



## **Implementation of Digital Education in the Development of Noble Morals In Students Of Al-Ikhlâs Ujung Islamic Boarding School Bone Regency**

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**Abstract**

*This study analyzes implementation of digital education in fostering noble morals in students of Al-Ikhlash Ujung Islamic Boarding School, Bone Regency. The objectives of this study are the implementation of digital-based education, the digital education system carried out by teachers, and the results of the implementation of digital education on the development of noble morals of students at the Al-Ikhlash Ujung Islamic Boarding School. This research is a qualitative descriptive field research conducted at the Al-Ikhlash Ujung Islamic Boarding School, Bone Regency. The approaches used are broadly two, namely; a methodological approach directed at the phenomenological aspect and a scientific approach which is divided into three, namely normative theological, pedagogical approach and sociological approach. The primary data source obtained from interviews with informants at the Al-Ikhlash Ujung Islamic Boarding School which include the Foundation administrators, Islamic boarding school leaders, teachers and students. The results of the study indicate that the implementation of the Al-Ikhlash Ujung Islamic Boarding School in implementing digital-based education is carried out through educational transformation by utilizing technology in learning. Such as the preparation of learning media using smart TVs, projectors, procurement of Islamic boarding school websites, multimedia rooms and media centers. The digital education system carried out by teachers in fostering the noble morals of students at the Al-Ikhlash Ujung Islamic Boarding School is carried out through integration between the Islamic boarding school curriculum and digital-based education. Digital learning also supports the development of students' morals by providing real examples that can be applied in everyday life. The results of the implementation of digital education on fostering the noble morals of students at the Al-Ikhlash Ujung Islamic Boarding School can be analyzed through the success of the Islamic boarding school in utilizing learning technology carried out by educators and the availability of adequate internet access in the Islamic boarding school environment. This study recommends that Islamic boarding school leaders and teachers are expected to always support improving the quality of education in Islamic boarding schools by utilizing digital media while continuing to supervise. The government and society are expected to become partners and always support Islamic boarding schools as a basis for moral education for the younger generatio.*

**Keywords:** Digital Education, Noble Moral Development, Santri

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**Introduction**

Noble morals are commendable behavior that can come from intense religious education. Including in Islamic boarding schools whose orientation is to produce students with noble morals based on high religious knowledge. In the Islamic boarding school environment, mentors are present to devote themselves to humanity in this case students. The figure of the student mentor who willingly sets aside his time to guide, advise, listen to complaints and help



students with difficulties in all matters that can hinder their learning activities at the Islamic boarding school.

Moral development is certainly carried out in accordance with the nature of education in Islam. A. Marjuni explained that the nature of Islamic education and character development will lead humans to always have good intentions in developing knowledge and realizing aspects of human interests in their activities. Through Islamic education, students' personal awareness will arise as Muslims who have responsibilities towards themselves, society, and the people. In addition, character education makes students have strong personal integrity, are wise and can avoid mental attitudes of nihilism, hedonism, and intellectual alienation. This will be oriented towards the realization of students who have noble morals and become one of the goals of national education.

Likewise, the use of technology in learning can be a new nuance in learning by following developments. Islamic boarding schools can utilize technology to foster the noble morals of students through digital-based education. Digital education utilizes information technology and literacy as an explorative learning tool for students. Moreover, with the existence of technology, it can change the character of its users according to what is seen and accessed from the device used. If the things seen are good, then their morals will be good and if what is seen is bad, then their morals in their daily lives will also be bad. The use of technology in learning is very possible to shape the character and noble morals of students. Therefore, this study aims to examine in depth the implementation of digital education in fostering the noble morals of students at the Al-Ikhlas Ujung Islamic Boarding School, Bone Regency.

The emergence of increasingly sophisticated technology requires humans to optimize their intellectuality and morals. Education plays a role in producing intellectual and noble generations. Digitalization also has an impact on all aspects of human life, changes in mindset and lifestyle are inevitable. One of the most worrying problems is the emergence of various social media that can damage morals. Moral education is very important and must be a top priority for parents at home and educators at school. Moral education with the right method is the main key so that children are able to control themselves in using digital media and can take advantage of sophisticated technology and communication for things that are useful for themselves.

So far, research related to learning in the digital era has been discussed by several previous studies. Mahdani Rambe and Eli Warnisyah studied how the Saifullah Islamic Boarding School uses the methods used by the Islamic boarding school teachers to teach their students morals in the current digital era. where technology is developing very rapidly and has a very positive and even negative influence. Likewise, Santi Urbaningkrum et al., discussed the effectiveness of the story method applied and made moral education material easy to understand, especially for students. The story method is very effective for use in moral education learning combined with animated videos that make the material taught more interesting for students in learning. Meanwhile, Neng Nurcahyati Sinulingga identified the values of Islamic education contained in the Islamic cartoon series for children. This is also what makes Islamic cartoons a reference for teachers to always develop learning media, because the knowledge and science in this cartoon series represent a picture of daily activities that are of course carried out in accordance with Islamic teachings.

However, so far, studies related to the implementation of digital-based education in fostering the noble morals of students in Islamic boarding schools have not been carried out. What needs to be considered is that Islamic boarding schools are educational institutions that emphasize the formation of character and morals of students based on Islamic values, while still following the



progress of the current education system. For this reason, research related to the implementation of digital education in Islamic boarding schools in fostering the noble morals of students is expected to contribute to realizing students who have morals in accordance with the characteristics of Islamic boarding schools, namely producing students who are religious, intelligent and have noble morals.

This study aims to find out implementation of digital-based education, digital education system carried out by teachers and the results of the implementation of digital education on the development of noble morals of students at the Al-Ikhlas Ujung Islamic Boarding School. This study contributes to the world of Islamic education, especially Islamic boarding schools, to implement digital education policies in the development of noble morals of students. Useful for raising the image of Islamic education, especially related to the digitalization of moral education in Islamic boarding schools so that they can compete with general educational institutions in the use of educational technology.

