

## The Strategy of Islamic Boarding Schools in Promoting Moral Education Based on Local Wisdom

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**Abstract:** This current study delves into the strategies employed by Islamic boarding schools (Pesantren) in promoting character education grounded in local wisdom. The investigation is guided by a central research question: "How do Islamic boarding schools strategize to promote morality education grounded in local wisdom? Utilizing a qualitative approach, the research design adopted for this study is a case study conducted at Selaparang Islamic boarding school in West Lombok. Data collection methods encompassed interviews, observations, and document analysis. The analytical procedure employed is the interactive analysis procedure recommended by Miles, Huberman, and Saldana, comprising data collection, condensation, presentation, and conclusion. The study reveals that the promotional strategies employed by Islamic boarding schools in advancing character education based on local wisdom include: first, aligning the vision and mission of the boarding school with local wisdom; second, leveraging social media platforms, specifically Instagram and YouTube channels. The findings of this study contribute to a comprehensive understanding of the promotional strategies implemented by Islamic boarding schools. Furthermore, the study recommends developing character education promotion strategies grounded in local wisdom through the effective utilization of social media.

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## INTRODUCTION

The phenomenon indicates a persistent erosion of moral values among contemporary youth. On a near-daily basis, society bears witness to criminal activities involving the younger generation, disseminated through various media channels such as television and social media platforms like Facebook and YouTube. A substantial proportion of these individuals are implicated in drug abuse, brawls, theft, sexual assault, and out-of-wedlock pregnancies, among other transgressions. The aforementioned data, sourced from the e-MP Robinopsnal Bareskrim Polri and accessed on Thursday, November 10, 2022, reveals a disconcerting trend. The statistics spanning from January to October 2022 depict law enforcement's intervention in 472 reported cases of murder and crimes against life. Notably, 4.2 percent of the implicated individuals were identified as students and university scholars, underscoring a concerning nexus between educational pursuits and criminal behavior (Polri, 2022).

The Indonesian Child Protection Commission (Komisi Perlindungan Anak Indonesia, or KPAI) has also reported incidents of student clashes in several regions, namely in the Pati Regency (Central Java), East Jakarta (DKI Jakarta), Bogor City and Sukabumi (West Java), Tangerang Regency (Banten), Sumbawa (West Nusa Tenggara), and Soppeng (South Sulawesi). Additionally, four cases of group assaults occurred in Cimahi City (West Java), Semarang City (Central Java), South Jakarta (DKI Jakarta), and Kotamobagu City (North Sulawesi). Furthermore, instances of bullying and group assaults are not confined to public schools but also manifest in Islamic educational institutions. A case in point is the physical bullying perpetrated by fellow students, as highlighted by KPAI, exemplified by an incident involving a junior high school student in Kotamobagu, North Sulawesi (Voi.id, 2022).

The presented data elucidates the imperative need for sustained attention to the moral development of school-aged children. The researcher posits that moral education should be perpetually advocated through diverse approaches, methods, and strategies, including incorporating a local wisdom paradigm. It is discerned that local wisdom provides a rich repository of fundamental principles that warrant a more profound consideration in endeavors aimed at reconstructing national educational values. Moreover, latent strengths can be discerned within local wisdom, and they can shape distinctive attitudes and behaviors, particularly within specific communities and notably among learners and educators within the educational milieu.

Moral education, referencing the constituent terms "education" and "morality," can be defined as a deliberate and planned effort to instill moral values within learners aimed at deep internalization so as to engender a personal character reflected in virtuous behavior. According to Imam Ghazali, moral education encompasses the virtues of a personal nature, the prudence of thought, and individual behavior within a societal context. Ghazali's perspective on moral education delineates three primary dimensions: (1) the individual dimension, involving the relationship of the individual with oneself and with the Divine; (2) the social dimension, entailing interactions with society, government, and interpersonal relationships within the community; and (3) the metaphysical dimension, which pertains to beliefs or faith (Al-Abrashi, 1990; Suryadarma & Haq, 2015).

