uphold the values and spirit of nationalism so that they do not fade but remain alive in our national and state life (Santoso & Rahayu, 2026).

Furthermore, the strength of nationalism, from a historical perspective, stems from the strong will of a group of people sharing a common purpose. Nationalism arises not merely from individual interests but as an instinctive drive to fight for shared rights and interests for the common good. However, as we enter the era of globalization, various questions have emerged regarding the role and relevance of education in maintaining its role as a means to instill nationalist values in the younger generation (Huda et al., 2022).

A rather concerning phenomenon is evident among Millennials and Generation Z, who are currently showing a declining sense of nationalism. This situation cannot be separated from the growing influence of globalization, particularly in the use of media and information technology. Easy access to a wide range of information is often not matched by adequate media literacy skills, leaving young people struggling to filter the information they receive. Consequently, this unchecked openness has the

potential to weaken nationalist sentiment among millennials. If not addressed seriously, the weakening of nationalism among the younger generation could become a “ticking time bomb” for the survival of the Indonesian nation (Soesatyo, 2021).

In light of this issue, the government has positioned education as a strategic effort to address the waning spirit of nationalism. Nationalism is an essential component in the development of education focused on shaping the character and mindset of citizens. National values, which serve as the foundation of national development, must be preserved to function as social capital in strengthening the pillars of national life amidst the surging tide of globalization (Azzahra et al., 2023). Therefore, educational institutions are utilized as vehicles to instill nationalist values to enhance the quality of human resources without compromising national identity. Efforts to foster a spirit of nationalism among the younger generation play a crucial role in cultivating a deep sense of awareness and love for the nation and state (Shiddiq, 2020).

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The instillation of the values of nationalism and patriotism is also an integral part of the educational process in Islamic boarding schools. As Islamic educational institutions that are widespread and numerous, Islamic boarding schools have made a significant contribution to shaping religious and moral Indonesian citizens. The educational model of Islamic boarding schools is adapted to the realities of community life, thereby placing a responsibility on these institutions to instill the values of nationalism in their students. These values are instilled through the learning process and the daily lives of the students, thereby shaping a character that loves the nation and the state (Fimansyah & Kumalasari, 2015). Pesantren education fundamentally aims to shape the personality of a Muslim who is faithful, God-fearing, of noble character, independent, and capable of serving the community. Students are expected to dedicate themselves to society following the example of the Prophet Muhammad (peace be upon him), possess independence, and love knowledge in order to develop the character of the Indonesian nation (Halim et al., 2022).

Service to society through a love for knowledge and the development of national character embodies the brotherhood of the homeland, which forms the foundation of students' national consciousness. In this context, pesantren education, including at the Munzalam Mubaroqa Islamic Boarding School, strives to instill a love for the homeland through adherence to pesantren rules and the practice of national values in the daily lives of students. Based on this background, the Munzalam Mubaroqa Islamic Boarding School is an interesting subject for research because it plays a strategic role in instilling the value of nationalism in students. This pesantren maintains close ties with the surrounding community, and the students' lives are entirely immersed within the pesantren environment. Although it operates outside the formal education system and does not directly teach subjects like *Pendidikan Pancasila dan Kewarganegaraan* (PPKn) or national history, nationalist

values are still internalized through habit formation, role modeling, and the collective life of the students (Prasetyo & Sumardjoko, 2017).

Although various studies have examined the role of education in instilling nationalist values, most still focus on formal educational institutions. Meanwhile, research on how pesantren as non-formal educational institutions internalize nationalist values through the daily lives of their students remains limited. This indicates a research gap, particularly regarding the process of instilling nationalism that is not based on formal curricula such as Pancasila and *Pendidikan Pancasila dan Kewarganegaraan* (PPKn). Therefore, the novelty of this study lies in the analysis of the process of internalizing national values in pesantren through habituation, modeling, and social interaction in the lives of students.