### **Research Methodology**

This research is a qualitative descriptive field research conducted at the Al-Ikhlas Ujung Islamic Boarding School, Bone Regency. The Al-Ikhlas Islamic Boarding School is located at Jl. Pendidikan No. 2 , Ujung, Dua Boccoe District , Bone Regency, South Sulawesi . The approaches used are broadly two, namely; methodological approach and scientific approach . The methodological approach is a way or strategy used to conduct research or study. These are systematic steps taken to collect data, analyze information, and reach valid and reliable conclusions. This study further uses a phenomenological approach as a research method that aims to understand human experience in depth and comprehensively. The scientific approach is further developed with normative theological, pedagogical and sociological approaches.

The data source in this study is primary data obtained from the results of interviews with informants at the Al-Ikhlas Ujung Islamic Boarding School, including the management of the Al-Ikhlas Foundation, the Head of the Madrasah, teachers and students of the Al-Ikhlas Ujung Islamic Boarding School who are willing to provide information so that the required data is fulfilled. The secondary data obtained from literature such as books, journal articles and other relevant scientific works . Furthermore, data collection in this study uses interviews, observations and documentation . Data analysis in this study uses qualitative descriptive analysis techniques considering that this study is a qualitative field study. While the data processing and analysis techniques are carried out through three stages, namely: data reduction, data presentation and drawing conclusions. The data collected from the results of interviews , observations and document studies are then tested for validity in order to ensure the authenticity of the data obtained . Data validity is tested through three criteria, namely triangulation-based construct validity, internal validity and external validity. The conclusion of this study describes the implementation of digital education in fostering the noble morals of students at the Al-Ikhlas Ujung Islamic Boarding School, Bone Regency.

### **Analysis and Result**

#### **Research result**

#### ***Implementation of Al-Ikhlas Ujung Islamic Boarding School in Implementing Digital-Based Education***

Digital-based education is an effort to improve the quality of education through mastery of digital media and devices. Including in the Islamic boarding school environment that wants its students to be able to compete with graduates of public schools in terms of mastery of



technology. To achieve this, there needs to be support from Islamic boarding schools in preparing adequate learning media and educational curriculum.

### ***Implementation of Al-Ikhlas Ujung Islamic Boarding School in Implementing Digital Education***

Al-Ikhlas Ujung Islamic Boarding School is committed to continuously improving the quality of education by periodically improving its facilities. Routine religious studies have now utilized digital technology, allowing students to attend religious studies online anytime and anywhere. The Islamic boarding school's policy in implementing digital-based education as explained by Muh ammad Asriady as the deputy head of the boarding school is that:

Currently we are in the process of improvement in order to complete the facilities both in the dormitory and in the Islamic boarding school on an ongoing basis . The pengajian has been digital-based so specifically for the weekly schedule led by AG. KH. Nazaruddin Umar. He runs the pengajian from anywhere, both from Jakarta and from abroad, which often joins the students. For Madrasah Tsanawiyah and Madrasah Aliyah, the procurement of Smart TV is being improved. While for LCD-based, it has been running as provided, even in the leadership room, we are presented by LCD .

The same thing was also conveyed by Bustan Kadir as Secretary of the Al-Ikhlas Ujung Islamic Boarding School that:

It's just that children are given full service related to how to get information from the Supervisor who has full access to digital media itself. But in their education in every place we prepare facilities that can increase their insight, each room is equipped with a Smart TV including the dining room, there is a kitchen guardian who has his own access to provide what needs to be displayed or shown to children as their learning outside of formal learning applied in Madrasah. In addition, it is also related to religious studies as according to the chairman of the Foundation, there is very limited time to attend here, so we do the learning method virtually with him routinely, every part on Sunday is always streamed or Zoomed with the students. Moreover, now we are with him after the dawn prayer and he never does not have contact with us because every week there are always pondok activities.

With this facility, students can access various learning resources online and teachers can utilize various innovative learning media. Students can easily search for information, do assignments, and keep up with the times. In addition, teachers can also utilize technology to present learning materials more interestingly and interactively.

### ***Support from Al-Ikhlas Ujung Islamic Boarding School in Preparing Digital Education Facilities***

The efforts of Islamic boarding schools in preparing facilities gradually by involving various sources of funds is a positive step. This shows the commitment of Islamic boarding schools to continue to improve the quality of education and provide the best for students.

### **Utilization of digital educational facilities**

As an effort to improve the quality of learning, the Aliyah class has adopted modern technology. Furthermore, the process of accepting new students has also utilized technology as explained by Nasaruddin, who is the administrator of the Ujung Foundation, that:

Classes at Madrasah Aliyah currently use Smart TVs and there are already several classes. Here it comes from Islamic boarding school funds and School Operational Assistance Funds. Including using competency tests that have used technology and acceptance of new students





has now been carried out online since 5 (five) years ago. So for example, if the test for reciting the Koran and practicing prayer is tested online and the camera is opened by the parents .

A similar thing was also conveyed by one of the students during an interview with Al-Ikhlâs Ujung students regarding the support of Islamic boarding schools for the provision of educational facilities and infrastructure that:

The Islamic boarding school provides digital -based facilities and infrastructure as support for the boarding school related to media . For example, in the study of science, it is equipped with Smart TV to help the students' religious study activities which are usually held once a week and the Smart TV is placed in the mosque .

### **Media Center**

In addition, Nasaruddin also conveyed regarding the Al-Ikhlâs Ujung Islamic boarding school which currently has a Media Center that houses various media, both online and print. The information system that has been developed is also equivalent to a university. Further information is described as follows:

Now there is a media center that indeed houses the media in Al - Ikhlâs. There are online media and print media developed by the Islamic boarding school. The information system even resembles a college and we just need to find people who are experts in moving the field which is paired with public relations and the media center . The media is held by the Foundation, so if there is a post or activity it is submitted to the media center to be posted which can then be seen by the parents of the students.

