

Building Bonds of Faith and Nation: A Qualitative Study on Attitude Development in an Islamic Educational Setting

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ABSTRACT

This study investigates the cultivation of Islamic brotherhood (ukhuwah Islamiyah) and national brotherhood (ukhuwah wathaniyah) among students at the Nurul Asna Pulutan Sidorejo Salatiga Islamic Boarding School, as well as the factors influencing this development. Employing a descriptive qualitative approach, data were collected through observation, interviews, and documentation, with participants including caregivers, ustadz (teachers), administrators, and students. Data analysis followed three stages: data reduction, data presentation, and conclusion drawing. The findings reveal that Islamic brotherhood is nurtured through role modeling, new student orientation programs, khitobah (sermons), routine dziba'an and ro'an activities, celebrations of Islamic holidays, and the strategic use of social media. National brotherhood is fostered by instilling love for the homeland, engaging in community service, and studying Ahlus Sunnah wal Jama'ah texts. Supporting factors for Islamic brotherhood include guidance from caregivers and teachers, students' sincere intentions to gain knowledge, and positive community reception. Conversely, challenges arise from students' diverse backgrounds, insufficient awareness, and limited teaching staff. For national brotherhood, supportive elements include the patriotic spirit of teachers and students and their enthusiasm for learning, while barriers include selfishness, apathy, individualism, and regional biases. This research highlights the importance of intentional practices and collective efforts in fostering unity, while also addressing the challenges that must be overcome to strengthen both religious and national bonds within educational settings.

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1. INTRODUCTION

Islamic Boarding School is one of the non-formal educational institutions that has an important role in shaping the character and personality of students, especially in the context of religion and social [1]. As an institution that teaches Islamic values in depth, Islamic Boarding School does not only focus on religious aspects, but also on the formation of citizenship values and life skills [2]. One of the values that is highly emphasized in the Islamic Boarding School environment is ukhuwah Islamiyah (brotherhood among Muslims) and ukhuwah wathaniyah (brotherhood of the same nation and homeland) [3], [4]. These two values are important foundations in building harmony and unity, both at the internal level of the Islamic Boarding School and in community life.

Nurul Asna Islamic Boarding School, located in Sidorejo District, Salatiga City, is one of the educational institutions that has students from various regions with diverse cultural, ethnic, and traditional backgrounds. This diversity is a challenge as well as an opportunity to create a harmonious and tolerant environment [5]. However, these differences in background also have the potential to cause conflict if not managed properly [6]. Therefore, fostering

the attitude of Islamic brotherhood and national brotherhood is very important to be applied in daily life in Islamic Boarding Schools.

Although the values of Islamic brotherhood and national brotherhood have become an integral part of education in Islamic Boarding Schools, there are still challenges in their implementation. Some problems that often arise include the lack of understanding of students about the importance of brotherhood, both among Muslims and among fellow Muslims, as well as differences in background that can cause conflict if not managed properly [7]. In addition, external factors such as the influence of globalization and radicalism can also influence the attitudes and behavior of students, so that more systematic efforts are needed to foster these values [8], [9].

Based on this background, this study aims to answer several critical questions: (1) How is the fostering of the attitude of Islamic brotherhood in students at the Nurul Asna Islamic Boarding School? (2) How is the fostering of the attitude of national brotherhood in students at the Islamic Boarding School? (3) What are the supporting and inhibiting factors in fostering Islamic brotherhood and wathaniyah attitudes at the Nurul Asna Islamic Boarding School?

Several previous studies have discussed similar topics, but with different focuses and contexts. For example, a study conducted by Amri Waluyo Mukti (2020) on the da'wah method of the Walisongo Islamic Boarding School in increasing Islamic brotherhood in the community [10]. This study found that the da'wah method through mutual cooperation activities can increase brotherhood among Muslims. In addition, research by Dyan Amalia (2020) on the implementation of Islamic brotherhood values and ta'awun attitudes in Wirasana Village shows that religious activities such as routine religious studies and social activities can strengthen the values of brotherhood [11].