Based on this background, this study aims to comprehensively examine the process of internalizing nationalist values at the Munzalam Mubaroka Islamic Boarding School. The focus of the study includes how the process of instilling nationalist values is carried out in the life of the pesantren, the factors that support and hinder this process in shaping the civic character of the students, and how the civic character is formed as a result of the internalization of these nationalist values. Thus, this study aims to obtain a complete picture of the role of pesantren education in instilling national values and its contribution to the formation of the students' civic character.

RESEARCH METHODS

The approach used in this study is a qualitative approach, which is a research method aimed at gaining a deep understanding of a social phenomenon through inductive reasoning. Qualitative research is descriptive-analytical in nature, meaning it describes actual facts and conditions in a deep and meaningful way (Adlini et al., 2022). This study employs a qualitative descriptive research design, focusing on the examination of the internalization of nationalist values in the lives of students at the Munzalam Mubaroka Islamic Boarding School. Through this approach, the researcher seeks to understand the phenomenon directly by examining the activities, interactions, and habits occurring within the pesantren environment, including interactions among students, between students and teachers, and between students and the surrounding community.

The research location is the Munzalam Mubaroka Islamic Boarding School, situated in Gondang Hamlet, RT/RW 004/001, Bulukerto Village, Bulukerto Subdistrict, Wonogiri Regency, Central Java Province. The selection of the research location was based on the consideration that this pesantren plays a crucial role in nurturing students so that they not only possess religious understanding but also a civic character that reflects the values of nationalism. Additionally, this pesantren is deemed relevant for study because it employs an education system based on habit formation and exemplary behavior, which holds significant potential in the process of internalizing nationalist values among students.

The research subjects in this study were determined using the purposive sampling technique, namely the deliberate selection of informants based on the consideration that these informants are deemed to be knowledgeable and directly involved in the process of internalizing the values of nationalism within the pesantren environment. There were a total of 10 informants, consisting of 1 boarding school administrator, 2 ustadz/ustadzah, 1 dormitory supervisor, and 6 students from the MTs and MA levels who actively participate in boarding school activities. The students selected as informants are those who have lived at the boarding school for a certain period of time and are therefore considered to understand the life and activities taking place within the boarding school environment. The research object is the process of internalizing nationalist values in the formation of students' civic character, including the factors that support and hinder this internalization process. The data collection techniques used in this study include observation, in-depth interviews, and documentation.

The data collection techniques used in this study include observation, interviews, and documentation. Observations were conducted to directly observe the students' behavior, interaction patterns, and boarding school activities related to the instillation of nationalist values. In-depth interviews were conducted with boarding school administrators, teachers, and students to obtain comprehensive information regarding the process of internalizing nationalist values and the formation

of civic character. Documentation was used as supporting data in the form of archives, boarding school regulations, activity programs, as well as photographs or other records relevant to the study.

Data analysis in this qualitative study was conducted from before the researcher entered the field, throughout the data collection process, up to the stage of compiling the research report. Data obtained from observations, interviews, and documentation were analyzed continuously through the stages of data reduction, data presentation, and drawing conclusions. Data analysis aims to systematically organize and structure the data so that the researcher can understand the phenomenon under study and uncover the meaning of the collected data (Rijali, 2018). The data reduction phase involved sorting and selecting relevant data, which was then presented narratively for ease of understanding. Subsequently, conclusions were drawn based on the results of the analysis regarding the internalization of nationalist values in the formation of civic character among students at the Munzalam Mubaroka Islamic Boarding School. Data validity was tested through credibility, transferability, reliability, and confirmation, using techniques such as triangulation, continuous observation, and peer discussion, so that the research results are scientifically accountable. (Ilhami et al., 2014; Saadah et al., 2022).

