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Integrative Aswaja Values at Amanatul Ummah Islamic Boarding School to Cultivate Moderate Muslim Generations

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Abstract

This study aims to analyze the implementation of Ahlus Sunnah Wal Jama'ah (Aswaja) values in the educational system of Pondok Pesantren Amanatul Ummah in shaping the character of moderate students amid social dynamics and the challenges of globalization. Core Aswaja values, including tawasuth (moderation), tawazun (balance), tasamuh (tolerance), and i'tidal (justice), are systematically integrated through formal learning processes, teachers' role modeling, and various social and religious activities within the pesantren environment. This research employs a qualitative descriptive approach, utilizing data collected from in-depth interviews with Aswaja teachers, observations of pesantren activities, and a Systematic Literature Review (SLR) of relevant scholarly works on pesantren education and Islamic moderation. The findings indicate that Pondok Pesantren Amanatul Ummah faces significant challenges in internalizing Aswaja values, particularly due to the influence of digital media, global information flows, and the diverse social and educational backgrounds of the students. To address these challenges, the pesantren adopts adaptive strategies by utilizing technology as an instructional medium, strengthening the habituation of Aswaja values in students' daily lives, and facilitating cross-cultural and interfaith discussion forums. This integrative approach, which emphasizes teachers' exemplary conduct, not only enhances students' understanding of Aswaja principles but

also fosters their development as moderate, tolerant, and inclusive individuals capable of contributing positively to a multicultural society in the era of globalization.

Keywords: *Ahlus Sunnah Wal Jama'ah*, Islamic Moderation, Character Building, Globalization

INTRODUCTION

Islamic boarding schools (*pesantren*) in Indonesia play a strategic role in shaping the character and religious understanding of the Muslim generation, while simultaneously serving as institutions for preserving Islamic traditions. As educational institutions that have developed over centuries, *pesantren* function not only as centers for the study of religious sciences but also as spaces for moral formation and the internalization of moderate Islamic values (Dhofier, 2011; Zarkasyi, 2015). In the Indonesian context, *pesantren* are historically rooted in the teachings of *Ahlus Sunnah Wal Jama'ah* (Aswaja), which emphasize the principles of moderation, balance, and tolerance in religious life (Azra, 2017).

Ahlus Sunnah Wal Jama'ah, embraced by the majority of Indonesian Muslims, constitutes an essential foundation for fostering inclusive and adaptive religious attitudes in response to the country's plural social realities. Aswaja values, such as *tawasuth* (moderation), *tawazun* (balance), *tasamuh* (tolerance), and *i'tidal* (justice), contribute significantly to shaping students' perspectives, enabling them to respond to social, cultural, and religious challenges in the era of globalization without losing their Islamic identity (Zuhdi, 2018; Rohman & Mulyadi, 2020). In this regard, *pesantren* possess substantial potential as agents of religious moderation and character development aligned with national values.

Pondok Pesantren Amanatul Ummah, which is affiliated with Nahdlatul Ulama (NU), plays a crucial role in integrating the values of *Ahlus Sunnah Wal Jama'ah* into the educational process and the formation of students' character. This *pesantren* systematically instills Aswaja principles of moderation through both formal learning activities and students' daily lives, ensuring that these values are not only conceptually understood but also practically applied in social interactions (Rohman & Mulyadi, 2020). This approach aims to produce a generation that is religious, tolerant, inclusive, and capable of navigating increasingly plural societal dynamics. As articulated by a teacher at Pondok Pesantren Amanatul Ummah, "We emphasize

moderate values in every learning process, both in religious instruction and in the students' everyday social life" (Aswaja teacher of Amanatul Ummah, November 28, 2024).

This study aims to examine how Pondok Pesantren Amanatul Ummah integrates the values of Ahlus Sunnah Wal Jama'ah into the educational process and the formation of students' moderate character. The research addresses two main questions: first, how does Pondok Pesantren Amanatul Ummah integrate the values of Ahlus Sunnah Wal Jama'ah (Aswaja) in education and in shaping students' moderate character? Second, what are the main challenges faced by Pondok Pesantren Amanatul Ummah in integrating Aswaja values, and what strategies are employed to overcome these challenges in order to produce a moderate generation?