Moral education can be conducted through both formal and non-formal channels. The initiation of moral education primarily takes a non-formal guise, commencing within the familial environment and encompassing caregiving and nutritional provisioning. As children demonstrate the capacity for object differentiation (*tamyīz*), the subsequent phase involves steering them toward positive experiences (Sungkowo, 2014). Meanwhile, within formal education, the quintessential prerequisite for moral education is the presence of a master (*murshīd*) (Sungkowo, 2014). The role of the teacher is paramount, serving as both an intellectual and spiritual guide for the students. Teachers are responsible for providing their pupils with direction, knowledge, and ethical guidance.

Local wisdom encompasses a myriad of interrelated definitions that mutually reinforce each other. Local wisdom refers to the collective knowledge and understanding based on long-standing principles of virtue. It is held, used, and protected by a specific group over time, typically passed down from generation to generation within a particular geographical area of residency (Njatrijani, 2018). The term "wisdom" conveys an individual's ability to apply their intellectual capacities to respond to specific situations, objects, or events. At the same time, "local" indicates the contextual framework within which such occurrences transpire. Consequently, at its core, the concept of "local wisdom" encapsulates a set of norms and values prevailing within a community, deemed to possess intrinsic truth, and serve as guidelines for behavior and actions in daily routines (Hafid et al., 2015). Essentially, local wisdom represents a worldview and understanding of various aspects and diverse ways of life employed by a community in a particular region to address challenges and fulfill their needs.

## METHOD

The primary focus of this work revolves around a core research inquiry: How do Islamic boarding schools strategize to promote morality education grounded in local wisdom? The research project is projected to produce a thorough comprehension of the promotional techniques employed by Islamic boarding schools. Furthermore, the study proffers recommendations for developing promotional strategies for character education grounded in local wisdom, emphasizing the effective utilization of social media platforms.

This study adopts a qualitative research approach with a research design grounded in the case study methodology. A case study is a meticulous, in-depth, and comprehensive series of scholarly activities conducted on a program, event, or activity at the individual, group, institutional, or organizational level to attain a profound understanding of the given situation (Rahardjo, 2017). The study was conducted at Selaparang Islamic boarding school in Kediri, West Lombok. It was chosen for its unique local wisdom, particularly in using refined Sasak language as a means of daily communication. Data collection is carried out through interviews, observations, and documentation. The analytical procedure employed is the

interactive analysis procedure recommended by Miles, Huberman, and Saldana, encompassing data collection, condensation, data presentation, and conclusion (Miles et al., 2014). Data validity is ensured through source triangulation and research techniques.

## **RESULT AND DISCUSSION**

### **Islamic Boarding Schools Strategize to Promote Morality Education Grounded in Local Wisdom**

The promotion of character education based on Sasak's local wisdom is implemented through several strategies, namely, aligning the vision and mission of the Islamic Boarding School with local wisdom, leveraging local cultural events, utilizing the Instagram social media platform, and utilizing the YouTube channel.

#### **Aligning the Islamic Boarding School's vision and mission with local wisdom.**

The primary vision of Selaparang Islamic Boarding School is to establish an Islamic educational environment that not only imparts religious teachings but also accommodates and understands local traditions (Vision and Mission Document of Selaparang Islamic Boarding School, 2023). In this context, the focal point of local tradition is the wisdom of the Sasak community. This vision aims to cultivate learners who not only comprehend and practice Islamic values but also uphold and apply the values of local wisdom in their daily lives.

Selaparang Islamic Boarding School, with a resolute determination, amplifies character education based on Sasak's local wisdom. The institution firmly anchors its vision and mission as an educational institution, tightly embracing the traditions, customs, culture, and values of local wisdom reflected in the Sasak community. Sukaningtyas et al. (2017) report that the foundation for formulating organizational vision and mission is based on noble values that constitute the institution's identity, serving as the primary groundwork for crafting vision statements. The author underscores the importance of exploring and inheriting traditional values the boarding school holds as essential elements in formulating vision and mission statements. This process establishes a solid foundation and encourages the boarding school to remain connected to the cultural roots and values of the surrounding community.

