

Internalization of Tawaduk Values Through Daily Habits of Students at Islamic Boarding Schools

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Abstract. This study aims to analyze the process of internalizing the value of Tawaduk (humility) through the daily habits of students at the Agro Nur El-Falah Islamic Boarding School in Salatiga. The focus of the study includes three aspects, namely the internalization of the value of humility through the daily habits of students, the role of teachers in shaping the attitude of humility among students, and the exemplary behavior of teachers in shaping the attitude of humility among students. The researcher employed a qualitative ethnographic educational approach, involving direct observation, interviews, and documentation, followed by inductive data analysis within the cultural context of the boarding school. The findings indicate that the internalization of humility is effectively fostered through habits such as greeting others, shaking hands, and bowing to teachers, reinforced by teachers' guidance and their exemplary behavior in demonstrating humility and living a simple life. This study recommends that the boarding school continue to strengthen teachers' roles in character development and instill humility through a consistent culture of etiquette.

Keywords: Internalization of Values; Humility; Cultivation of Santri Manners; Islamic Boarding School.

1. Introduction

Islamic boarding schools, as traditional Islamic educational institutions, play a crucial role in shaping the character and moral values of students through a holistic approach that encompasses spiritual, intellectual, and social aspects. One of the values taught is humility, which reflects an awareness of one's limitations before God and fellow human beings. This value not only serves as the foundation for individual ethics but also as a pillar in fostering social harmony within the boarding school community. (Julfikar, 2024).

A study explains that the humility of Islamic boarding school students is reflected in socio-cultural practices such as cocoghen, reading religious texts, celebrating Eid al-Adha, khalwat, and communal activities such as reading the al-Habsyi and Barzanji prayers, studying the Hidayatul Muta'alim book, cooking together, retreats, and simple fasting, which reflect submission to Allah, respect for the Prophet, and Islamic brotherhood. Ecological values in boarding school cultural practices are evident in the harmonious relationship between students, teachers, the natural environment, and the surrounding community, where the preservation of local culture and the development of religious character contribute to strengthening spirituality, social interaction, and respect for Allah's creation. (Khotimah et al., 2024).

In another study, it is explained that appreciation of the characteristics of the Prophet Muhammad SAW, especially humility, should be cultivated in the education system so that students, especially the intelligent ones, are able to emulate the noble

character of the Prophet in the process of seeking knowledge and interacting with teachers and peers. By instilling the value of humility through the stories of the Prophet's life, students not only avoid negative traits such as arrogance and egoism but also become more aware that the blessings of knowledge can only be attained through self-awareness and proper conduct toward knowledge and educators. (Lubis, 2022).

In addition, the contextual learning model has been proven to improve the learning outcomes of Islamic Education students on the topics of humility, sincerity, and asking for help. This is evident from the increase in students' average scores from 68 (classical completion rate of 39%) at the initial stage, to 74.44 (58.33%) in cycle 1, and reaching 85.00 (94%) at the end of cycle 2. (Hasibun, 2023).

The urgency of this study is based on the contemporary challenges faced by Islamic boarding schools in internalizing moral values, including humility, amid the tide of modernization and globalization. Although pesantren have implemented various moral education programs, the implementation of the value of humility in the daily lives of students is often inconsistent. This is evident from the behavior of some students who fail to demonstrate respect toward their mentors or teachers, as well as the lack of exemplary behavior from some mentors in instilling this value. (Julfikar, 2024).

Previous studies have focused on the importance of daily manners as an effective method for internalizing moral values. For example, the habit of praying in congregation, maintaining environmental cleanliness, and good social interaction have been proven to shape the character of students with noble morals. However, there is still a gap in the understanding and application of the value of humility in depth, which requires a more structured and systematic approach. (Umami & Amrulloh, 2017).

The current status of research indicates that although there have been efforts to instill the value of humility through various programs, their effectiveness still needs to be improved. Several studies have identified that the methods of role modeling (*uswatun hasanah*) and the cultivation of daily etiquette are potential strategies for effectively instilling the value of humility. However, the implementation of these strategies still faces various challenges, such as a lack of consistency and support from the surrounding environment. (Usman, 2018).

The novelty of this study lies in its focus on examining in depth the process of internalizing the value of humility through the daily habits of students at Islamic boarding schools. This study aims to identify effective habit-forming strategies, supporting and hindering factors in the internalization process, as well as the role of mentors in instilling the value of humility. Thus, this study is expected to contribute to the development of a more effective character education model in the boarding school environment (Hadi & Hanani, 2023; Julfikar, 2024).