Another relevant study is a study by Febriyanti (2021) which examines the implementation of Islamic brotherhood and worship discipline among students at the Agro Nuur El Falah Islamic Boarding School [12]. The results of this study indicate that the exemplary behavior of caregivers and female teachers, as well as the punishment given to students who violate, can improve discipline and brotherhood among students. However, these studies have not specifically discussed the development of Islamic brotherhood and nationalism in the context of Islamic Boarding Schools that have students with very diverse backgrounds such as Nurul Asna Islamic Boarding School.

To overcome these problems, this study proposes a comprehensive approach in developing Islamic brotherhood and nationalism in Nurul Asna Islamic Boarding School. This approach includes development through daily activities, such as time discipline, advice, and reprimands, as well as through religious and social activities that involve all students. In addition, this study also emphasizes the importance of exemplary behavior from caregivers and female teachers in instilling the values of brotherhood.

Another proposed approach is to increase interaction between students through activities that encourage mutual acquaintance (ta'aruf), mutual understanding (tafahum), and mutual assistance (ta'awun). These activities are expected to create a harmonious and tolerant environment, as well as reduce the potential for conflict that may arise due to differences in background.

The new value of this study lies in its focus on fostering the attitude of ukhuwah Islamiyah and wathaniyah in the context of Islamic Boarding Schools that have students with very diverse backgrounds. This study not only discusses the theoretical aspects of the values of brotherhood, but also provides a practical picture of how these values can be implemented in everyday life in Islamic Boarding Schools. In addition, this study also identifies supporting and inhibiting factors in fostering the attitude of ukhuwah, so that it can be a reference for other Islamic Boarding Schools facing similar challenges. Thus, this study is expected to provide new contributions in the field of Islamic education, especially in the context of fostering the character of students in Islamic Boarding Schools. The results of this study are also expected to be a reference for Islamic Boarding School managers in developing more effective coaching strategies to create a harmonious and tolerant environment.

2. METHOD

This study uses a qualitative descriptive approach that aims to describe and analyze the development of Islamic brotherhood and national brotherhood at the Nurul Asna Islamic Boarding School. The descriptive method is used to understand this phenomenon in depth without intervention or manipulation of the conditions being studied [13]. This study was conducted in a naturalistic manner, where data was collected directly through interaction with research subjects in the Islamic boarding school environment.

The research procedure begins with problem identification. Observing the social conditions of students at the Nurul Asna Islamic Boarding School to determine the aspects of Islamic brotherhood and national brotherhood that are the focus of the study. After that, the selection of the research location. Determining the Nurul Asna Islamic Boarding School as the research location. The research location was chosen because the Nurul Asna Islamic Boarding School is an institution that has a program for developing Islamic brotherhood and national brotherhood that is relevant to the research objectives.

After that, the determination of research subjects such as selecting students, ustadz, and Islamic boarding school caretakers as the main informants. researchers collected data through three main techniques: interviews, observation, and documentation. Primary data were obtained directly from the field through interviews with the caretakers of the boarding school, ustadz, and students, as well as direct observation of coaching activities. Secondary

data were obtained from Islamic boarding school documents, such as archives, diaries, and photos. Interviews were conducted in a semi-structured manner to gain an in-depth understanding of the practice of Islamic brotherhood and wathaniyah in the boarding school [14]. Observations aimed to observe the interactions of students in various daily activities to understand their social relationship patterns [15]. Documentation was used to collect data from the boarding school archives, activity reports, and documentation photos [16].

Testing the validity of the data was carried out through the triangulation method, which includes source triangulation and technical triangulation [17]. Source triangulation was carried out by checking data obtained from several sources, such as interviews with the caretakers of the boarding school and ustad [18]. Technical triangulation was carried out by checking the same data through different techniques, for example comparing interview results with direct observation results [19].