The existence of distinctive local customs can function as a competitive edge for Islamic boarding schools in drawing the interest of potential students and gaining community backing. Communities that use indigenous knowledge are frequently more flexible in responding to change and adept at generating new ideas by merging ancient understanding with contemporary technology (Ahmadi, 2019). Hence, it is imperative to have a vision that is strongly intertwined with local customs and practices. The mission statement can offer a distinct orientation for advancing the boarding school while serving as a practical roadmap to accomplish these goals.

Character education programs must comprehensively integrate values with the institutional vision of the educational institution. Comprehensively integrating values in character education programs with the institutional vision of the educational institution ensures a consistent reflection of these values in all management activities and learning processes occurring within the educational institution (Maisyaroh et al., 2021). Therefore, the vision of an educational institution becomes a primary foundation that directs and guides the formation of students' character.

In addition to serving as a guide for implementing moral education values, the vision of an educational institution also plays a central role in shaping students' character. This concept is supported by research that asserts that the vision of an educational institution has a substantial impact on enhancing the character of individual pupils. The implementation of character education in educational institutions results from alignment with the institution's vision and mission, reflecting the commitment and value orientation embraced by the educational institution (Maisyaroh et al., 2021).

The implementation of character education programs should also be aligned with the distinctive features of learning that serve as the identity and excellence of the educational institution. In this regard, Selaparang Islamic Boarding School applies character education based on Sasak's local wisdom as its distinctive feature (Maisyaroh et al., 2021). This approach reflects Selaparang Islamic Boarding School's

commitment to shaping students' character according to local values and aligns with a vision that prioritizes Sasak's local wisdom in modern education.

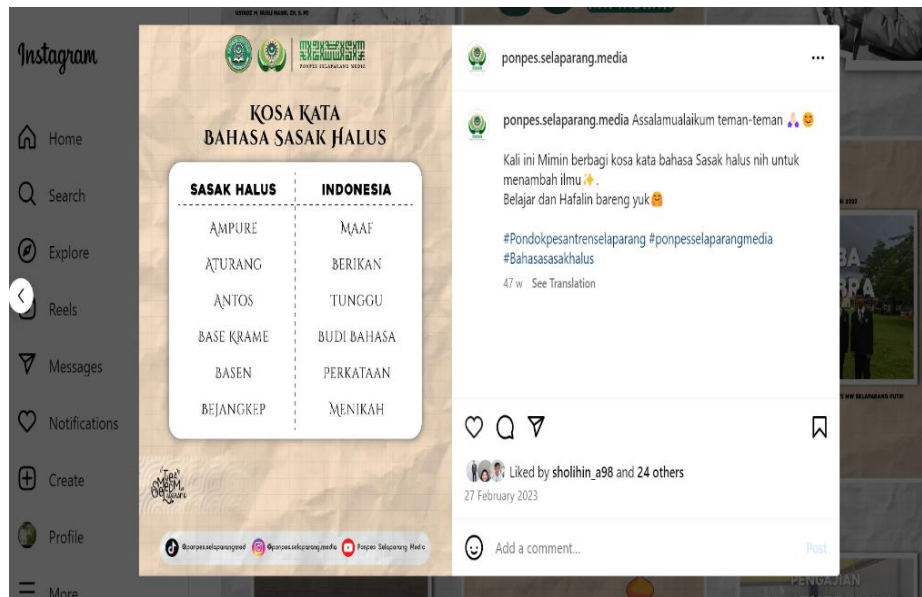
### Harnessing Social Media Platforms Such as Instagram and YouTube

Selaparang Islamic Boarding School is an Islamic educational institution focusing on religious teachings and actively promoting character education rooted in Sasak's local wisdom. The dissemination of character education based on Sasak's local wisdom is also conducted through social media platforms such as Instagram and YouTube. This opinion can be understood from the following excerpt of an interview:

"Selaparang Islamic Boarding School is dedicated to advancing character education grounded in Sasak traditional knowledge. A technique utilized is the utilization of social media platforms, specifically Instagram and YouTube. We proactively oversee our Instagram and YouTube channels to spread character education principles deeply ingrained in indigenous knowledge. We disseminate educational content on Instagram that emphasizes Sasak's local knowledge. Concurrently, brief videos promoting positive messages about character development are produced on YouTube." (Ustaz M. *Wawancara*, 10 Oktober 2023, Ustaz LAE, *Wawancara*, 15 Oktober 2023, Ustaz AH, 23 Oktober 2023)

The official YouTube channel of the Selaparang Islamic Boarding School in Kediri, West Lombok, as determined by observations, is <https://www.youtube.com/@ponpesselaparangmedia/videos> and <https://www.youtube.com/@pondokpesantrenselaparang3034> while the official Instagram channel is <https://www.instagram.com/ponpes.selaparang.media/>.