The purpose of this study is to analyze how the internalization of *tawaduk* values can be formed through daily manners practiced by students at Islamic boarding schools. This study specifically examines three important aspects, namely: first, how daily manners become a medium for instilling the value of humility in students; second, the active role of teachers in guiding and shaping students' humility through learning approaches and character building; and third, the exemplary role of teachers as role models who have a real influence in shaping students' humility through examples of humility in their daily lives in the Islamic boarding school environment (Akhyar et al., 2024; Budiman et al., 2024)

2. Methods

This study uses a qualitative ethnographic approach to education, which aims to understand the process of internalizing the value of tawaduk through daily habits in a pesantren environment. In this approach, the researcher is directly involved in the field to observe social interactions, habits, and values practiced by students and teachers naturally in their daily lives. The procedure began with the selection of relevant research subjects and locations, namely the Agro Nur El-Falah Islamic Boarding School in Salatiga, followed by participatory observation, in-depth interviews with teachers and students, and documentation of etiquette practice activities. The researcher aims to capture the meaning and values of humility that are internalized through daily practices such as greeting others, bowing before teachers, and maintaining proper etiquette among students. (Arivan Mahendra, Muhammad Wahyu Ilhami & , Rusdy A. Sirodj, 2024).

In educational ethnographic procedures, data analysis is conducted inductively and qualitatively, using data reduction, data presentation, and repeated conclusion drawing techniques. (Fahriana Nurrisa, Dina Hermina, 2025). The data was analyzed to identify patterns of behavioral norms that reflect the value of humility and how this value is transmitted culturally by teachers. Data validity was ensured through triangulation techniques, member checks, and discussions with key informants to ensure accurate interpretations of social practices in the pesantren. This procedure provides a deep understanding of how religious character values such as humility are not only taught but also internalized in daily life as part of the pesantren's educational system.

3. Results and Discussion

3.1. Internalization of the Value of Tawaduk (Humility) through the Habituation of Santri Etiquette at the Agro Nur El-Falah Islamic Boarding School in Salatiga

Humility is a core value in character education at Islamic boarding schools. This attitude not only reflects noble character but also serves as the foundation for shaping students who respect knowledge and teachers. The internalization of humility is fostered through the practice of proper etiquette at the Pondok Pesantren Agro Nur El-Falah Salatiga Islamic boarding school. This is done by greeting others with a salam, shaking hands, and bowing when meeting teachers. These actions embody the practical application of moral education in Islamic boarding schools, which emphasizes character development through the cultivation of daily attitudes and etiquette. (Julfikar, 2024).

Greetings when meeting teachers are a form of respect and familiarity taught from an early age at the Agro Nur El-Falah Islamic Boarding School in Salatiga. This tradition not only strengthens the relationship between students and teachers but also instills Islamic values in daily life. The habit of greeting others is an integral part of internalizing the value of humility, which effectively shapes the character of students to be polite, humble, and respectful toward others. (Mustofa & Nasucha, 2023).

Shaking hands with teachers every time they meet is a practice that fosters respect and closeness between students and teachers. This tradition teaches students to always value and respect those who are older, while also strengthening positive emotional bonds. The habit of shaking hands every time they meet a teacher is an effective way to instill the value of humility among students, as it cultivates respectful and humble behavior in daily interactions. (Julfikar, 2024).

Bowing when meeting a teacher is a physical expression of humility that reflects a deep sense of respect for teachers as sources of knowledge. In the pesantren tradition,

this gesture is not merely a custom, but part of the etiquette taught and practiced by every santri as a form of recognition of the noble position of a teacher. This attitude reinforces spiritual and ethical values in the educational process while shaping the character of students to be humble and well-mannered in their interactions with others, especially those who are more knowledgeable. (Munir, 2019).

The internalization of humility in Islamic boarding schools generally takes place through three main stages, namely transformation, transaction, and transinternalization. The transformation stage is the initial phase in which humility is conveyed through direct teaching by ustaz or kiai, either through lectures, religious texts, or religious discussions. Next, the transaction stage occurs when students are encouraged to practice these values in their daily lives, such as through proper etiquette toward teachers and fellow students, as well as through the exemplary behavior demonstrated by their teachers. Finally, during the transinternalization stage, the values of humility, which initially originated from outside the students, gradually become an integral part of their personality and character, deeply rooted in their attitudes and behavior. (Bahri & Wahyudi, 2024).

The cultivation of humility in Islamic boarding schools is realized through various daily activities such as community service, congregational prayers, and regular religious study sessions. These activities are not merely routines but also effective means of instilling humility and noble character in the students. Through active participation in collective activities, students learn to value others, humble themselves before God and teachers, and develop the habit of living in harmony and obedience. Consistency and comprehensiveness make these daily practices a powerful method for internalizing the value of humility in a natural and sustainable manner. (Umami & Amrulloh, 2017).