RESULTS AND DISCUSSION

The Process of Internalizing Nationalist Values at the Munzalam Mubaroka Islamic Boarding School

Nationalism is a sense of national spirit. Nationalism is an ideology that holds that every individual's highest loyalty is owed to the nation-state. Nationalism has two meanings: nationalism in the narrow sense and nationalism in the broad sense. Nationalism in the narrow sense is often referred to as negative nationalism, as it implies an excessive love for one's own nation to the point of looking down on other nations a phenomenon known as chauvinism (Luthfiah, 2019). Meanwhile, nationalism in the broad sense is positive nationalism, namely a feeling of love and pride for one's homeland without belittling other nations. Based on these definitions, santri, as part of the nation's future generation, play a strategic role in upholding and practicing the values of nationalism. Santri are not only expected to possess a strong religious understanding but are also expected to apply the values of nationalism broadly in daily life through attitudes of mutual respect, tolerance, and love for the homeland as expressions of civic character (Yanto et al., 2026).

The process of internalizing the value of nationalism at the Munzalam Mubaroka Islamic Boarding School is shaped through structured and ongoing practices within the boarding school environment. Internalization is understood as a gradual process of instilling values until they become ingrained in the students' attitudes and behaviors. In this context, nationalism is not merely understood conceptually but is manifested through concrete actions that reflect love for the nation and the state. Indicators of the internalization of nationalist values implemented at the Munzalam Mubaroka Islamic Boarding School include the values of mutual cooperation, discipline in participating in religious and boarding school activities, tolerance among fellow students, and community service, particularly in routine activities such as maintaining the cleanliness of the boarding school environment. Additionally, boarding school activities such as the commemoration of National Santri Day, flag ceremonies, and other activities that support the strengthening of the spirit of nationalism also serve as means for the internalization of nationalist values among the students. Annual events such as the commemoration of National Santri Day and state ceremonies are conducted situationally and adapted to the boarding school's conditions.

Furthermore, students are shaped through their involvement in formal school activities, such as Monday flag ceremonies and extracurricular activities, which indirectly reinforce a sense of nationalism and awareness as citizens. The value of nationalism at the Munzalam Mubaroka Islamic Boarding School cannot be separated from the religious values that form the foundation of boarding school education. Historically, nationalism in Indonesia also grew from the role of religious scholars, one of whom was K.H. Hasyim Asy'ari, who asserted that love for the homeland is part of faith (Hubbul Wathan minal Iman). Therefore, religious values and nationalist values at the boarding school coexist in balance and reinforce one another.

The Munzalam Mubaroka Islamic Boarding School adheres to the Ahlussunnah wal Jama'ah doctrine, follows the Shafi'i school of jurisprudence, and is part of the *Nahdlatul Ulama* (NU) tradition. The guiding principle adopted is *Al-Muhafadzah 'ala al-qadim ash-shalih wa al-akhdzu bi al-jadid al-ashlah*, meaning to preserve good old traditions and adopt new things that are better. This principle serves as the foundation for the internalization of nationalist values, where national values are instilled without eroding Islamic and pesantren identities. Students are also equipped with an understanding of patriotism through NU-affiliated organizational activities and religious programs rich in nationalist values. In these activities, students are introduced to the history of the struggles of Islamic scholars and national heroes, as well as national values that have grown out of the traditions of Nusantara Islam.

Additionally, communal activities such as marhabanan, manaqiban, visits to the tombs of saints, and commemorations of the founders' death anniversaries serve as vehicles for internalizing the values of unity, solidarity, and love for the homeland. Thus, the process of internalizing nationalist values at the Munzalam Mubaroka Islamic Boarding School takes place in an integrated manner through habitual practices, exemplary conduct, and boarding school traditions. Nationalist values are instilled in students from the very beginning as part of their identity as boarding school students, so that students not only understand nationalism theoretically but are also able to embody it as part of their civic character, reflected in their attitudes, behavior, and daily social life.

What Factors Support and Hinder the Process of Internalizing Nationalist Values in the Development of Civic Character Among Students at the Munzalam Mubaroka Islamic Boarding School

Based on the results of a study conducted at the Munzalam Mubaroka Islamic Boarding School, the process of internalizing the value of nationalism in shaping the civic character of students is influenced by both supporting and hindering factors. These factors are interrelated and influence the success of internalizing the value of nationalism in the students' daily lives, both within and outside the boarding school.