Among the materials shared on the Instagram channel are vocabulary lessons in the Sasak language, which are as follows:



**Figure 1: Vocabulary "Sasak Halus Language" Promoted via the Official Instagram Channel of the Selaparang Islamic Boarding School**

Selaparang Islamic Boarding School champions character education based on Sasak local wisdom as its primary foundation for shaping societal character and awareness. The primary objective of this education is to enhance understanding and appreciation of Sasak's local wisdom and the moral values reflected in Sasak traditions. This is elucidated in the following interview excerpt:

"Our main goal is to raise societal awareness regarding Sasak local wisdom and the moral values embedded within it. We aspire to inspire and motivate individuals to apply these values daily." (Ustaz M. *Wawancara*, 17 Oktober 2023)

Selaparang Islamic Boarding School conducts evaluation and exploration to strengthen the promotion of character education based on Sasak's local wisdom through social media. This initiative aims to broaden the audience reach and enhance community engagement in the activities of the boarding school. Selaparang Islamic Boarding School plans to develop compelling and meaningful content, encompassing the creation of photos, videos, and writings that reflect the boarding school's activities and depict Sasak's local wisdom and the moral values it advocates.

Selaparang Islamic Boarding School is committed to promoting character education rooted in Sasak's local wisdom. One promotional strategy is using social media, especially the Instagram platform. Selaparang Islamic Boarding School actively manages its Instagram account to disseminate and introduce moral values based on local wisdom. Social media plays a crucial role in promoting local wisdom and cultural heritage.

Social media platforms have become influential marketing and communication tools, enabling the dissemination of information about local culture and traditions (Hammou et al., 2020). These platforms facilitate the exchange of information related to a region's history, cultural identity, and other components, thus significantly contributing to the promotion of intangible cultural heritage (Hammou et al., 2020). Moreover, leveraging social media, which is a technology platform favored by digital natives, can bolster the influence of indigenous knowledge among the younger population, hence amplifying the effectiveness of initiatives focused on conserving and developing local wisdom (Haqqi & Wijayati, 2023). Islamic boarding schools employ social media as a means to propagate their Islamic identity in the online public domain. Through this platform, these institutions actively strive to express the interpretation of Islam in line with their ideological associations, encompassing ideas, substance, actions, and the identity of the educational methods they follow (Setyawan et al., 2024).

Selaparang Islamic Boarding School regularly conducts activities on its Instagram account to disseminate educational content that focuses explicitly on and emphasizes the local wisdom of the Sasak community. The main goal of this program is to disseminate moral and ethical teachings based on highly regarded local values on an enormous scope. This is consistent with the perspectives of Aji et al. (2022) and Indrioko (2023), who argue that Instagram functions digitally and can quickly reach a bigger audience, surpassing the effectiveness of traditional mass media marketing in terms of how quickly information is spread and how receptive the recipients are. Furthermore, Instagram is a platform that primarily relies on visual content, efficiently attracting and communicating messages promptly (Aji et al., 2022). The author argues that using Instagram to promote moral education based on local wisdom is prudent.

The main Instagram account of Selaparang Islamic Boarding School effectively presents Sasak language vocabulary through subtle and instructive means, using infographic styles. The content is meticulously designed to promote understanding and increase audience involvement. Islamic boarding schools aim to introduce, maintain, and value the linguistic abundance and local wisdom inherent in the Sasak community by using these infographics. Indrioko (2023) states that utilizing Instagram is very uncomplicated, as it necessitates the ability to produce imaginative content in the form of videos or photographs that a wider audience can readily appreciate.