The internalization of humility has significant positive implications for the character development of santri, particularly in fostering humility, respect for teachers, and noble behavior. These values not only strengthen spiritual and social life in the pesantren environment but also serve as important tools for santri in interacting with the wider community. Students who have internalized the value of humility generally exhibit moderate attitudes in practicing religious teachings and behave politely and respectfully toward others, reflecting a mature and wise personality in their daily lives. (Azidar, 2024).

Effective strategies for internalizing the value of humility in Islamic boarding schools require a comprehensive approach, namely through the exemplary behavior of teachers who reflect humility, as well as the cultivation of daily habits such as greeting others politely, respecting teachers, and living simply. The success of this strategy depends heavily on the consistency of its implementation and the commitment of all elements of the boarding school, from the leadership to the students themselves. With sustained implementation, students are expected to grow into humble and virtuous individuals, in line with the noble values of pesantren education.

3.2. The Role of Teachers in Shaping the Attitude of Tawaduk (Humility) Among Students at the Agro Nur El-Falah Islamic Boarding School in Salatiga

Humility, or tawaduk, is one of the values in character education at Islamic boarding schools. At Pondok Pesantren Agro Nuur El-Falah Salatiga, the development of this attitude is an integral part of the educational process, with teachers playing a guiding role in helping students achieve noble character. This attitude not only reflects noble

character but also serves as the foundation for relationships between students and teachers. As a traditional Islamic educational institution, the boarding school emphasizes the importance of manners and moral values in the learning process, making humility one of the core values instilled in the students. (Munir, 2019).

The role of teachers in shaping the humble attitude of students at the Agro Nur El-Falah Islamic Boarding School in Salatiga is through guiding students in their daily lives. In this guidance process, teachers not only act as educators but also as moral mentors who instill values of humility through advice, setting a good example, and emotional closeness with the students. Through consistent and loving guidance, students learn to be humble, respect others, and uphold proper etiquette in their interactions, both with fellow students and with teachers.

Teachers at Islamic boarding schools not only serve as educators, but also as spiritual and moral guides. They guide students in understanding religious teachings and applying them in their daily lives, including fostering an attitude of humility. Through a personal approach and consistent teaching, teachers help students internalize the values of humility. (Shofi, 2023).

Advice is an effective method used by teachers to instill the value of humility. Through lectures, discussions, and dialogues, teachers convey moral messages that are relevant to the lives of students, encouraging them to be humble in various situations. Teachers also provide direct advice to students as part of efforts to cultivate a humble character. This advice is often given in informal settings, such as after group prayers or during daily activities at the boarding school. Through advice, teachers convey moral messages that are relevant to the students' lives, encouraging them to always act humbly and respect others. (Denny Nuril Hakim, 2025).

Teachers' exemplary humility serves as a real-life example for students. Teachers who demonstrate humility in their daily interactions have a strong positive influence on students. Students tend to emulate their teachers' behavior, making this example an effective method for instilling humility. Teachers actively participate in various student activities, such as religious study sessions, group discussions, and extracurricular activities. This involvement allows teachers to provide direct examples of humility and guide students in applying it in social interactions and daily activities.

The exemplary behavior of teachers at the Agro Nur El-Falah Islamic Boarding School in Salatiga in demonstrating humility serves as a crucial foundation in shaping the character of the students. Through their humble demeanor in daily interactions, teachers provide tangible examples that are easily emulated by the students. Behaviors such as greeting others politely, listening attentively to students, and willingly assisting in various activities reflect a consistent attitude of humility. Teachers' active involvement in religious lessons, group discussions, and extracurricular activities further strengthens the internalization of these values, as students can directly observe and practice humility within the context of boarding school life. (Denny Nuril Hakim, 2025).

Teachers who are actively involved in student activities, such as sports, arts, and social activities, demonstrate that humility is not only taught theoretically but also practiced in various aspects of life. This involvement strengthens the relationship between teachers and students, creating an environment conducive to character building. (Denny Nuril Hakim, 2025).

The Islamic boarding school environment, which promotes Islamic values and noble character, plays a crucial role in fostering humility. The communal lifestyle, religious

activities, and social interactions within the boarding school create an atmosphere that encourages students to practice humility in their daily lives. Pondok Pesantren Agro Nur El-Falah instills humility through daily routines such as greetings, mutual assistance, and respect for others. Teachers play a role in supervising and guiding students in practicing these habits, so that humility becomes an integral part of their character.

The cultivation of humility is not only the responsibility of teachers, but also involves the active participation of students. Students are encouraged to remind and support each other in practicing humility. This collaboration creates a community that supports each other in the cultivation of noble character. (Munir, 2019).