Supporting Factors

In summary, the supporting factors in the process of internalizing nationalist values at the Munzalam Mubaroka Islamic Boarding School include factors related to the students, the faculty and dormitory staff, and the community surrounding the boarding school.

First, the student factor is the primary factor influencing the success of the internalization of nationalist values. As the primary subjects of education, students play a crucial role in building and fostering a spirit of nationalism within themselves. Based on the results of observations and interviews, it was found that the level of santri acceptance of nationalist values is greatly influenced by internal motivation, family background, and habits the santri already possessed before entering the pesantren environment. Santri who, from the outset, have habits of discipline, a respectful attitude toward others, and a spirit of togetherness tend to find it easier to internalize nationalist values within pesantren life. Additionally, the talents, character, and instincts of students that have been formed from an early age also serve as supporting factors in the process of internalizing nationalist values. Students who exhibit an open attitude, adaptability, and a high level of curiosity regarding national values demonstrate better development of civic character compared to students who tend to be closed-minded and passive.

Second, the faculty and dormitory councils are highly influential supporting factors in the internalization of nationalist values. The faculty and dormitory councils play a strategic role because all activities, rules, and programs at the pesantren are under their management and supervision. The teaching, guidance, and exemplary behavior demonstrated by the teaching staff and dormitory council serve as the primary means of instilling nationalist values in the students. Research findings indicate that the exemplary conduct of the teaching staff and dormitory council such as discipline, responsibility, fairness, and concern for others indirectly shapes the students' civic character. Furthermore, the instillation of a love for knowledge by the teaching staff is also an integral part of nationalist values, as the spirit of learning and self-development are crucial assets in nation-building. This aligns with Huda

et al. (2022) perspective, who states that the role of educators in Islamic boarding schools is pivotal to the successful internalization of nationalist values through exemplary conduct and habitual practice.

Third, the community factor is an external supporting factor that also influences the process of internalizing the value of nationalism among santri. The Munzalam Mubaroka Islamic Boarding School, situated in the heart of the local community, provides a space for social interaction between the santri and the surrounding community. This interaction fosters attitudes of mutual respect, mutual care, and mutual appreciation between the santri and the community. Through social and religious activities involving the community, the santri learn to practice the values of nationalism in tangible ways, such as social concern, cooperation, and responsibility as part of the community. This environment supports the development of the students' civic character, as they not only learn the values of nationalism internally within the boarding school but also practice them in their daily lives within the community. This aligns with Santoso & Rahayu (2026) assertion that the social environment plays a crucial role in strengthening students' national character.

Inhibiting Factors

In addition to the supporting factors, the study also identified several inhibiting factors in the process of internalizing nationalist values at the Munzalam Mubaroka Islamic Boarding School.

First, the lack of nationalistic spirit among some students is a major obstacle. Based on observations, some students have not yet fully developed the motivation and enthusiasm to internalize the values of nationalism. This is due to difficulties adapting to the pesantren environment, particularly for new students who are not yet accustomed to collective living. Differences in regional backgrounds, cultures, and customs often pose challenges in fostering tolerance and a sense of community among students with low adaptability.

Second, the influence of culture and peer interactions outside the pesantren, particularly in formal schools, also acts as a hindrance. Students who attend school outside the pesantren interact with peers who do not live in the pesantren, making them susceptible to the lifestyles, dress codes, language, and behaviors of teenagers outside the pesantren environment. In some cases, these influences lead students to want to leave the pesantren because they compare life there with the lives of their friends who do not attend. This situation can hinder the process of internalizing nationalist values that emphasize discipline, simplicity, and responsibility.

Third, limited facilities and infrastructure also act as barriers to the internalization of nationalist values. Facilities and infrastructure are essential to the success of education. Based on the results of observations, the Munzalam Mubaroka Islamic Boarding School still requires the development of facilities and infrastructure such as student dormitories, restrooms, a prayer room, and other supporting facilities. These facility limitations affect the students' comfort in carrying out their daily activities, which can indirectly influence their enthusiasm and participation in boarding school activities.