Based on previous studies, a number of scholars have emphasized the importance of implementing Aswaja values in pesantren education as a strategy to counter radicalization and promote religious moderation. For instance, an educational approach grounded in a moderate Aswaja identity has been shown to be effective in shaping students' character, enabling them not only to understand religious teachings but also to apply these values in their daily lives (Ramdlani et al., 2024). However, a major challenge faced by pesantren lies in aligning the understanding of Aswaja values between teachers and students, as well as addressing external influences such as digitalization, which may significantly affect religious perceptions and practices (Ridwan & Mahmudi, 2023).

This study differs from earlier research that has more broadly examined Islamic moderation and pesantren education, such as studies conducted by Rozi, Putri, and Muid, which focused on aspects of religious moderation, the challenges of digitalization, and the influence of particular figures in Islamic education (Rozi, 2019). In contrast, this research specifically focuses on Pondok Pesantren Amanatul Ummah by examining how this institution integrates the values of Ahlus Sunnah Wal Jama'ah into both education and character formation aimed at fostering moderation among students (Putri et al., 2022). Furthermore, this study highlights the holistic approach adopted by the pesantren in addressing both internal and external challenges, including the impact of digitalization, and offers more contextualized recommendations for pesantren education in responding to the challenges of globalization (Muid et al., 2024).

The primary objective of this study is to explore how Pondok Pesantren Amanatul Ummah integrates the values of Ahlus Sunnah Wal Jama'ah in education and in shaping students' moderate character. Additionally, this research seeks to provide recommendations for pesantren in addressing existing challenges and strengthening the role of pesantren education in producing a generation that is moderate, tolerant, and inclusive, and well prepared to face the demands of contemporary society.

RESEARCH METHOD

This study employs a Systematic Literature Review (SLR) approach to identify, evaluate, and synthesize findings from the literature related to the implementation of Ahlus Sunnah Wal Jama'ah (Aswaja) values in pesantren education. The SLR approach was selected because it provides a comprehensive, transparent, and systematic overview of the development of a particular field of study based on available scientific evidence (Kitchenham & Charters, 2007; Snyder, 2019). Through this approach, the study seeks to systematically map the implementation of religious moderation values in pesantren education, with a specific focus on Pondok Pesantren Amanatul Ummah.

In addition to the literature analysis, this study also utilizes primary data in the form of interviews with Aswaja teachers at Pondok Pesantren Amanatul Ummah to complement and validate the findings of the literature review. The combined use of primary and secondary data enables the researcher to obtain a more contextualized and in-depth understanding of educational practices based on Aswaja values (Creswell & Poth, 2018).

The research process began with a literature search conducted through academic databases such as Google Scholar and Semantic Scholar using relevant keywords, including "Ahlus Sunnah Wal Jama'ah," "pesantren education," "Aswaja values," "pesantren curriculum," and "moderation in Islamic education." Selected articles were required to meet inclusion criteria, namely being published within the last ten years, available in full text, and explicitly addressing the implementation of Aswaja values in pesantren education. Articles that were not directly relevant or that focused primarily on other aspects, such as general social or economic issues, were excluded from the analysis (Snyder, 2019).

Semi-structured interviews were conducted with Aswaja teachers to obtain information regarding teaching methods, challenges in integrating Aswaja values, and their experiences in instilling the principles of *tawasuth* (moderation), *tawazun* (balance), *tasamuh*

(tolerance), and *i'tidal* (justice) among students. Data obtained from the literature and interviews were subsequently analyzed using thematic analysis, which allows for the systematic identification of patterns and key themes within qualitative data (Braun & Clarke, 2006). The stages of analysis included initial familiarization with the data, data coding, theme identification, and interpretation of findings.

The results of the analysis were then synthesized to illustrate how Pondok Pesantren Amanatul Ummah integrates Aswaja values into education and the formation of students' moderate character, as well as to identify trends, relationships among themes, and practical implications for the development of pesantren education. To ensure the validity of the findings, this study applied source triangulation by comparing the results of the literature review with the interview data (Creswell & Poth, 2018).

This study has several limitations, including its reliance on the availability of relevant literature and the limited number of interview informants. Nevertheless, the combination of the SLR approach with empirical data is expected to make a significant contribution to understanding the integration of Aswaja values in pesantren education and its role in shaping students' moderate character.

