

The Influence of Boarding Students on the Education of Students at the Darul Ikhlas Islamic Boarding School

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ABSTRACT

Education is an important pillar in a country, the progress or decline of a country can be determined by education itself. This study aims to analyze the influence of boarding schools on the educational outcomes of students at the Darul Ikhlas Islamic Boarding School using a quantitative approach with simple linear regression analysis. A sample of 89 students was selected through simple random sampling from a population of 800 students with the Slovin formula (10% error rate). Primary data was collected through a questionnaire that had been tested valid and reliable (Cronbach's Alpha >0.60). The t-test results showed a calculated t value of 6.702 with a significance of 0.000 (<0.05), so the hypothesis was accepted: boarding schools have a significant and positive effect on students' education. The regression coefficient of 0.512 indicates that every one unit increase in boarding school quality increases students' educational outcomes by 0.512 units. This finding is supported by learning environment theory and previous research on boarding schools, confirming the role of boarding schools in improving students' academic achievement, discipline, and character formation.

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INTRODUCTION

Education is a crucial pillar of a nation; its progress or decline can be determined by education itself. Education itself is a conscious or deliberate effort undertaken by educators to unleash the full potential of students, encompassing cognitive, psychomotor, and affective aspects (Rohman, 2015). As we all know, education encompasses not only intelligence but also attitudes and skills.

Education, which is fundamentally designed to shape individuals who are competent in all aspects of their personality, certainly requires significant effort. Islamic boarding schools (pesantren), one of Indonesia's educational institutions, will have approximately 1.6 million students by 2025. The sheer number of students in Islamic boarding schools throughout Indonesia demonstrates the public's trust in Islamic boarding schools for their educational purposes.

Providing education to individuals is no easy task. Islamic boarding schools certainly employ various methods to support this education, one of which is placing their students in dormitories. A dormitory is a residence or living space for students to reside within the school environment, typically consisting of individual

rooms (Perdana et al., 2017). A dormitory is more than just a place to live for students; it is also considered a platform or method for training students mentally, emotionally, and personally. Within the dormitory, students are accustomed to a disciplined lifestyle, adhering to all existing regulations. Within the dormitory, they are also accustomed to socializing with their roommates or fellow residents.

Dormitories, as one of the methods used by Islamic boarding schools to educate their students, are an interesting topic for research. As authors, we are focused on determining whether there is an impact of placing students in dormitories. Therefore, this study aims to determine whether dormitories have an impact on student learning outcomes.

METHOD

The method used in this study is quantitative. This quantitative study utilizes statistical figures for data collection and analysis. To collect data, the author employed primary data collection techniques, including structured interviews using a questionnaire as a research instrument.

This research was conducted at the Darul Ikhlas Islamic Boarding School, during the current academic year. The location was selected based on the consideration that the boarding school implements a full boarding-based education system.

The population in this study was all 800 students living in the Darul Ikhlas Islamic Boarding School dormitory. Given the relatively large population, a sample was determined to obtain representative data. The sampling technique used probability sampling with a simple random sampling approach, ensuring that each member of the population had an equal chance of becoming a respondent. The sample size in this study was determined using the Slovin formula with a 10% error rate. Based on the calculation results using the Slovin formula, the sample size was 88.89, which was then rounded up to 89 respondents. The determination of the number of samples was deemed to have fulfilled the adequacy of data for statistical analysis in quantitative research (Sugiyono, 2019).

RESULTS

Tabel 1. Uji Validitas X

The Validity Test Table for Variable X (Dormitory) shows that all statement items (X1–X5) meet the validity criteria. This is evidenced by the calculated r value of each item, namely $X1 = 0.335$; $X2 = 0.696$; $X3 = 0.847$; $X4 = 0.886$; and $X5 = 0.798$, all of which are greater than the r table of 0.2058. Thus, each statement item in the Dormitory variable is declared valid because it is able to measure the intended construct precisely. This means that the instrument items are suitable for use in data collection and can be continued to the next stage of analysis, such as reliability testing and hypothesis testing.

Tabel 2. Uji Validitas Y

Based on the Validity Test Table of Variable Y (Student Education), it is known that all statement items in variable Y (Y1–Y5) have a calculated r value greater than the r table of 0.1765. The calculated r values of each item are 0.346; 0.504; 0.717; 0.899; and 0.868. Thus, all statement items in variable Y are declared valid, because they meet the validity test criteria, namely calculated $r > r$ table. This shows that the Y variable instrument is able to measure the construct of student education accurately and is suitable for use in collecting research data.

Tabel 3. Uji Reliabelitas X

The table shows the results of the reliability test for instrument X (Dormitory) with a Cronbach's Alpha of 0.784 and a total of 5 items. The alpha value of 0.784 is above 0.60 so that the instrument can be declared reliable or has high internal consistency to measure the Dormitory Variable.

Tabel 4. Uji Reliabelitas Y

For variable Y (Student Education), the table shows a Cronbach's Alpha of 0.727 with a total of 5 items. The alpha value of 0.727 is above 0.60 so that the measurement instrument for Student Education used is also reliable, meaning that the internal consistency between items is high and suitable for use in research.

Gambar 1. Uji Normalitas Grafik Normal Probability Plot.

The figure above shows a Normal P-P Plot of Regression Standardized Residuals for the dependent variable, Islamic Boarding School Education. This graph is used to test the assumption of normality in

regression analysis. The graph shows that the dots (circles) are spread around the diagonal line and follow the direction of the line. This pattern indicates that the residual data has a near-normal distribution.