Instagram's promotional capabilities allow educational institutions like Selaparang Islamic Boarding School to advertise their educational offerings to the public and strengthen their institutional brand image. This highlights the effectiveness of social media as a valuable resource for obtaining information and generating ideas for marketing initiatives (Indrioko, 2023). Islamic Boarding School's commitment to integrating educational aspects with local values in the digital world is evident in this approach. Selaparang Islamic Boarding School aims to execute its educational mission effectively and promptly by strategically utilizing social media while also staying relevant to current advancements.

Selaparang Islamic Boarding School employs Instagram to distribute educational material and is also actively involved in creating and sharing short movies on the YouTube platform. These videos are created to communicate positive messages about ethical issues while also incorporating the unique qualities of local wisdom characteristic of the Sasak people.

Islamic boarding schools can use YouTube as a promotional medium by leveraging the platform to publish engaging and informative video content. This content may encompass introductions to the school's facilities, daily activities, and extracurricular events that showcase the uniqueness and values

imparted within the school (Adzimanitur & Akbar, 2022). Consequently, YouTube is an effective channel for reaching a broader audience, including prospective students and their parents, alums, and the general public interested in the activities and education provided by the Islamic boarding school.

In the educational context, research indicates that audiovisual learning media based on local wisdom values effectively fosters students' character development and understanding of local cultural values (Yulianto et al., 2023). This underscores that the YouTube channel is a medium that should be considered in promoting local wisdom, cultural heritage, education, and tourism. This highlights the potential of social media platforms in preserving and disseminating local cultural values, engaging the younger generation, and contributing to the sustainability of cultural heritage.

In each short video produced, Selaparang Islamic Boarding School is committed to presenting content that imparts a profound understanding of moral values and directly connects them with the context of local wisdom inherited by the Sasak community. This approach aims to make positive messages more relevant and meaningful to the audience while preserving the identity and cultural richness of the local heritage.

Through the YouTube platform, Selaparang Islamic Boarding School can reach a wider audience and positively contribute to educating the general public. These short videos effectively respond to the increasing trend in digital content consumption while providing viewers with access to and comprehension of local wisdom values in an engaging and easily understandable format. This aligns with the viewpoint of Adzimanitur & Akbar (2022) that incorporating YouTube into digital marketing strategies allows Islamic boarding schools to promote themselves effectively and efficiently, considering the platform's free accessibility and extensive reach. However, to maximize the potential of YouTube, Islamic boarding schools need to ensure they possess the capability to create quality video content, which may necessitate specialized training and guidance in promotional content creation (Adzimanitur & Akbar, 2022).

The author contends that social media is crucial in promoting various aspects, including the evolving local wisdom values within Islamic boarding schools. The utilization of social media and YouTube channels serves not only as a promotional tool, but the author perceives that social media and YouTube have significant functions, including:

### **Firstly, Wide Reach**

Social media can reach a wide-ranging and heterogeneous audience. Utilizing many platforms allows you to engage with a wide range of individuals from different backgrounds and geographies, as there are millions of active users. Social media has extensive reach in promotional efforts, making it easy for the general public to access information on culture, traditions, and local knowledge. Utilizing social media platforms like Instagram, YouTube, and TikTok can assist local governments and communities in effectively promoting their culture, customs, and local knowledge, as well as boosting the tourism industry, hence enhancing public awareness (Chunngam & Worasesthaphong, 2018; Li et al., 2021).

According to Chunngam and Worasesthaphong (2018), social media facilitates the swift and extensive dissemination of information, effectively reaching a broad audience within a brief timeframe. The attributes of computer programs and social media can mold a hybrid media that can captivate viewers swiftly. Hence, social media has revolutionized the dissemination of Indigenous knowledge, allowing the transfer of wisdom and experiences traditionally shared through informal education by parents or grandparents to be accessed via digital platforms. This exemplifies how social media has broadened the scope and made it easier to get local knowledge, enabling its preservation and dissemination to future generations (Chunngam & Worasesthaphong, 2018).