ANALYSIS AND DISCUSSION

Integration of Ahlus Sunnah Wal Jama'ah Values at Pondok Pesantren Amanatul Ummah

Pondok Pesantren Amanatul Ummah integrates the values of Ahlus Sunnah Wal Jama'ah (Aswaja) into various aspects of its educational system to shape students' moderate character. This approach is not limited to formal classroom instruction but is also implemented through habituation, role modeling, and social activities that comprehensively instill Aswaja values. The core values emphasized include *tawasuth* (moderation), *tawazun* (balance), *tasamuh* (tolerance), and *i'tidal* (justice). The following section elaborates on this integration based on interviews with Aswaja teachers and relevant literature.

1. Understanding Aswaja Values as the Educational Foundation

The Aswaja values taught at Pondok Pesantren Amanatul Ummah are grounded in Ash'ari and Maturidi theology, jurisprudence based on the four major schools of Islamic law

(Shafi'i, Hanafi, Maliki, and Hanbali), and Sufism inspired by the teachings of Imam Junayd al-Baghdadi and Imam al-Ghazali. This framework emphasizes a balance between reason and revelation and seeks to avoid extreme religious attitudes. According to one Aswaja teacher, these values are essential as they serve as the foundation for shaping students who not only possess a deep understanding of religion but are also capable of adapting to dynamic social contexts (Aswaja teacher of Amanatul Ummah, 28 November 2024).

Furthermore, values such as *tawasuth* and *tasamuh* function as ethical guidelines in responding to differences, both in social and religious spheres. These values also reinforce the principle of religious moderation, which has become a distinctive characteristic of pesantren in addressing the challenges of radicalism and intolerance in the contemporary era (Ridwan & Mahmudi, 2023).

2. Teaching Aswaja Values: Theoretical and Practical Approaches

The teaching of Aswaja values at Pondok Pesantren Amanatul Ummah is conducted through both theoretical and practical approaches. Formally, students study these values through specific subjects such as Aswaja-based theology (*aqidah*) and Islamic jurisprudence (*fiqh*). Practically, Aswaja values are internalized through daily routines and social interactions within the pesantren environment. Teachers act as direct role models by demonstrating tolerant attitudes, respect for differences, and balance between religious devotion and social engagement (Aswaja teacher of Amanatul Ummah, 28 November 2024). This practice enables students not only to understand Aswaja values theoretically but also to apply them in their everyday social interactions (Aisyah et al., 2021).

In addition to classroom instruction, the teaching of Aswaja values is reinforced through activities such as deliberative forums (*musyawarah*), thematic discussions, and distinctive pesantren traditions, including *tahlil*, *istighosah*, the recitation of *dziba'*, and the commemoration of Islamic holy days. These activities aim to strengthen the internalization of Aswaja values and to cultivate a culture of harmony among students (Rohman & A'la, 2020).

3. Formation of Moderate Character through Habituation

The formation of a moderate character constitutes one of the primary objectives of teaching Aswaja values at Pondok Pesantren Amanatul Ummah. Students are systematically trained to practice the principles of *tawasuth* (moderation) and *tawazun* (balance), particularly

in the context of religious observance and social interaction. According to the teachers, students are accustomed to performing acts of worship proportionally, in accordance with their capacities, while avoiding attitudes of *ghuluw* (excessiveness) and *tasyadud* (rigidity) (Aswaja teacher of Amanatul Ummah, 28 November 2024).

In daily life, the habituation of Aswaja values is manifested through activities such as cooperation among students, conflict management, and interaction with the surrounding community. Students are trained to respect differences in culture, religion, and perspectives, enabling them to function as agents of harmony within their social environments. This habituation process also forms part of the pesantren's broader efforts to prevent the emergence of intolerance and radicalism among students (Ashoumi & Ah, 2019).

4. Alignment of Perspectives between Teachers and Students

Teachers and students at Pondok Pesantren Amanatul Ummah generally share a similar understanding of Aswaja values. Nevertheless, teachers recognize that the transmission of these values requires a continuous and sustained process. To align perspectives, teachers actively provide comprehensive explanations of Aswaja principles while simultaneously demonstrating their practical application in everyday life. According to Aswaja teachers, this approach is intended to ensure that students not only comprehend Aswaja concepts theoretically but are also able to apply them consistently in practice.

Teachers also emphasize the importance of avoiding attitudes of *tasyadud* (self-imposed rigidity) and *tatharruf* (extremism) in practicing religious teachings. This approach not only helps students grasp the essence of moderation embedded in Aswaja but also encourages them to internalize these values in their thoughts, speech, and actions (Aswaja teacher of Amanatul Ummah, 28 November 2024).