With the Media Center, Al-Ikhlâs Islamic boarding school has adequate infrastructure to manage various media. Integration between the Media Center and public relations will further strengthen the delivery of information and the positive image of the Islamic boarding school. For this reason, the Islamic boarding school needs to recruit professional staff who are able to manage these media effectively.

### **Cambridge Class Program**

The Islamic boarding school has also integrated a moral development program with an international class in collaboration with Cambridge. These upper-class students are given full access to digital-based learning materials and have the opportunity to study certain subjects using a foreign language. This program aims to produce a generation of students who not only master religious knowledge, but also have global competence. Bustan Kadir as the Secretary of the Islamic Boarding School explained that:

Like moral development activities in the digital era, there is a special program for students in upper classes to be given full access but limited to get materials outside of learning. This year, an international class has just been opened and we are collaborating with Cambridge from the United Kingdom. It is a kind of program that is intended for students in that class to be able to use a foreign language in learning. There are several special subjects in Mathematics and English where the instructors use a foreign language to teach and use digital media so that they are given access to use the device from start to finish.

Furthermore, Bustan Kadir as Secretary of the Islamic Boarding School explained in detail regarding the Cambridge Class. that is:

This Cambridge class is an exclusive class so that many students register because here the strengthening is in mastering foreign languages, although basically there are additional costs, but the facilities are that they will get a Cambridge certificate that they can use to register



abroad, for example in the United Kingdom or even study like comparative studies to see how education is abroad and these are Cambridge class students who have the opportunity to study abroad and also the Foundation strongly encourages the globalization of international education and it is taken from grades 10, 11, and 12 until it is finished later this year many have registered, yes, for next year we can start again from Madrasah Tsanawiyah and it is done gradually because in the quality management section it handles the development of student capacity.

This program has proven effective in improving the foreign language skills of the students. Given the high interest, the Islamic boarding school plans to expand this program to the Madrasah Tsanawiyah level in stages. This is in line with the foundation's vision to develop the quality of education for students.

### ***The Importance of Developing the Noble Morals of Students through Digital Education at the Al-Ikhlash Ujung Islamic Boarding School***

Moral development through digital education is a necessity that is in line with the development of the times, especially in the context of the Industrial Revolution 4.0. Therefore, awareness of the importance of digital moral development in students is becoming increasingly crucial. The importance of fostering noble morals of students through digital education at the Al-Ikhlash Ujung Islamic Boarding School was explained by Muhammad Asriady as the Deputy Leader of the Boarding School that:

The importance of moral development through digital-based education is very important and this is in accordance with the development of the times . Moreover, now our condition is facing the industrial revolution 4.0 and all parties must face these changes not only in the general scope but also in the religious sphere such as Islamic boarding schools. This is also a spirit and is important because in the digital world there are two choices that are present, namely it can have good or bad impacts on the students themselves so that it depends on the awareness of each.

Continuing the interview with Nasaruddin as the administrator of the Ujung Foundation, who said that:

We conducted a comparative study to a large Islamic boarding school in South Sulawesi and then found an Islamic boarding school that uses digital media in learning activities and this has a huge impact on the quality of students. Even though they live in a village, they must be technology literate. It is not permissible not to teach technology to students because the output has a huge impact on the achievements of students to continue to large universities, both in Java and abroad. Because media or technology provides communication skills to students so they can compete with large public schools.

This was further explained by AG. KH Nasaruddin Umar as the Chairman of the Al-Ikhlash Bone Foundation who also serves as the Minister of Religious Affairs of the Republic of Indonesia regarding the orientation of education at the Al-Ikhlash Ujung Islamic Boarding School that:

We pioneered this Al-Ikhlash Islamic Boarding School to become a modern Islamic boarding school so that we are not oriented to become a large Islamic boarding school, but we are indeed a measurable Islamic boarding school, not wanting to find many students but we will train students of international level. Therefore, some go to America, England, Egypt, some to Jakarta and the alumni are extraordinary, some become campus leaders such as student presidents. Now we are indeed training to become future leaders, not only leaders within the scope of the Ministry of Religion but future leaders. For example, medicine, I think the Islamic boarding



school that produces the most doctors in South Sulawesi is Al-Ikhlash, the most police and soldiers are AL-Ikhlash. So our international achievements are very many, so indeed here there are no other concentrations such as agriculture, plantations, or skills. Here, pure is a pure Islamic boarding school, while in national leaders such as prospective bureaucrats, prospective diplomats, prospective professors, as well as doctors, lawyers, researchers, lecturers, this is the place. Therefore, we hope that the Al-Ikhlash Ujung Islamic boarding school will be a kind of barometer to measure the existence of Islamic boarding schools. This is what we hope for, a comfortable, conducive place and the presence of teachers from abroad. Here, there is never a break with foreign workers to study Arabic for those who want Arabic, teach English for those who want to go to the West, including currently some who are already in Argentina. We hope that our alumni are spread throughout the world. There are some from China, requests to Iran, requests to Russia, requests to Turkey, so they are spread to several leading universities and of course there are also those who want to become entrepreneurs so that they are independent.

Al-Ikhlash Islamic Boarding School has a vision to produce future leaders of international quality. The curriculum of the Islamic boarding school is designed to produce graduates who not only master religious knowledge, but also have competence in various fields, such as medicine, law, and science. With the support of teachers from various countries and adequate facilities, Al-Ikhlash aims to become a barometer of modern Islamic boarding schools in Indonesia and produce alumni who contribute nationally and globally.

### **Digital Education System Implemented by Teachers in Fostering the Noble Morals of Students at the Al-Ikhlash Ujung Islamic Boarding School**

#### ***System in Fostering the Noble Morals of Santri***

Al-Ikhlash Ujung Islamic Boarding School has successfully integrated digital technology into the learning process, especially in subjects such as Natural Sciences. The use of projectors, smart TVs, and online media such as YouTube has increased the effectiveness of learning. This is a characteristic of Al-Ikhlash Ujung Islamic Boarding School as explained by the teacher of Al-Ikhlash Ujung Islamic Boarding School regarding the digital education methods used, namely:

Both digital education applied in Pesantren Ujung when teaching physics, I often use a projector and also have a Smart TV. I also use online media such as YouTube for learning and outside of learning also often use coaching such as reading prayers and recitation before the material begins which is a habit for students of Pesantren Al-Ikhlash Ujung.