Gambar 2. Uji Heteroskedastisitas Grafik Scatterplot

Based on the scatterplot between the Regression Standardized Predicted Value and the Regression Studentized Residual, it can be seen that the data points are randomly distributed above and below the zero line on the Y-axis, and do not form a specific pattern, such as a tapered, widened, or wavy pattern. This random distribution of residuals indicates that there is no heteroscedasticity symptom in the regression model. Thus, it can be concluded that the regression model meets the assumption of homoscedasticity, making it suitable for use in simple linear regression analysis.

Tabel 5. Uji Uji t

Based on the t-test results in the Coefficients table, the calculated t-value for the dormitory variable (X) was 6.702 with a significance level of 0.000. This significance level is less than 0.05, so H_0 is rejected and H_1 is accepted. Therefore, it can be concluded that dormitories significantly influence student education at Darul Ikhlas Islamic Boarding School.

Statistically, these results indicate that changes in the dormitory variable partially contribute significantly to changes in the student education variable.

The constant value of 2.004 indicates that if the dormitory variable remains unchanged, the student education level will remain at its baseline value of 2.004. The regression coefficient of 0.512 indicates that every one-unit increase in the dormitory variable will increase student education by 0.512 units. The positive sign in the regression coefficient indicates that the relationship between dormitory and student education is positive and unidirectional.

DISCUSSION

The results of the study indicate that dormitories have a significant and positive influence on students' education at the Darul Ikhlas Islamic Boarding School. This is reflected in the t-value of 6.702, with a significance level of 0.000, which is less than 0.05. Therefore, the hypothesis stating that dormitories influence students' educational outcomes is accepted. Mathematically, the obtained regression model has a constant of 2.004 and a regression coefficient of 0.512 for the dormitory variable. This means that every one-unit increase in dormitory quality will improve students' educational outcomes by 0.512 units, with a positive and unidirectional relationship. These findings indicate that dormitories are not simply places to live, but rather structured learning environments capable of supporting students' achievement and personality development through supervision, discipline, religious guidance, and more optimal study time management (Perdana et al., 2017).

The instruments used in this study have undergone validity and reliability testing, so the t-test and regression results can be interpreted with a high degree of confidence. All statement items in the dormitory variables (X1–X5) and santri education (Y1–Y5) were declared valid because the calculated r was greater than the table r , which indicated that the questionnaire items were able to measure the intended constructs appropriately. In addition, the Cronbach's Alpha value of 0.784 for the dormitory variable and 0.727 for the santri education variable illustrated that the instrument had good internal consistency, because it was above the minimum limit of 0.60 commonly used in quantitative research (Sugiyono, 2019). Normality and heteroscedasticity tests also showed that the residuals were normally distributed and there was no particular pattern in the scatterplot, so that the classical assumptions of simple linear regression were met and the model used was considered appropriate to explain the relationship between dormitories and santri education. Thus, methodologically, the use of the t-test in this study was appropriate and supported by the quality of the instrument and the feasibility of the statistical model.

When linked to the theory of learning environments and boarding school education, the results of this study reinforce the view that boarding schools provide a conducive learning climate for students. The boarding environment allows for more structured study time, ongoing supervision, and the instillation of values of discipline and responsibility, ultimately positively impacting student learning outcomes and character development (Rohman, 2015). Research on boarding schools shows that boarding school-based education systems significantly impact student achievement, with well-managed boarding school programs highly correlated with academic achievement and improved time management and learning motivation (Zhong et al., 2024). In this context, the significant t-test results at Darul Ikhlas Islamic Boarding School align with the theory that a controlled learning environment that integrates living and learning spaces strengthens the internalization of values, study habits, and discipline (Najibul Umami, 2020).

The findings of this study are also consistent with various previous studies that used quantitative approaches and t-tests to examine the effect of boarding schools on student achievement and personality.

Research on the boarding school program at an integrated Islamic junior high school, for example, showed that boarding school had a strong impact on academic achievement, as indicated by a very high correlation coefficient and a calculated t-value that far exceeded the t-table value. Thus, the effect of the boarding school program on student achievement was statistically significant (Umami, 2020). Other research found that students living in boarding schools had higher religious learning achievements than students living at home, and there were significant differences in the cognitive, affective, and psychomotor domains, suggesting that boarding school was considered to have a positive impact on academic achievement (Bahrul Ulum Study, 2018). Furthermore, several studies have also revealed that boarding school programs influence independence, learning motivation, and character development, with students participating in boarding schools tending to have higher motivation and independence than those who did not (Latifatu Zahroh, 2019). Based on the relationship between theory and the results of the statistical tests, it can be emphasized that the influence of dormitories on the educational outcomes of students at the Darul Ikhlas Islamic Boarding School is not only empirically proven through t-tests, but also has a strong theoretical basis and is supported by various previous studies. Dormitories, through good governance and planned guidance programs, provide space for students to build consistent learning habits, strengthen discipline, and develop independent and responsible characters that are integral parts of the goals of Islamic boarding school education (Perdana et al., 2017). Thus, the results of this study imply that the development and improvement of the quality of dormitories both in terms of facilities, guidance programs, and care management is an important strategy to improve the quality of student education as a whole, including academic, spiritual, and character aspects.

CONCLUSION

This study concludes that dormitories have a significant and positive influence on the education of students at the Darul Ikhlas Islamic Boarding School. This is evidenced by the results of the t-test which shows a calculated t-value of 6.702 with a significance of 0.000 (<0.05), as well as a positive regression coefficient of 0.512 which means that every increase in the quality of the dormitory is followed by an increase in the educational outcomes of students. The research instrument is proven to be valid and reliable, the classical assumptions of regression are met, and these findings are in line with the theory of learning environments and various previous studies on boarding schools, so it can be emphasized that strengthening the dormitory system and governance is an important strategy to improve the academic quality, discipline, and character formation of students as a whole.

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