The data collection process began with in-depth interviews with key informants, such as the caretakers of the pondok and ustad, to understand their perspectives on fostering Islamic brotherhood and wathaniyah. Observations were conducted directly on the fostering activities carried out at the Islamic boarding school, such as religious activities, discussions, and social activities. Documentation was used to complement the data obtained from interviews and observations, by analyzing documents such as diaries, photos, and archives of the pondok.

After the data was collected, the next step was data reduction. At this stage, the researcher summarized and grouped the data based on categories that were relevant to the research objectives. The reduced data was then presented in the form of a narrative that described the process of fostering Islamic brotherhood and wathaniyah at the Nurul Asna Islamic Boarding School. This data presentation was carried out by combining the results of interviews, observations, and documentation.

The final stage of this research was drawing conclusions. At this stage, the researcher verified the data that had been collected and analyzed. Conclusions were drawn based on the relationship between the data obtained and the research problems. The researcher also ensured that the data used had gone through a triangulation process to ensure its validity.

Thus, this study uses a qualitative approach that allows researchers to describe in depth and detail the process of fostering Islamic brotherhood and wathaniyah at the Nurul Asna Islamic Boarding School. Systematic research procedures, from data collection to analysis, ensure that the results of the study can be scientifically accounted for.

3. RESULTS AND DISCUSSION

3.1. Fostering Islamic Brotherhood Attitudes for Students at Nurul Asna Islamic Boarding School

Fostering Islamic Brotherhood attitudes at Nurul Asna Islamic Boarding School aims to create a generation of Muslims who have noble morals, have a strong sense of brotherhood, and are ready to enter society. Based on the results of research and interviews with caregivers, ustad, and students, this development is carried out through various activities involving students, both daily, weekly, and annually. These activities are designed to build a sense of brotherhood, solidarity, and cooperation among fellow students, as well as train responsibility and concern for the environment.

3.1.1. Islamic Brotherhood Development Activities

Islamic brotherhood development activities are carried out in daily activities such as congregational prayers, reading books, and morning duty, forming a routine that disciplines students while strengthening the bonds of brotherhood through joint worship. In addition, weekly activities such as grave pilgrimages and dhibaiyah are a means to train cooperation and mutual respect. Dhibaiyah, for example, teaches students to work together in carrying out religious duties. Annual activities such as studying the yellow book during the month of Ramadan and Haflah Akhirusannah are important moments in the development of Islamic Brotherhood, not only deepening religious knowledge but also strengthening relationships between students. Khitobah trains students to be responsible and brave in appearing in public, while dhibaiyah strengthens the sense of togetherness in carrying out worship. In addition, ro'an or mutual cooperation activities instill the values of cooperation and concern for the surrounding environment. PHBI is also an important moment in building Islamic Brotherhood, where students are invited to work together in enlivening events and establishing good relations with the surrounding community through religious studies and various competitions.

3.1.2. The Role of the Role Model of Caregivers and Ustads

The development of Islamic Brotherhood is also greatly influenced by the role models given by caregivers and ustads [20]. The caregivers of the Nurul Asna Islamic Boarding School, such as KH. Nasafi, provides a real example in everyday life by treating students like his own family. His loving, humble, and fair attitude in treating each student creates a warm and supportive environment for students to grow in the values of Islamic brotherhood. This exemplary behavior is not only seen in daily interactions, but also in the way he faces challenges and solves problems with wisdom. This is a major factor in creating a harmonious and respectful environment among students.

In addition, the ustad and caregivers are also active in providing in-depth guidance and advice, both through lectures and informal discussions [21]. They not only teach religious knowledge, but also practice Islamic values in everyday life, such as honesty, patience, and concern for others. Thus, students not only learn from theory, but also see firsthand how these values are realized in real actions. The combination of exemplary behavior and guidance

makes the Nurul Asna Islamic Boarding School an ideal place to form strong, noble, and brotherly character in students.