Before starting the lesson, students are always invited to pray together. In addition, teachers also often hold Q&A to raise students' awareness of the importance of noble morals. This was explained by Nur Hijriani as a teacher at Madrasah Aliyah Al-Ikhlash Ujung when interviewed saying that:

Usually before starting the lesson they are given time to pray first. Related to their moral development they are asked what they do, what their activities are, and they are taught to wear clothes such as mukena and then asked when there is a discrepancy with the manners of dressing. Then the students are taught to wear the right clothes. In the Islamic boarding school there are also many students' characters there are characters who have a loud tone and usually we reprimand them without getting angry. It only advises that for example the voice is part of the aurat so that in their learning they are taught even related to the manners they are taught. For example when talking to the teacher it should not be parallel so this is what distinguishes children in the boarding school and outside the boarding school .





The use of digital media in moral development provides many benefits. Materials presented in digital form, such as presentation slides and e-books, make learning more interesting and interactive. In addition, the use of digital media also facilitates communication between instructors, teachers, and students, both inside and outside the Islamic boarding school. Digital media also allows teachers to access various relevant learning resources. Thus, the quality of learning can be improved and students can more easily understand the material presented. Likewise, the process of moral development can be carried out more efficiently and effectively.

By participating in the digital Yellow Book halakah every Sunday morning, students not only gain extensive knowledge, but also experience a unique and profound learning experience. This was explained by Nur Hijriani as a teacher at Madrasah Aliyah Al-Ikhlash Ujung that students are guided through halakah activities or in this case digital Yellow Book recitation which is carried out every Sunday after the dawn prayer by watching the yellow book recitation by the Head of the Foundation directly and joining the As'a Islamic Boarding School in Sengkang and they studied the yellow book together . By joining a learning community connected to Pesantren As'adiyah Sengkang, they feel the spirit of brotherhood and support each other. Thus, they not only listen, but also actively participate in the learning process.

### **Integration Between Islamic Boarding School Curriculum and Digital Education in Fostering the Noble Morals of Students**

The application of digital technology in this Islamic boarding school is very intensive. With the presence of smart TVs and other supporting devices, students can access learning materials online. As according to Muhammad Risman, a teacher at Madrasah Aliyah Al-Ikhlash Ujung, explained that:

The use of digital is already full because it is equipped with Smart TV and devices that support internet-based learning and students are given the option to take the class or not . So according to the wishes of the students and they are matriculation first so that they are able to meet the requirements to enter and the curriculum is also fulfilled. There, learning prioritizes Arabic and English.

Islamic boarding schools have also utilized digital technology to provide more personalized learning. Muhammad Risman, a teacher at Madrasah Aliyah Al-Ikhlash Ujung, further explained that these teachers use the Quiziz application to provide exercises to students and the scores are immediately read or appear on Smart TV. That's the first one. Then the second one is that we use the online library application where they are trained to listen to vocabulary and they are more effective in learning and even more enjoyable.

Through digital-based education, moral development is one of the main focuses in this Islamic boarding school. Nur Hijriani , as a teacher at Madrasah Aliyah Al-Ikhlash Ujung, further explained that in terms of curriculum, there are two that are used in this boarding school, namely teaching about aqidah and morals and other religious learning . If at the boarding school every night at 10:00 at the beginning of the year they study morals at the boarding school taught by the teachers. In addition, moral material is also integrated into other religious subjects.

### **The Effectiveness of Digital Education in Developing the Noble Morals of Santri**

Digital learning at the Al-Ikhlash Ujung Islamic Boarding School is carried out effectively because it not only presents theory, but also provides various relevant references. This was explained by Ahrul Fausy as a teacher at the Al-Ikhlash Ujung Islamic Boarding School that digital learning is effective because it is not just theory but is used to get references. Then the second digital reference learning is very important because in addition to theory they also need



direct examples and through the device it will support the development of morals in digital learning that is centric.

The use of media in learning is very effective because it provides a variety of sources of material. Further explained by Nur Hijriani as a teacher at Madrasah Aliyah Al-Ikhlash Ujung that the use of media is effective because the source of material is abundant, the learning system is diverse. However, teachers remain there because they play a role as explainers and also control how media is used in learning. Teachers not only act as transmitters of material, but also as guides who help students understand difficult concepts, manage the information obtained, and ensure that the use of learning media is in accordance with learning objectives.

Likewise, according to Siti Rahma as a teacher at the Al-Ikhlash Ujung Middle School regarding the effectiveness of digital education at the Al-Ikhlash Ujung Islamic boarding school, that:

Talking about effectiveness when we give lessons. I happen to be an English teacher, when we give content about the Sunnah of the Apostle given to students then after giving a video and the students must pay attention and we train the language skills of the students after watching the video. Then they are asked to make a summary related to what they get and after that it is observed. It turns out that there is a change in attitude that can be produced after studying the videos that are shown and that proves that this video learning is effective in developing the morals of students.

This activity not only trains their language skills, but also encourages them to think critically, analyze information, and communicate their ideas clearly. In addition, by presenting their understanding in front of friends, students are also trained to be more confident and responsible. As a result, teachers observed a positive change in attitudes in students after participating in this video learning, indicating that this learning method is very effective in forming good character.