5. Impact of the Integration of Aswaja Values

The integration of Aswaja values at Pondok Pesantren Amanatul Ummah has generated positive impacts on the formation of students' character. Students demonstrate noticeable improvements in moderate, tolerant, and inclusive attitudes, both within the pesantren environment and in the surrounding community. Teachers have observed that students are increasingly able to accept differences in culture, religion, and perspectives without losing their Islamic identity (Yanto, 2018).

These findings are consistent with previous studies indicating that Aswaja-based approaches in pesantren are effective in shaping a moderate generation and in preventing radicalism. Through the integration of curriculum design, teachers' role modeling, and the habituation of Aswaja values, Pondok Pesantren Amanatul Ummah not only produces religiously grounded students but also equips them with the capacity to compete and adapt in the era of globalization (Rofiq, 2019).

Major Challenges and Strategies of Pondok Pesantren Amanatul Ummah in Integrating Aswaja Values to Foster a Moderate Generation

Pondok Pesantren Amanatul Ummah is committed to nurturing a generation of students who are moderate, tolerant, and inclusive through the integration of Ahlus Sunnah Wal Jama'ah (Aswaja) values into both its educational system and social life. Core Aswaja values—such as *tawasuth* (moderation), *tawazun* (balance), *tasamuh* (tolerance), and *i'tidal* (justice)—are regarded as fundamental in cultivating a balanced religious outlook that is adaptive to a pluralistic social reality (Zuhdi, 2018; Hilmy, 2013). Nevertheless, this integrative process is not without challenges. Based on interviews with Aswaja teachers and a review of relevant literature, the following section outlines the main challenges faced by the pesantren and the strategies employed to address these obstacles.

1. Gaps in Students' Understanding of Aswaja Values

One of the main challenges faced by Pondok Pesantren Amanatul Ummah is the gap in students' understanding of Aswaja values. The process of internalizing the values of religious moderation does not occur instantaneously, particularly among students who come from early educational backgrounds or social environments that tend to be rigid and conservative. This condition is consistent with previous studies indicating that the internalization of religious moderation values requires a continuous and contextual pedagogical process in order to genuinely shape learners' attitudes and behaviors (Hilmy, 2013; Sahal & Aziz, 2016).

As expressed by one Aswaja teacher at Pondok Pesantren Amanatul Ummah, although students may have acquired a theoretical understanding of Aswaja values, they still require time and intensive guidance to practice these values in their daily lives, especially in the context of social interaction and diversity (Aswaja teacher of Amanatul Ummah, 27 November 2024). This challenge underscores the notion that cognitive understanding alone is insufficient without being accompanied by affective internalization and social praxis (Zuhdi, 2018).

To address this gap, Pondok Pesantren Amanatul Ummah implements a role-modeling strategy, in which teachers serve as exemplars in applying Aswaja values in everyday life. This strategy is considered effective because students are able to learn through direct observation of teachers' behaviors and attitudes, who function as authoritative figures and moral role models within the pesantren environment (Lickona, 2012; Sahal & Aziz, 2016).

In addition, the pesantren develops a contextual learning approach by linking Aswaja values to real-life issues relevant to students' experiences, such as cultural diversity, interreligious tolerance, and broader social dynamics. This approach encourages students to engage in critical and reflective discussions, allowing moderation values to be understood not merely as normative concepts but as relevant and applicable principles within a pluralistic social context (Hilmy, 2013; Zuhdi, 2018).

2. Diversity of Students' Backgrounds

Students at Pondok Pesantren Amanatul Ummah come from diverse cultural, educational, and religious backgrounds. This diversity presents particular challenges in unifying students' understanding and practice of Aswaja values. Some students may bring differing religious habits, both in terms of ritual practice and perspectives on difference. In this context, Aswaja values serve as the primary guiding framework for the pesantren in embracing and managing such diversity (Ramdlani et al., 2024).

Pesantren play a crucial role in transforming Aswaja culture into moderate educational practices by taking into account the diverse social and cultural backgrounds of students. Strategies such as the habituation of moderate religious traditions and the facilitation of interreligious and intrareligious dialogue serve as primary means to foster harmony amid diversity (Transformasi Budaya Aswaja di Pesantren | Semantic Scholar, n.d.). The implementation of Aswaja values functions not only as a reinforcement of religious identity but also as an instrument for promoting social cohesion and harmony within diverse religious practices and social interactions (Ansori, 2019).