3.1.3. New Student Orientation Period

The orientation period for new students is also an important moment in fostering Islamic Brotherhood [7]. During this period, new students are introduced to the boarding school environment and invited to interact with old students. Through various activities such as introducing the boarding school rules, group discussions, and games that emphasize cooperation, new students are taught to understand and appreciate the values of togetherness and brotherhood. These activities not only help new students adapt to the boarding school environment, but also build a strong foundation in recognizing and implementing the values of Islamic brotherhood.

In addition, the orientation period is also an opportunity for old students to guide and share experiences with new students, creating a close bond between the two [22]. This process strengthens mutual trust and concern among fellow students, which ultimately supports the creation of a harmonious and family-like boarding school environment. Thus, the orientation period is not just an introduction, but also a crucial initial step in shaping the character of students who are ready to live life in the boarding school with a spirit of brotherhood and responsibility.

3.1.4. Utilization of Social Media

In addition to activities within the pondok, social media is also utilized to maintain relationships between students and alumni [23]. This ensures that Islamic Brotherhood remains intact even though they are no longer living at the pondok. Through platforms such as WhatsApp groups, Instagram, or Facebook, students and alumni can continue to communicate, share experiences, and support each other in various aspects of life. Social media is an effective means to expand the network of brotherhood and maintain the emotional bonds that have been built during their time at the pondok.

The development of Islamic Brotherhood attitudes at the Nurul Asna Islamic Boarding School is carried out through various methods, such as the role model of the caregivers, daily, weekly, and annual activities, and interaction with the surrounding community. These activities not only train students in terms of responsibility and cooperation, but also build a sense of togetherness and mutual understanding between students who come from various backgrounds. Thus, the Nurul Asna Islamic Boarding School has succeeded in creating a generation of Muslims who have noble character and are ready to contribute to society.

In addition, Islamic boarding schools also hold regular reunion or gathering activities involving students and alumni [7]. This activity is a moment to strengthen the bonds of brotherhood and evaluate the development of alumni in community life. With a combination of activities inside the boarding school, the use of social media, and direct interaction, Nurul Asna Islamic Boarding School continues to strive to maintain and develop the values of Islamic Brotherhood, both inside and outside the boarding school environment. This shows the boarding school's commitment to forming a generation that is not only intellectually intelligent, but also has high concern and solidarity for others.

3.2. Fostering the Attitude of Ukhuwah Wathaniyah in Students at Nurul Asna Islamic Boarding School

The fostering of the attitude of Ukhuwah Wathaniyah (national brotherhood) at Nurul Asna Islamic Boarding School aims to instill a sense of love for the homeland, nationalism, and concern for others. The activities carried out include flag ceremonies, social services, reading books, and other activities that teach the values of tolerance, justice, and togetherness [24]. Through this coaching, students are expected to become a generation that loves their homeland, appreciates differences, and is ready to contribute to the progress of the nation. In addition, activities such as national discussions and leadership training also shape the mindset of students so that they have broad national insight. Interaction with the surrounding community through social activities also fosters a sense of empathy and awareness of the importance of maintaining unity in diversity. With the provision of strong national values, students will not only become religious individuals, but also responsible citizens who are ready to serve for the good of the people and the nation.

3.2.1. Ukhuwah Wathaniyah Coaching Activities

The flag ceremony is one of the routine activities at the Nurul Asna Islamic Boarding School to instill a sense of love for the homeland in students. This activity is carried out on important days such as Indonesian Independence Day (August 17) and National Santri Day, teaching students to respect state symbols and fostering a spirit of nationalism. In addition, social service activities such as blood donation in collaboration with PMI (Indonesian Red Cross), GENPI, and UKSW are a means to instill a sense of concern for others. Through this activity, students are taught to help each other regardless of ethnicity, religion, or culture, while also establishing good relationships with the surrounding community. In terms of education, Nurul Asna Islamic Boarding School teaches the books of Ahlussunah wal Jamaah, such as Arbain Nawawi and Bulughul Maram, which instill the values of tolerance, justice, and balance. Through the teaching of these books, students are taught to be fair and respect differences, both within the boarding school environment and in society. This provision is important when they go directly into society after completing their education at the boarding school. In addition, the activity of watching the Indonesian national soccer team together is also a unique way to foster a sense of nationalism among students, inviting them to support and be proud of the nation's achievements in the international arena.