### **Results of the Implementation of Digital Education on the Development of Noble Morals of Students at the Al-Ikhlash Ujung Islamic Boarding School**

#### ***The Success of Al-Ikhlash Ujung Islamic Boarding School in Implementing Digital Education to Foster the Noble Morals of Students***

The Islamic Boarding School strives to create a conducive learning environment by integrating religious values into every activity. One of them is through the use of digital media. This was explained by Muh ammad Asriady as Deputy Head of the Boarding School that:

The success of Islamic boarding schools in the digital education system in fostering noble morals. Of course this is a target so it is still not optimal because this is a process but I personally when conducting training in Islamic Boarding Schools, I always emphasize the importance of visual and verbal elements in the learning process. Both in the way of learning to the application of morals to students and we gradually try to achieve that success. Even starting from playing religious audio, so when the children are exercising they also listen to prayers and so on and that is also one of the series of realization of moral development. Usually in the afternoon while cleaning while listening to prayers too.

The success of Islamic boarding schools in utilizing technology in learning is achieved through the existence of Cambridge classes. Cambridge classes are specifically designed to prepare students to be able to compete at the global level. This was later explained by Muhammad Risman as a teacher at Madrasah Aliyah Al-Ikhlash Ujung who said that:

The specialty of the Cambridge class is the emphasis on language learning because it is a support for the quality of the students and this class emphasizes the ability to compete both



nationally and internationally. By developing language skills, the advisor from Jakarta said that children who join the Cambridge class are guaranteed according to their abilities to study abroad and this depends on the seriousness of the students to learn language and mathematics. The existing learning already uses English, namely mathematics, physics, chemistry, biology and English.

English learning in Cambridge classes is not only a preparation for further study, but also a means to develop oneself. Good English language skills will open up many opportunities for students, both in academic and professional fields. By integrating English into various subjects, Cambridge classes provide a deeper and more meaningful learning experience.

### **Challenges of Al-Ikhlâs Ujung Islamic Boarding School in Implementing Digital Education for Students**

The challenges faced by teachers in fostering students' morals based on the results of interviews at the Al-Ikhlâs Ujung Islamic Boarding School are changes in students' attitudes after the holidays, difficulties in adapting new students to the rules of the Islamic boarding school, supervision of students in the use of technology and technical obstacles such as device damage. Further explained as follows:

#### ***Changes in the attitude of students after the holiday***

The obstacles for teachers in fostering the noble morals of students in this case are the existence of changes in attitudes that occur in students after returning home, especially related to the free use of cellphones, are a major concern for teachers. This was explained by a teacher at Madrasah Aliyah Al-Ikhlâs Ujung regarding obstacles in moral development through media development that there are difficulties in moral development, namely when students return home, usually after returning to the boarding school there are changes and there needs to be further development and usually they are given cellphones at home and then released without supervision so they have to be re-developed. The use of Smart TV is also supervised by teachers so that students use the Smart TV only for studying. This requires teachers to provide intensive coaching so that students can refocus on learning and implementing the boarding school regulations.

#### ***Difficulty in adapting new students to Islamic boarding school rules***

One of the challenges in fostering new students is to accustom them to the rules of the Islamic boarding school, especially regarding the use of gadgets. Many students find it difficult to leave the habit of carrying cellphones everywhere. Nur Hijriani, a teacher at Madrasah Aliyah Al-Ikhlâs Ujung, further explained that:

The obstacle is that children who are not used to the life of the Islamic Boarding School then first enter the Islamic boarding school and get rules that they are unable to do. Finally they are guided by the room supervisor. For example, using a cellphone that at first they were not used to not using a cellphone in one week was finally facilitated by the supervisor and they were instructed to only be allowed to use a phone call once a week using the supervisor's cellphone. Actually, it also takes cooperation from two parents because giving advice to children should not be interpreted as scolding them. They are convinced that in this process of getting used to it they are guided.

To overcome this, teachers and room supervisors conduct intensive coaching at the room level, with strict restrictions on cell phone use. Initially, students were only allowed to make one phone call a week using the supervisor's cell phone. In addition, it is very important for parents to be involved in this coaching process and teachers always communicate with parents to



provide understanding and support so that students can adapt more easily to the pesantren environment.

### ***Supervision in the use of technology***

The obstacles related to the use of technology in digital-based learning are in the supervision of its use. Rahmadani Syarif explained that Although the Islamic boarding school has provided a multimedia room as a learning facility, challenges still arise, especially when there is a competition. To meet the needs of the competition participants in accessing information, sometimes we lend cellphones. However, supervision of the use of this cellphone is a challenge in itself. Therefore, teachers try to find a balanced solution, where students can utilize technology optimally but remain under supervision.

The multimedia room provided aims to facilitate students' learning by utilizing various online sources. However, in practice, they are still often faced with a dilemma. On the one hand, teachers want to provide broad access to information, especially when there is a competition that requires participants to search for materials independently. However, on the other hand, teachers must also pay attention to the supervision aspect so that the use of technology is not misused. To overcome this, teachers are considering several options, such as providing computer devices with limited internet access in the multimedia room or developing special applications that can monitor students' activities when using personal devices.

### ***Technical constraints***

Another obstacle that is often faced is a combination of technical problems and supervision of device use. Hardware damage such as LCD or computers certainly hinders the learning process. This was explained by St. H a jrah as a teacher at Madrasah Tsanawiyah Al-Ikhlas Ujung that the main obstacle that we often face is related to hardware facilities. Although the internet network is quite adequate, devices such as LCD projectors or computers often experience damage or technical problems. This of course hinders the learning process. In addition, when students need internet access for certain tasks, they must ask permission from the teacher and be supervised by the dormitory supervisor or homeroom teacher when using a cellphone. Technical obstacles such as hardware damage do occur frequently. However, what is more important is how the Islamic boarding school manages the use of personal devices by students.

### **Solutions to Challenges in Cultivating the Noble Morals of Santri Through Digital Education**

The solution to the challenges in fostering the morals of students through digital education is to implement a gradual approach to limit the use of cellphones, especially at the beginning of the orientation period. However, teachers also realize the importance of access to technology in the learning process. Nur Hijriani, a teacher at Madrasah Aliyah Al-Ikhlas Ujung, further explained that:

We usually provide approach methods that get used to not using cellphones excessively and only for learning. The use of media as a learning facility has been used including in Cambridge classes that do have special multimedia facilities obtained from multimedia. If the facilities are inadequate, students can bring personal devices to be brought to the madrasah so that they can use it more widely, especially when the multimedia room is widely used so that students here are also allowed to bring their own facilities.