Fourth, societal factors can also act as barriers if negative perceptions of pesantren education persist. Based on interview findings, it was discovered that a small portion of the public still views santri as excelling only in religious studies, while lacking understanding of social and civic knowledge. Such perceptions can undermine santri's self-confidence and pose a challenge to the development of civic character. This finding aligns with Atika et al. (2019), who noted that perceptions within the social environment can influence the success of character development among students. Thus, the supporting and inhibiting factors in the process of internalizing nationalist values at the Munzalam Mubaroka Islamic Boarding School indicate that the development of students' civic character is influenced by both internal and external factors. Therefore, synergy is needed among students, the teaching staff, the boarding school, and the community to strengthen the supporting factors and minimize the inhibiting factors so that the process of internalizing nationalist values can proceed optimally.

The Characteristics of Santri Citizenship Shaped Through the Process of Internalizing Nationalist Values

Based on the results of research conducted at the Munzalam Mubaroka Islamic Boarding School, the civic character of the students formed through the process of internalizing the values of nationalism can be said to have developed positively. This is evident in changes in the students' behavior in their daily lives, both within the boarding school environment and when interacting with the surrounding community. The continuous process of internalizing nationalist values through habit formation, role modeling, and boarding school activities has a tangible impact on the attitudes and behaviors of students as future citizens. The impact of applying these nationalist values is reflected in the students' growing ability to respect differences among their peers, whether regarding regional backgrounds, cultures, or personal traits. Students demonstrate tolerance, mutual respect, and the ability to coexist harmoniously amidst diversity. Additionally, a sense of patriotism is evident in their behavior, manifested through participation in flag-raising ceremonies, discipline in adhering to boarding school rules, compliance with activity schedules, and active involvement in community service activities, such as maintaining the cleanliness of the boarding school environment and assisting fellow students.

The civic character of santri is also evident in their ability to socialize with the community surrounding the pesantren. Santri do not merely interact within the pesantren's internal environment but are also capable of fostering positive social relationships with the community, demonstrating politeness, responsibility, and social awareness. These attitudes are integral to the implementation of nationalist values in community life as responsible citizens. The attitude of nationalism within the pesantren institution is certainly implemented by students in their daily lives, as stated by Aly (2025), who noted that the values of nationalism instilled through pesantren education will be reflected in students' behavior in social life. Students are the primary agents in the process of internalizing the character values of nationalism. This means that the process of building national identity has been practiced by Islamic boarding schools through the instillation of national character values, specifically known as pesantren ethics. This process is carried out through continuous learning under the guidance of kiai and ustadz. The objective of this process is to shape students into Muslim individuals who do not lose their Indonesian identity, as well as into Indonesian citizens who remain steadfast in adhering to Islamic teachings. Thus, religious values and national values are not pitted against one another but rather reinforce each other in shaping the students' civic character. Specifically at the Munzalam Mubaroka Islamic Boarding School, the development of students' civic character through the internalization of nationalist values is carried out through various structured and ongoing activities.

First, the daily religious study sessions held regularly foster discipline, responsibility, and a willingness to follow rules. With a packed and structured schedule, students learn to manage their time effectively, value the learning process, and develop a sense of responsibility toward their duties as students. Through these sessions, the values of nationalism are gradually instilled and internalized in the students' behavior. Second, the exemplary conduct demonstrated by the kiai, ustadz, and dormitory council serves as a crucial factor in shaping the students' civic character. Exemplary behavior in discipline, honesty, responsibility, and social concern makes it easier for students to emulate and practice nationalist values in their daily lives. This exemplary behavior serves as an effective medium for the internalization of values, as students do not merely receive these values theoretically but also observe concrete examples within the boarding school environment. Third, habit-forming activities serve as the primary means of shaping students' civic character. Through the habit of living in an orderly manner, respecting one another, cooperating, and obeying boarding school regulations, students become accustomed to universal national values. The diversity of students, who come from various regions, trains them to be tolerant, able to adapt to differences, and to foster a spirit of unity. This habit-forming process cultivates a civic attitude that reflects nationalist values within the context of national and state life. Fourth, incidental activities conducted at the pesantren such as religious activities, social initiatives, and commemorations of national and religious holidays also shape the students' civic character. These activities train students to develop a sense of responsibility, the ability to cooperate, and social skills with fellow students, the teaching staff, and the community surrounding the pesantren. Through these occasional activities, students learn to practice the values of nationalism in real-life and contextual situations.