### **Secondly, Direct Interaction with the Audience**

Social media facilitates direct engagement between users and content providers. Islamic boarding schools, as administrators of Instagram and YouTube, can immediately receive audience responses, queries, and feedback. This facilitates a better knowledge of the audience's requirements and wishes. Users can directly interact on social media through various features offered by these platforms. User engagement can manifest in several ways, such as commenting on posts, sharing or retweeting

information, expressing approval through 'likes' or other reactions, and direct messages or DMs (DM) (Sjafirah et al., 2017).

Sjafirah et al. (2017) additionally observe that the interactive functionalities found in social media platforms, such as polling, live streaming, and stories, allow audiences to actively participate and promptly respond to the content they are exposed to. Social media also serves as a platform for audiences to engage in discussions and cooperate within online communities, commonly created around particular hobbies or subjects. Instagram's functionalities, including hashtags, stories, and the capacity to engage with followers through likes, comments, and direct messages, promote engagement and foster community development. This interaction serves the dual purpose of nurturing connections with current followers and expanding its reach to new audiences through the dissemination of material and active participation (Aji et al., 2022). Hence, Islamic boarding schools should contemplate employing social media platforms to enhance the dissemination of their indigenous knowledge.

### **Thirdly, Brand Building**

Social media is crucial for establishing and enhancing a brand's reputation by offering a platform to advertise products or services, engage with customers, and strengthen brand image. By incorporating names, phrases, signs, symbols, or a combination of these elements in their marketing strategies, brands can effectively attract the attention of service consumers through social media (Aji et al., 2022; Swaradesy et al., 2021). Within Islamic boarding schools, social media is a remarkably efficient tool for establishing and publicizing the school's reputation while fostering interaction with the community. Islamic boarding schools are educational institutions with unique attributes and aim to impart specific principles to the public.

By sharing engaging and relevant content, a brand can enhance awareness and cultivate a positive image in the eyes of consumers. Social media also allows brands to reach a broader audience and interact with them in real time, aiding in the establishment of strong relationships with service users and fostering brand loyalty (Aji et al., 2022; Swaradesy et al., 2021). By maximizing the potential of social media, Islamic boarding schools can elevate awareness, build a positive image, and forge robust connections with the community. This can contribute to an increase in the number of prospective students, support from the community, and the reinforcement of the boarding school's position as a valuable educational institution.

According to Aji et al. (2022), the role of Instagram as a digital branding platform is highly significant. It allows institutions to showcase their identity, values, and brand essence through carefully selected content that reflects their unique selling points. This approach is part of the public relations strategy to create a distinctive brand identity, highlighting the Islamic boarding school's unique values and selling points, thereby fostering a strong digital presence and enhancing branding efforts (Mundiri et al., 2021).

The author contends that by leveraging Instagram as a digital branding platform, the Islamic boarding school can effectively communicate its identity, values, and brand essence through thoughtfully selected content, enabling it to build a consistent and appealing brand image for potential followers. With the right branding strategy on Instagram, the Islamic boarding school can promote its unique values and help solidify its position as an educational institution relevant to contemporary times.

## **CONCLUSION**

This study asserts that the promotional tactics employed by Islamic boarding schools to propagate morality education rooted in indigenous knowledge involve two main approaches. Firstly, it involves aligning the objectives and purpose of the boarding school with the principles of local wisdom. Secondly, it entails utilizing popular social media platforms, specifically Instagram and YouTube channels, to disseminate their message. The incorporation of social media to promote the moral education of the Islamic boarding school, which is rooted in local wisdom, offers several advantages. Firstly, it allows the boarding school to extend its reach to a broader audience. Secondly, social media facilitates direct engagement with the audience. Lastly, it enables the boarding school to establish its brand as an institution that offers moral education grounded in local wisdom.

This study suggests that the boarding school should reassess its vision and mission to effectively

and meaningfully incorporate local wisdom. The boarding school must guarantee that all educational activities and advertisements accurately embody the intended local values. Additional research might be undertaken to thoroughly assess social media's efficacy in promoting moral teaching in Islamic boarding schools. This may entail examining statistical data, surveys of followers, and case studies on individual experiences. Furthermore, future researchers may conduct compared analyses with alternative boarding institutions that utilize distinct promoting strategies. This could offer further perspectives on the optimal approaches for improving the reputation of the boarding school and fostering moral education.

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