Moral development is not only carried out in the subject of Akidah Akhlak, but is also integrated into all aspects of learning. This was conveyed by St. H a jrah, a teacher at Madrasah Tsanawiyah Al-Ikhlas Ujung that:



In learning that is not a subject of faith and morals, they are also still included in moral guidance or good habit guidance for students, for example, reading a prayer first then reciting the Koran before starting learning. There, it is used after about 1 to 15 minutes for character development or in between. If there are violations, there is moral guidance again carried out by all teachers. Even though it is not a subject of faith and morals, they still carry out moral guidance and also in the class. There is something called homeroom teacher advice, namely around 7 to 07.30 the homeroom teacher enters the class to give advice or motivation before starting learning including memorizing the Qur'an, hadith and also advice on manners. It is done at those hours so in this case there is homeroom teacher guidance then in each teacher it provides guidance in between learning, so it is not just one teacher who provides guidance.

All teachers play an active role in instilling good values in students. This is done in various ways, such as starting learning with religious activities, giving brief advice, and providing guidance when violations occur. In addition, the morning homeroom program is also an effective means of building closer relationships between teachers and students and providing learning motivation.

### **Implications of Digital Education for the Development of Noble Morals of Santri**

Digital education is an inseparable part of the lives of today's young generation. Even in the Islamic boarding school environment, digital education has made a significant contribution. Furthermore, Muh ammad Asriady as Deputy Leader of the Al-Ikhlâs Ujung Islamic Boarding School explained that the implications of digital education for the young generation I think are very significant. Moreover, the current education pattern can no longer be separated from what is called digital education. Although basically the Islamic boarding school is still a classic model of religious studies, in this case the implementation has begun to present digital touches.

The application of digital media in classroom learning has brought a breath of fresh air to Islamic boarding schools . The use of projectors, laptops, and various other media has enabled more interactive and interesting presentations of materials. As conveyed by students of the Al-Ikhlâs Ujung Islamic Boarding School, the use of digital media is smooth in class and usually there is the use of projectors for learning materials including laptops and other media. In terms of the resulting learning, there is a change in morals, for example, the characteristics of the Prophet are explained through the screening of animated videos or short films that have been done like learning the history of Islamic culture. We can also learn the history of the dynasty, the history of the rise of Islam through a digital system. Learning Islamic history also becomes more alive and relevant to everyday life through the use of various digital sources. In addition, digital-based learning can also facilitate independent and collaborative learning among students.

### **The Impact of Digital Education on the Noble Morals of Santri**

The impact of digital education on the noble morals of students at the Al-Ikhlâs Ujung Islamic Boarding School as explained by Asyraf Anam as a student that the use of digital media on morals as a student has an effect after watching Smart TV. In learning, it is better, such as when meeting a teacher, usually shaking hands and when meeting peers, greeting each other. On the positive side, we get news of events here and there so that we don't miss information even though we are in the village but our brains are not village people. On the negative side, after watching a cellphone or after returning home, for example, a week off and one week usually playing games, there are usually changes such as being late to pray. Other changes such as being slow to eat because usually playing games watching TikTok. As a result, students become more active in learning, their understanding of the material increases, and their interest





in learning grows.

## **Discussion**

### **Implementation of Digital Education in Islamic Boarding Schools**

The implementation of digital-based education at the Al-Ikhlash Ujung Islamic Boarding School is carried out through educational transformation by utilizing technology in learning. This is realized through support from the Islamic boarding school in preparing digital-based learning facilities and infrastructure. In an effort to meet the needs of technology-based learning, the Al-Ikhlash Ujung Islamic Boarding School has provided adequate facilities. Such as the preparation of learning media using smart TVs, projectors, the provision of Islamic boarding school websites, multimedia rooms and media centers that publish activities carried out at the Islamic boarding school. Likewise, religious study activities have been carried out virtually so that students can learn with the kiyai even though they are not in the same place.

The implementation of digital education has also been studied in depth through research by Baso Jabu et al . By using the observation method, it is intended to distribute data results on teacher implementation of the ELLLO web-based application in teaching listening at MA Al-Ikhlash Ujung Bone . This is in line with the policy of the Indonesian government , especially in the field of religious education through the Religious Research and Development Agency in 2019, making a new breakthrough by implementing the concept of Digital Madrasah as a positive response to the development of the digital era. Innovation in the development of Digital Madrasah is carried out based on the Guidelines for the Implementation of Digital Madrasah to be used as a guideline and direction in efforts to accelerate the integration of Information and Communication Technology (ICT) in madrasahs as implemented in digital-based Madrasahs at MTsN 1 Makassar City.

Al-Ikhlash Islamic boarding school accommodates religious knowledge and general knowledge accompanied by arts so that students are required to have a foundation for developing themselves both in general knowledge and religious knowledge. Al-Ikhlash Islamic boarding school, in addition to emphasizing moral and discipline issues, also emphasizes education issues. Teaching students with religious knowledge and interspersed with general knowledge is very efficient for students. By emphasizing education to students so that students excel, participate and are competitive in all things. And why Islamic boarding schools emphasize education so much is because in today's era education is highly prioritized, so Islamic boarding schools want their students to be able to compete intellectually both inside and outside the Islamic boarding school environment.

The emergence of increasingly sophisticated technology requires humans to optimize their intellectuality and morals. Education plays a role in producing intellectual and noble generations. Islamic religious education is the foundation for being a reference for the source of actual value strength that can lead to the desired activities, namely character education as a need of the Indonesian nation. Character education through Islamic religious education is based on religious values, Pancasila, culture, and national education goals. Applying morality (character) in Islamic religious education through teaching, habituation, coercion, punishment, fosters student character. Of course, the ultimate goal of the learning process is to produce intelligent and characterful graduates as expected.