Pondok Pesantren Amanatul Ummah has implemented several strategies to address the challenges arising from the diverse backgrounds of its students, which may potentially influence their understanding of Ahlus Sunnah Wal Jama'ah values. One of the key strategies employed is the organization of multicultural interaction activities. The pesantren regularly conducts cross-cultural discussion forums that allow students to share their experiences and

perspectives on diversity. According to Mahatma, such activities are essential for introducing and deepening students' understanding of the importance of tolerance and moderation in religious life. In addition, the habituation of Aswaja values in daily life constitutes an integral part of the pesantren's efforts to internalize moderate values. Activities such as cooperative living in dormitories, the management of social programs, and regular deliberative meetings (*musyawarah*) are systematically conducted, enabling students to apply Aswaja values within their social contexts. This habituation process aims to cultivate attitudes of mutual respect, acceptance of differences, and moderate behavior in everyday life, all of which are central to the teachings of Ahlus Sunnah Wal Jama'ah (Mahatma, n.d.).

3. External Influences: Digital Media and Radicalism

One of the major challenges in internalizing Ahlus Sunnah Wal Jama'ah (Aswaja) values at Pondok Pesantren Amanatul Ummah is the influence of external factors, particularly digital media and social media, which increasingly dominate students' lives, especially those of Generation Z. This generation has grown up amid an overwhelming flow of digital information, exposing them to a wide range of religious ideologies, including exclusive and radical interpretations that may shape their religious perspectives (Zuhdi, 2018; Aisyah et al., 2021).

Based on interviews with Aswaja teachers, the most significant challenge in instilling Aswaja values among Generation Z lies in their patterns of accessing and processing information through digital media. This condition requires pesantren not to rely solely on verbal or lecture-based teaching methods but to develop more contextual and participatory pedagogical approaches. Such approaches include the use of audio-visual media, simulations, and case-based discussions that are relevant to students' digital realities (Aisyah et al., 2021; Lisdaleni et al., 2022).

The utilization of digital technology as a learning medium has become a crucial strategy in strengthening the internalization of Islamic moderation values promoted by Ahlus Sunnah Wal Jama'ah. Audio-visual media and interactive simulations are considered effective in helping students gain a more concrete understanding of the fundamental principles of Aswaja, such as *tawasuth* (moderation), *tasamuh* (tolerance), and *i'tidal* (justice), while simultaneously equipping them with critical thinking skills to respond to religious content encountered on social media (Zuhdi, 2018). Nevertheless, the greatest challenge remains the consistency of mentoring provided to students. In the digital era, the abundance of information can

significantly influence students' mindsets and attitudes, making more intensive guidance necessary to ensure that they remain grounded in moderate Aswaja values (Aisyah et al., 2021).

The importance of such guidance is also emphasized in several studies indicating that Generation Z requires greater attention in the process of religious education. This is due to their heightened susceptibility to the flow of online information, which may not always align with the values taught in pesantren. Therefore, through more dynamic methods and continuous mentoring, pesantren can mitigate the negative influence of social media and ensure that students maintain a moderate and inclusive religious understanding. Research conducted by Noviani et al. further suggests that the inculcation of religious values among Generation Z requires adaptive approaches to ongoing technological and social changes, given the significant challenges faced by religious education in the era of globalization, where digital media plays a central role in shaping religious understanding and practice (Lisdaleni et al., 2022).

CONCLUSION

Pondok Pesantren Amanatul Ummah has effectively integrated the values of Ahlus Sunnah Wal Jama'ah (Aswaja) into the education of its students through a comprehensive approach encompassing both theoretical instruction and practical application. By emphasizing the principles of moderation, balance, and tolerance, the pesantren seeks to cultivate students' character to be inclusive and adaptive to diversity. Through the habituation of Aswaja values in daily life, social activities, and multicultural interactions, students are taught to appreciate diversity and to contribute to the creation of social harmony within the wider community. As a result, students demonstrate more moderate and tolerant attitudes, aligning with the pesantren's objective of preventing radicalism and intolerance.

Nevertheless, the challenges encountered in integrating Aswaja values cannot be overlooked. Gaps in students' understanding, diversity of backgrounds, and external influences from digital media and radical ideologies constitute significant issues that must be addressed. Pondok Pesantren Amanatul Ummah responds to these challenges through adaptive learning strategies, including direct role modeling by teachers and the integration of technology into the educational process. With a sustained approach and consistent support, the pesantren can

ensure that students not only understand but also internalize moderate values in their everyday lives.

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