The fostering of Ukhuwah Wathaniyah is also instilled through the example given by the caretakers of the boarding school. KH. Nasafi, for example, created a patriotic poem that was sung by students every morning before studying the Koran. This poem is an effective medium in instilling a sense of love for the homeland and pride as part

of the Indonesian nation. The exemplary behavior of the caretakers in instilling national values is an important factor in creating a conducive environment for fostering the character of students. In addition, the boarding school also commemorates national and religious holidays as a means to strengthen relations with the surrounding community through activities such as Koran reading and competitions that emphasize togetherness. Overall, fostering the attitude of Ukhuwah Wathaniyah at the Nurul Asna Islamic Boarding School is carried out through various activities that instill a sense of love for the homeland, nationalism, and social concern. Through flag ceremonies, social services, book readings, and the exemplary behavior of the caretakers, the boarding school has succeeded in forming the character of students who respect differences, are tolerant, and are ready to contribute to the progress of the nation. Thus, Nurul Asna Islamic Boarding School not only produces a generation with noble morals, but also has a strong sense of nationalism.

3.3. Supporting and Inhibiting Factors in Fostering Islamic Brotherhood

The fostering of Islamic Brotherhood at Nurul Asna Islamic Boarding School is supported by several important factors. Support from the ndalem family, asatid, and administrators who provide examples and motivation are the main foundations in creating a harmonious environment [25]. In addition, the enthusiasm and good intentions of the students to gain knowledge, as well as the activities of the boarding school that actively involve them, also strengthen this fostering process. Good communication between the administrators and students, as well as positive support from the surrounding community, are also significant supporting factors.

However, there are several inhibiting factors that need to be considered. The diverse backgrounds of the students, both in terms of culture, ethnicity, and character, sometimes cause difficulties in building a strong sense of brotherhood [26]. The students' busy lives as students are also a challenge, because they have to divide their time between boarding school activities and lectures. In addition, limited facilities and infrastructure, as well as a lack of teaching staff, hamper the smooth implementation of coaching activities [27].

Nevertheless, Nurul Asna Islamic Boarding School continues to strive to overcome these obstacles. With enthusiasm and good intentions from all parties, the values of Islamic Brotherhood are maintained and strengthened among students. An environment full of role models and support from various parties is the main key to creating a strong brotherhood. Through these efforts, it is hoped that students can grow as individuals who respect differences and uphold unity within the framework of Islamic Brotherhood.

3.4. Supporting and Inhibiting Factors in Fostering the Attitude of Ukhuwah Wathaniyah

Fostering the attitude of Ukhuwah Wathaniyah at Nurul Asna Islamic Boarding School is supported by several important factors. Support from caregivers, ustadz, and boarding school administrators who always provide motivation and role models are the main foundation in instilling national values [25]. The enthusiasm and discipline of students in participating in Islamic boarding school activities, such as flag ceremonies, social services, and commemorations of national holidays, also help strengthen their love for their country and social concern. In addition, teaching the Ahlussunah wal Jamaah books that emphasize the values of unity and respect for differences is an important means in this development [28], [29].

However, there are several inhibiting factors that need to be overcome. The lack of awareness of students about the importance of maintaining good relationships with others and the surrounding community is a challenge in the development of Ukhuwah Wathaniyah [30]. Some students tend to focus more on personal interests or academic activities, so they are less enthusiastic in participating in national activities. In addition, limited facilities and infrastructure, such as inadequate facilities for flag ceremonies or social services, also hinder the implementation of activities optimally.