### **Digital Education System in Islamic Boarding Schools**

The digital education system carried out by teachers in fostering the noble morals of students at the Al-Ikhlash Ujung Islamic Boarding School is carried out through integration between the



Islamic boarding school curriculum and digital-based education. The Islamic boarding school curriculum is designed with learning that uses media such as smart TVs, projectors and computers. Likewise with learning materials using e-books, online libraries, audio or video from the Youtube application. In conducting learning evaluations, teachers use the Quizziz application which is accessed by students to work on exam questions and the results are displayed directly on the smart TV so that students compete with each other to get the highest score.

Islamic boarding school educational institutions that have been known since the beginning of the arrival of Islam in Indonesia, their existence cannot be separated from the history of Islamic boarding schools that broadcast Islamic preaching in Indonesia. According to Aswady and Mahmuddin, Al-Ikhlâs Islamic boarding school often holds religious studies for students, which are routinely held every night after Maghrib and Islamic boarding school study groups whose congregations are residents of Ujung Village and the surrounding area of the Islamic boarding school and lectures given directly by the instructors of Al-Ikhlâs Islamic boarding school, and provide halaqah for students at Al-Ikhlâs Islamic boarding school. The students are also given the opportunity to give sermons every Friday at the Ujung Village mosque, and every month of Ramadan the students are given special tasks to train the students' vocals and mentality so that the students are accustomed to the characteristics of a student who is able to give lectures. With the involvement of the Ujung Village community in the Al-Ikhlâs Islamic boarding school, the continuity and relationships between each other are maintained and mutually beneficial between residents of Ujung Village and the Al-Ikhlâs Islamic boarding school.

This opinion is also supported by Istiqomah et al., that the Islamic religious education system in Indonesia is a golden bridge to achieving national goals. Islamic religious education has a very important role in the history of the development of the Indonesian nation. The development of Islam in Indonesia was initially given in an informal form. Furthermore, the development of Islamic education began to shift to formal education. The education provided places much more emphasis on exemplary values. The education is also more systematic and orderly. The goal of national education in the national education system is to develop the potential of students to become human beings who believe and fear God Almighty, have noble morals, are healthy, independent, knowledgeable, capable, creative, and become democratic and responsible citizens. The synergy between the goals of education in the national education system and according to Islam are two elements that go hand in hand. While what determines its direction is the involvement of the community to carry out these goals.

This study found that Islamic boarding schools that adopt digital technology in the learning process can increase the effectiveness of character education, a finding that is relevant to Fadilah and Hidayat's research. They found that the use of digital technology not only facilitates the learning process but also expands the reach of character education in Islamic boarding schools. However, this study also emphasizes that the adoption of technology must be done carefully so as not to disrupt the traditional values that are the basis of education in Islamic boarding schools.

On the other hand, Sukmawati's research also shows that Islamic boarding schools that integrate formal curriculum with character education based on the Qur'an and Hadith have succeeded in forming students with strong moral integrity, also in line with the findings of this study. This emphasizes the importance of character education based on religious teachings, which is a key element in the Islamic boarding school education system. Meanwhile, Munir highlighted that Salafiyah Islamic boarding schools, although maintaining classical traditions, are also open to



innovation and change. However, it should be noted that Islamic education and character are based on local wisdom values, and implement the development of Islamic education and character teaching materials based on local wisdom values that are legitimate, practical, and effective.

The efforts to develop Islamic educational institutions that are no less important are returning to the essence of Islamic education and character development will lead humans to always have good intentions in developing knowledge and realizing aspects of human interests in their activities. Through Islamic education, students' personal awareness will arise as Muslims who have responsibilities towards themselves, society, and the community. In addition, character education makes students have strong personal integrity, are wise and can avoid the emergence of nihilism, hedonism, and intellectual alienation. Thus, returning to the essence of non-formal educational institutions, namely character building, is something that is fundamental and needs attention.

This study provides additional evidence that Islamic boarding schools have a unique ability to maintain their relevance in the context of globalization, while also showing that the innovations made do not reduce, but rather strengthen, the foundation of Islamic values that form the basis of character education for students. Overall, the results of this study indicate that Islamic boarding schools remain very important educational institutions in shaping the character of students in the post-modern era. These findings not only strengthen the results of previous studies, but also provide new perspectives on how Islamic boarding schools can continue to be relevant and effective in facing new challenges that arise in the modern era.

Pesantren is not only an educational institution, but also a guardian and preserver of religious values amidst the increasingly complex currents of globalization and modernity. Thus, pesantren has bright prospects in supporting the national education system based on character education. Religious character is considered very important and is always taught, preserved and practiced for male and female students, which includes discipline, honesty, politeness, sincerity and consistency, patience, humility/lowliness, devotion to worship and responsibility. With the existence of orderly regulations, the goals of the Al-Ikhlâs Ujung Islamic boarding school can be achieved, the resilience of the Al-Ikhlâs Islamic boarding school can be increased and to shape the mental, moral and character of students so that they become disciplined in accordance with Islamic teachings and to create alumni who have character and are intelligent in accordance with the teachings fostered in Islamic boarding schools and Islamic teachings.

### **Results of Implementing Digital Education in Islamic Boarding Schools**

The results of the implementation of digital education on the development of noble morals of students at the Al-Ikhlâs Ujung Islamic Boarding School can be analyzed from its success achieved through graduates who continue their education to foreign universities or well-known domestic universities. The success of the Al-Ikhlâs Ujung Islamic Boarding School is also inseparable from the leadership of the chairman of the Foundation or the school. This is confirmed by research by Irfan Paizal et al. which explains that The leadership style of the Head of Madrasah at the Al-Ikhlâs Ujung Islamic Boarding School, Dua Bocco'e District, Bone Regency is in the good category with a percentage of 82.25% of the established criteria. The analysis of the study means that a good leadership style of the head of the madrasah will create a conducive madrasah climate. Improving the quality of madrasahs in the digital era is a must. This can be done by strengthening the governance aspects of madrasahs through the implementation of management strategies that are more focused on the integration of technology and Islamic education. Including the Madrasah Reform Program is a program that can be implemented in Madrasahs to improve the quality of madrasah management in the digital



era while continuing to make improvements and evaluate programs simultaneously.