Through the implementation of these various activities, students are able to put the values of nationalism into practice in the form of national brotherhood (*ukhuwah wathaniyah*). In the context of the state, *ukhuwah wathaniyah* is synonymous with nationalism that is, a love for the homeland and a spirit of unity. Students are educated to understand that all citizens of Indonesia, regardless of differences in religion, ethnicity, culture, and social background, are part of this national brotherhood. This concept of *ukhuwah wathaniyah* must be prioritized, as it is through this spirit of unity particularly among Muslims that citizens can lead a responsible and well-ordered civic life (Amrullah & Hadi, 2023). Thus, it can be concluded that the civic character of students at the Munzalam Mubaroka Islamic Boarding School is formed through a systematic and continuous process of internalizing the values of nationalism. This character is reflected in attitudes of tolerance, discipline, responsibility, social concern, and a spirit of love for the homeland, which serve as the foundation for students as principled Indonesian citizens.

The findings of this study have both theoretical and practical implications. Theoretically, this study reinforces the concept that the internalization of nationalist values is effective not only through formal education but also through habit formation, role modeling, and institutional culture, as is the case in Islamic boarding schools. These findings enrich the study of character and citizenship education by demonstrating that the integration of religious and national values can proceed harmoniously in shaping the civic character of santri.

Practically, this study offers implications for pesantren administrators and other educational institutions to develop strategies for instilling nationalist values based on institutional culture, such as through routine activities, educators' exemplary behavior, and intensive social interaction. Furthermore, the importance of synergy among students, educators, Islamic boarding schools, and the community is a key focus in strengthening supportive factors and minimizing inhibiting factors. For policymakers, these research findings can serve as a reference in designing more contextual and inclusive character education policies, particularly by accommodating the role of non-formal educational institutions such as Islamic boarding schools in building the civic character of the younger generation.

CONCLUSION

Based on the results of research on the internalization of nationalist values in the development of students' civic character at the Munzalam Mubaroka Islamic Boarding School, it can be concluded that the process of internalizing nationalist values is carried out in a planned and sustained manner through the cultivation of habits, role modeling, and various boarding school activities that instill the values of tolerance, discipline, cooperation, solidarity, and love for the homeland (*hubbul wathan minal iman*), which are integrated with religious values. This process is influenced by supporting and inhibiting factors, where supporting factors include student motivation, the active role and exemplary conduct of teachers and dormitory supervisors, as well as support from the surrounding community, while inhibiting factors include low nationalistic spirit among some students, difficulties adapting to dormitory life, the influence of the social environment outside the boarding school, limitations in facilities and infrastructure, and negative perceptions held by some members of the community toward boarding school education. Through this process, students' civic character is shaped, as reflected in attitudes of tolerance, discipline, responsibility, social concern, and a spirit of patriotism as an expression of love for the nation and state.

This study has several limitations, including a geographical constraint that focuses solely on one boarding school, so the results cannot yet be widely generalized. Additionally, this study employs a qualitative approach with a limited number of informants, making the findings highly dependent on the subjectivity of both respondents and the researcher. Another limitation lies in the scope of the study, which highlights the process of internalization and civic character without quantitatively measuring its impact. Given these limitations, future research is recommended to involve more research locations with diverse pesantren characteristics to ensure more comprehensive results. Furthermore, the use of a mixed-methods approach could also be employed to yield more in-depth and measurable results. Subsequent studies may also examine the influence of the internalization of nationalist values on other aspects, such as students' academic performance or social participation.

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