Internal factors such as laziness, lack of discipline, and minimal motivation in some students also become obstacles. Some students have difficulty in dividing their time between pesantren activities and responsibilities outside, such as lectures, thus reducing their participation in development activities [31]. The influence of the external environment, especially when students return home, can also influence their attitudes and behavior, so that the principles of the pondok that have been taught are sometimes ignored [32].

Nevertheless, Nurul Asna Islamic Boarding School continues to strive to overcome these obstacles. With support from various parties and activities designed to instill national values, it is hoped that students can grow into a generation that loves the homeland and maintains unity. This effort is expected to strengthen Ukhuwah Wathaniyah among students, although these challenges remain.

3.5. Analysis of Islamic Brotherhood Development Activities

Islamic Brotherhood development activities at Nurul Asna Islamic Boarding School include various activities designed to instill the values of brotherhood and responsibility among students. Some of the main activities include ro'an (mutual cooperation), dzibaan (recitation of sholawat), khitobah (speech practice), and commemoration of Islamic holidays (PHBI). The ro'an activity, which is carried out every Friday, involves all students in cleaning the boarding school environment, thus training them to work together and have responsibility for the environment. Dzibaan, which is held every Friday night, provides an opportunity for students to take turns in reciting the sholawat, thus honing their abilities and skills.

Khitobah activities are also an important means in fostering Islamic Brotherhood, where students are given the task of becoming MCs, qori', or preachers. This trains them to speak in public, manage events, and increase their self-confidence. In addition, the commemoration of Islamic holidays such as the Prophet's Birthday and Isra' Mi'raj

are important moments to instill Islamic values and brotherhood. Through various competitions and religious events, students are invited to strengthen their sense of togetherness and solidarity.

The fostering of Islamic Brotherhood does not only focus on religious aspects, but is also closely related to the fostering of Ukhuwah Wathaniyah, which emphasizes a sense of love for the homeland and nationalism. Activities such as ro'an and social services not only train students to help each other, but also instill concern for the surrounding environment. Meanwhile, PHBI activities and flag ceremonies are a means to instill a sense of love for the homeland and togetherness among students. These two aspects complement each other, creating a generation of Muslims who are not only well-mannered, but also have a strong sense of nationalism.

However, there are several challenges in this coaching process. The differences in the backgrounds of the students, both in terms of culture, ethnicity, and character, require the caregivers and ustadz to be more patient and meticulous in guiding the students. In addition, limited facilities and infrastructure are also obstacles that need to be overcome so that coaching activities can run smoothly. However, through structured activities and support from various parties, Nurul Asna Islamic Boarding School continues to strive to create an environment that supports the development of Islamic Brotherhood and National Brotherhood in a balanced manner.

3.6. Analysis of National Brotherhood Coaching Activities

The analysis of national brotherhood coaching activities at Nurul Asna Islamic Boarding School shows that the activities carried out have an important role in instilling a sense of love for the homeland, nationalism, and social concern among students. These activities include flag ceremonies, community service, study of Ahlussunah wal Jamaah books, and joint viewing of national soccer team matches. Flag ceremonies, which are held on national holidays such as Independence Day and National Santri Day, aim to instill a sense of pride as part of the Indonesian nation [33]. Meanwhile, community service activities such as blood donation and community service with the surrounding community train students to have social awareness and solidarity towards their surroundings [34]. Study of Ahlussunah wal Jamaah books, such as Bulughul Maram and Nashoihul Ibad, are also an important means of fostering ukhuwah wathaniyah [35]. These books teach students to be fair, tolerant, and balanced in dealing with differences [36]. These values are very relevant in the context of nationality, where students are taught to respect differences in ethnicity, religion, and culture. In addition, joint viewing of national soccer team matches is also a means of strengthening a sense of love for the homeland and pride as an Indonesian nation [33].