Likewise, the success of Islamic boarding schools cannot be separated from the professionalism of teachers in fostering students. Based on the results of Arifuddin's research, it was concluded that the professionalism of teachers in the learning process of the subject of faith and morals at Madrasah Aliyah Al-Ikhlas Ujung is classified as good. Likewise, the learning potential of students in the learning process of the subject of faith and morals at Madrasah Aliyah Al-Ikhlas Ujung is classified as good. Thus, the professionalism of teachers has a positive and significant effect on the learning potential of students at Madrasah Aliyah Al-Ikhlas Ujung. Furthermore, it is supported through religious ethics education in the family, namely good role models and advice so that Muslim families pay close attention to aspects of worship and good morals (akhlaq mahmudah).

Noble morals cover various aspects of life and can be manifested in various forms. Here are some of the main indicators that are often used to measure the level of nobility of a person's morals, including: honesty, trustworthiness, responsibility, tolerance, humility, simplicity, patience, gratitude, sincerity and social concern. Noble morals have a very important role in the lives of individuals and society. A person with noble morals will be more easily accepted and appreciated by others. In addition, noble morals can also bring peace and prosperity to oneself and the surrounding environment.

Inclusivity that is full of values of respecting differences, openness to accepting diversity, upholding humanity above individualistic interests, and a strong desire to blend and unite in the bonds of brotherhood should truly be used as ethical values in religious education. Likewise, indicators of religious moderation, this can be seen from: the attitude of tolerance of students (mutual respect and appreciation of differences), the attitude of national commitment (love for the homeland), accommodating local culture (students actively participate in cultural activities both locally and nationally), and anti-violence attitudes.

For students, character education (character formation) for the next generation of the nation must be very important, especially in the increasingly advanced and developing digital era, so that students have good morals and character for social life around them. Budiyo said that the leadership of the principal plays a very important role in influencing, motivating, improving and empowering all existing resources to carry out the development of student character in the digital era.

This is in line with the axiological aspect of Islamic education which emphasizes the actualization of absolute transcendental values and universal values which are the main foundation of Islamic education materials and curriculum, which in turn form a complete Muslim person with an Islamic character. This means that there is a close relationship between philosophy and education, namely that philosophical issues are essentially central themes transferred through education, and education is a vital means in the inheritance and socialization of thoughts and values achieved by philosophy.

Islamic boarding schools are Islamic educational institutions that aim to master Islamic religious knowledge in detail, and practice it as a guideline for daily life by emphasizing the importance of morals in community life. In addition, Islamic boarding schools are also specialized institutions that instill ethical values and noble morals in the attitudes of their students.

## **Findings and Conclusion**

The implementation of Al-Ikhlas Ujung Islamic Boarding School in implementing digital-





based education is carried out through educational transformation by utilizing technology in learning. This is realized through support from the Islamic boarding school in preparing digital-based learning facilities and infrastructure. Such as the preparation of learning media using smart TVs, projectors, procurement of Islamic boarding school websites, multimedia rooms and media centers that publish activities carried out at the Islamic boarding school. In addition, the existence of a Cambridge class specifically for students in developing their ability to use technology and mastery of foreign languages is proof of the implementation of the Islamic boarding school's policy which is oriented towards producing graduates who are globally competitive. The digital education system carried out by teachers in fostering the noble morals of students at Al-Ikhlâs Ujung Islamic Boarding School is carried out through integration between the Islamic boarding school curriculum and digital-based education. The Islamic boarding school curriculum is designed with learning that uses media such as smart TVs, projectors and computers. Likewise with learning materials using e-books, online libraries, audio or video from the Youtube application. Likewise, the process of fostering morals can be carried out more efficiently and effectively. Digital learning also supports the development of students' morals by providing real examples that can be applied in everyday life. For example, through video shows or online discussions, teachers can present inspiring stories about the Prophet's companions or other Islamic figures.

The results of the implementation of digital education on the development of noble morals of students at the Al-Ikhlâs Ujung Islamic Boarding School can be analyzed from its success achieved through graduates of the Al-Ikhlâs Ujung Islamic Boarding School who continue their education to foreign universities or well-known domestic universities. Digital education has had a very big influence on the quality of learning in Islamic boarding schools, especially for students. Although Islamic boarding schools have a classical tradition in teaching, the application of digital technology has become an integral part of the learning process. The integration of digital technology in the learning process at Islamic boarding schools not only enriches teaching methods, but also opens up access for students to wider information. Interaction between students is better, they greet each other and discuss more often. Although the use of technology is increasingly widespread in Islamic boarding schools, the boarding school still pays serious attention to the potential negative impacts of the use of technology. This is because the negative impacts can affect the morals of students. Therefore, every time students borrow a cellphone or laptop, they will be accompanied by a mentor to ensure that the use of the media is in accordance with the learning objectives and does not deviate from the rules that have been set.

This study recommends that Islamic boarding school leaders should always support improving the quality of education in Islamic boarding schools by utilizing digital media. Improving the quality of human resources in the use of digital media in learning is also very important so that the transformation carried out can be more effective. For teachers and supervisors, it is also expected to hone skills in using technology in learning. In addition, supervision of students in the use of digital media is needed so that it is not misused or accessing negative content. For students as the successors of the nation, it is hoped that they will continue to learn by utilizing existing facilities. Given the current challenges, students are required not to be left behind in utilizing technology. Learning opportunities in Islamic boarding schools are expected to be utilized as much as possible for competency development. However, what is no less important is to maintain the noble morals that have been taught in Islamic boarding schools, even when becoming alumni. This cannot be separated from the demands of religion to always have good morals and also the demands of society that students are students with noble morals.

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