The development of humility in Islamic boarding schools requires synergy between teachers, students, and the boarding school environment. Through guidance, advice, setting a good example, and active involvement in student activities, teachers play a central role in instilling the values of humility. With a holistic and sustainable approach, boarding schools can produce a generation that is not only intellectually intelligent but also noble in character.

3.3. Teachers' exemplary behavior in shaping the humble attitude of students at the Agro Nur El-Falah Islamic Boarding School in Salatiga

The exemplary behavior of teachers at Islamic boarding schools is a means of character education for students, particularly in instilling humility. Humility is not only taught theoretically, but also practiced through the daily lives of teachers, which can be directly observed by students. Pondok Pesantren Agro Nur El-Falah Salatiga, as an Islamic educational institution, upholds moral values in the development of noble character among its students.

One tangible example of a teacher's exemplary behavior is simplicity in everyday life. Teachers at the Agro Nur El-Falah Islamic Boarding School in Salatiga are known for living modestly, whether in terms of clothing, food, or lifestyle. This simplicity sends a strong message to students that a person's nobility does not lie in worldly luxuries, but in their character and knowledge. (Ferihana & Rahmatullah, 2023).

The simplicity of pesantren teachers is a reflection of noble character and exemplary behavior in daily life. A lifestyle free from luxury, humility, and the use of basic facilities are tangible expressions of spiritual values and sincerity in service. In the context of pesantren education, the simplicity of teachers is not only a moral example for students but also an effective means of shaping the character of students to be humble, modest, and not dependent on worldly things. This attitude strengthens the values of sincerity, sacrifice, and dedication, which are at the core of pesantren education. (Marsuin, 2024).

Respecting fellow teachers at the Agro Nur El-Falah Islamic Boarding School in Salatiga is a highly cherished value and an integral part of the boarding school's culture in fostering humility. Teachers consistently demonstrate mutual respect, both in their words and actions, such as greeting one another, not interrupting conversations, and giving priority to seniors in various situations. This attitude not only strengthens the bonds of brotherhood among educators but also serves as a concrete example for students in building noble character and respect for others.

Respecting fellow teachers in Islamic boarding schools is an integral part of the scholarly etiquette highly cherished in the Islamic educational tradition. The mutual

respect among teachers reflects moral exemplary behavior and integrity in imparting knowledge to the students. In the context of a boarding school, teachers not only serve as educators but also as moral role models, so harmonious and respectful relationships among them serve as a concrete example for students in developing a humble, modest, and respectful attitude in their daily lives. (Bagas Nirwana Selian, 2022).

Being willing to help students at the Agro Nur El-Falah Islamic Boarding School in Salatiga is a tangible example of teachers setting an example in fostering humility. Teachers not only provide academic and spiritual guidance but also actively engage in the daily lives of students, such as helping resolve personal issues, offering support during boarding school activities, or simply accompanying students when they need guidance. This approach fosters respect and affection, while also serving as a concrete example for students about the importance of humility and sincerity in serving others.

The willingness to help students at Islamic boarding schools reflects the values of caring, responsibility, and exemplary behavior that are part of spiritual-based character education. In the context of Islamic boarding schools, teachers not only act as formal educators but also as mentors who are present in the daily lives of students, including in practical situations such as helping with daily needs, providing care when they are sick, or accompanying them in dealing with personal problems. This attitude instills the values of humility and empathy, fostering strong bonds between teachers and students, thereby making the educational process more humane and meaningful. Through this example, students learn the importance of mutual assistance in community life in accordance with the principles of Islamic brotherhood (*ukhuwah Islamiyah*). (Sunardi et al., 2024).

The exemplary conduct of teachers at the Agro Nur El-Falah Islamic Boarding School in Salatiga serves as a cornerstone in character education for students, particularly in instilling humility. Through a simple lifestyle, mutual respect among teachers, and a genuine concern for assisting students, the teachers provide tangible examples that students can directly emulate in their daily lives. This exemplary conduct not only teaches spiritual and moral values theoretically but also creates an educational environment rich in sincerity, empathy, and respect.

4. Conclusion

Internalization of humility in Islamic boarding schools can be effectively formed through the habit of good manners among students, such as greeting others, shaking hands, and bowing when meeting teachers. These values are reinforced by the active role of teachers in guiding, advising, and participating in the daily activities of students. The exemplary behavior of teachers, such as living simply, respecting one another, and being willing to assist students, is the key to instilling humility in a tangible way. Therefore, it is recommended that boarding schools continue to optimize the role of teachers as role models and character developers, while strengthening a consistent culture of etiquette in the daily lives of students.

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