The development of ukhuwah wathaniyah at the Nurul Asna Islamic Boarding School cannot be separated from the development of ukhuwah islamiyah. These two aspects are interrelated and mutually supportive. The development of ukhuwah islamiyah, which emphasizes brotherhood among Muslims, also strengthens the development of ukhuwah wathaniyah which emphasizes a sense of love for the homeland and nationalism [37], [38]. Activities such as khitobah, ro'an, and flag ceremonies not only shape the character of students who have a strong sense of brotherhood, but also instill a sense of togetherness and nationalism. This shows that character development in Islamic boarding schools is not only focused on religious aspects, but also includes social and national aspects [39], [40].

However, there are several challenges in this development process. One of them is the difference in the background of students who come from various regions with different cultures and characters. This requires caregivers and ustadz to be more patient and meticulous in guiding students. In addition, the lack of facilities and infrastructure is also an obstacle that needs to be overcome so that the development process can run smoothly. Despite the challenges, the fostering of ukhuwah wathaniyah at the Nurul Asna Islamic Boarding School has succeeded in creating a generation of Muslims who have noble morals and a strong sense of love for their homeland, ready to contribute to maintaining the unity of the nation

3.7. Implications of Fostering the Attitudes of Ukhuwah Islamiyah and Ukhuwah Wathaniyah

Fostering the attitudes of Ukhuwah Islamiyah and Ukhuwah Wathaniyah in students at the Nurul Asna Islamic Boarding School has positive implications for the development of the students' character [28], [41], [42]. Students who have undergone this fostering are expected to become agents of change who are able to bring positive impacts to society. They are expected to be able to establish good relationships with fellow Muslims, and have a strong sense of love for their homeland.

In addition, this fostering also has implications for the surrounding community. The Nurul Asna Islamic Boarding School is not only a place to gain religious knowledge, but also a center for social activities that involve the surrounding community. This creates a harmonious relationship between the Islamic boarding school and the community, and strengthens the sense of brotherhood and togetherness [43].

The development of Islamic Brotherhood and National Brotherhood attitudes in students at the Nurul Asna Islamic Boarding School has been carried out through various activities aimed at forming the character of students who have a strong sense of brotherhood and love for their country. Although there are several inhibiting factors, such as limited facilities and infrastructure, and lack of awareness of students, support from caregivers, ustadz, and the surrounding community has succeeded in creating a harmonious environment and supporting the development process.

With this development, it is hoped that students at the Nurul Asna Islamic Boarding School can become a generation of Muslims who have noble morals, are trustworthy, and have a strong sense of love for their country. They

are expected to become agents of change who are able to bring positive impacts to society, as well as maintain the unity of the nation.

4. CONCLUSION

The research conducted at Pondok Pesantren Nurul Asna aimed to analyze the cultivation of Ukhuwah Islamiyah (Islamic brotherhood) and Ukhuwah Wathaniyah (national brotherhood) among students, focusing on the methods, supporting factors, and challenges faced in the process. The study sought to understand how these values are fostered and their implications for students' character development. Activities cultivation of Ukhuwah Islamiyah (Islamic brotherhood) and Ukhuwah Wathaniyah section confirmed that the activities implemented, such as daily religious practices, social services, and national ceremonies, effectively instilled a sense of brotherhood, love for the nation, and social responsibility among students. The findings align with the initial expectations, demonstrating that the integration of religious and national values through structured activities and role models significantly contributes to the students' moral and social development. The research also identified several challenges, including the diverse backgrounds of students and limited resources, which require strategic solutions to enhance the effectiveness of the programs. Despite these challenges, the study highlights the importance of continuous support from educators, families, and the community in sustaining these values. For future research, it is recommended to explore the long-term impact of these programs on students' behavior and contributions to society after they leave the pesantren. Additionally, further studies could investigate the role of technology and digital platforms in supporting the cultivation of Ukhuwah Islamiyah and Ukhuwah Wathaniyah in modern educational settings. The findings of this research can serve as a foundation for developing more comprehensive and inclusive educational strategies that promote unity, tolerance, and national pride among students in diverse environments.

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