



## Implementation of Inclusive Student Character in Boarding School Culture-Based Learning at Darul Aziziyah Amilin Integrated Islamic Middle School in Subulussalam City

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### ARTICLE INFO

#### Article history:

Received: 18 Aug 2025

Revised: 23 Aug 2025

Accepted: 03 Sept 2025

Published online: 10 Sept 2025

#### Keywords:

Inclusive Student Character,  
Boarding School Culture-Based Learning

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#### Article Doi:

<https://doi.org/10.31258/jes.9.5.p.4163-4182>

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### ABSTRACT

Moral degradation among students in Indonesia, especially during adolescence, demands an educational approach that fosters inclusive character and cultural values. This study aims to describe and analyze the implementation of inclusive character education in students through culture-based learning at Darul Aziziyah Amilin Integrated Islamic Junior High School in Subulussalam City. This qualitative study uses a descriptive approach with data collection through interviews, observation, documentation, and focus group discussions. This study involved six key informants: the principal, student coordinator, curriculum coordinator, and classroom teachers. The research findings indicate that inclusive character education is implemented by integrating the values of inclusivity and cultural respect into the learning process. This is realized through the creation of an inclusive classroom environment, the integration of local wisdom into teaching materials, and the implementation of intra- and extracurricular programs that emphasize tolerance, cooperation, and empathy. Learning is student-centered and encourages a cooperative, collaborative, and active approach. Despite facing challenges such as limited parental involvement and time constraints, the school consistently strives to improve quality through regular evaluation and communication. It can be concluded that inclusive character education supported by culture-based strategies effectively fosters moral development and social awareness among students in the context of boarding schools.

## 1. Introduction

Building national character takes a long time and must be done continuously and sustainably. The character that is attached to our nation lately has not just happened suddenly, but has gone through a long process. The portrait of violence, brutality and dishonesty of the nation's children displayed by both print and electronic media has now gone through a long process. Such a culture has not only hit the general public who are less educated, but has also reached the educated community, such

as high school students Najihaturrohmah (2017). The current bad character phenomenon in the field is seen in the increasing violence among teenagers, the use of worsening language and words, the strong influence of groups in acts of violence, the increasing self-destructive behavior, such as the use of drugs, alcohol, free sex, the increasingly blurred moral guidelines of good and bad, the decreasing work ethic, the decreasing respect for parents and teachers, the low sense of responsibility, the cultivation of dishonesty and the existence of mutual suspicion and hatred Muslich (2022).

This problem can actually be solved with education. Because in essence education according to Erawati & Lestari (2024) is a long process in order to make a person become a person who is rich in spirituality and intellectually. In this context, Muhadjir in Husniyah (2015) mentions that there are 3 (three) functions of education, namely: first, education functions to develop students' creativity, second, education functions to pass on values to students and third, education functions to increase students' productive work abilities. The opinion above was also expressed by Ki Hajar Dewantara in Najihaturrohmah (2017) that education includes creative power (cognitive), emotional power (affective) and volitional power (conative). Viewed from the perspective of Islamic education, it is an effort to develop, encourage, and invite humans to be more advanced based on high values and noble life, so that a more perfect person is formed, both in terms of reason, feelings and actions. Education, which is an agent of change, is expected to be able to improve the character of our nation. Therefore, our education needs to be reconstructed so that it can produce graduates who are more qualified and ready to face future challenges so that it can produce graduates who have noble character. In other words, education must be able to carry out the mission of character building so that students and graduates can participate in filling development in the future without leaving behind the values of noble character Najihaturrohmah (2017).

The existence of the above reality encourages the emergence of contradictions towards education that produces quality graduates, but is immoral. Especially in religious education which has been considered by most people to have failed in building students' affection with eternal values that are able to answer the challenges of the rapidly changing era. Basically, another principle of Islamic religious education is the interconnection between religious knowledge, science and technology Najihaturrohmah (2017). Efforts that can be made to foster Islamic character of students include maximizing the function of subjects that are full of character education material (morals or values) such as Religious Education and Civic Education. In addition, educators must be able to design every learning process in the classroom by integrating character education in it. To support the character development process in the classroom, it is also necessary to build a school culture that can lead students to carry out the process of habituation in building noble character.

One of the efforts to realize education as above, one of which is education through boarding schools as a place of education and teaching that emphasizes Islamic religious studies and pays attention to basic scientific materials that support school subjects that involve students and their educators who can interact 24 hours a day

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and are supported by dormitories as permanent student residences. Another solution to form good student character is through the establishment of inclusive education. Wati (2025) argues that inclusive education is an approach to education that emphasizes the importance of providing equal opportunities to all children, without exception, to learn together in the same educational environment. In this context, children with various backgrounds, be it children with special needs (ABK), children with disabilities, or children from different social and cultural groups, are fully accepted in the learning process. The main objective of inclusive education according to Nadhiroh & Ahmadi (2024) is to create a friendly and supportive educational environment for diversity, by accommodating individual differences in physical, social, and psychological aspects. This approach aims for every child to receive an education that suits their needs, and they can develop to their maximum potential in an inclusive atmosphere. Inclusive education aims to eliminate discrimination and create a fairer and more equitable education system for all children.

One of the educational institutions that implements character education based on inclusive education is a school with a boarding school model. Boarding schools provide opportunities for students to live in dormitories and engage in more intensive social life with classmates and dorm mates. Dormitory life, which brings together students from various social and cultural backgrounds, has great potential in strengthening character values such as mutual respect, mutual assistance, and cooperation, which are very important in supporting the social participation of inclusive students. Specifically in Aceh Province, the boarding school model is often found in modern/integrated Islamic boarding school or *dayah* educational institutions. Zulkarnaen & Kadir (2022) put forward in general, *dayah/pesantren* in Aceh can be divided into two types. First, Islamic boarding schools that are truly still traditional (purely traditional) that is, those that do not want to adopt modern educational theories. Second, modern Islamic boarding schools, that is, those that want to adopt school forms, so that education is combined with the curriculum of public schools.

The implementation of inclusive character education in the education system that implements the boarding school model in several formal educational institutions in a *pesantren* certainly has certain standards that have been set in the Minister of National Education Regulation Number 70 of 2009 concerning Inclusive Education. Where the standards for inclusive character education in junior high schools can be carried out by developing a curriculum based on character values with the principles of openness, fairness, and non-discrimination, sensitive to differences and relevant to everyday life, centered on the needs and uniqueness of students, innovation, cooperation and life skills. However, in the field, there are still many problems with the various standard principles for implementing inclusive character education at the junior high school level, as can be seen in Darul Aziziyah Amilin Integrated Islamic Middle School. Based on the results of initial interviews with the school, it was found that there were still many problems in The implementation of inclusive character education, such as in the case of a character-based curriculum that has been developed, has not been able to be realized properly by teachers to students. This is reflected in the behavior of students, some of whom

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are still not yet sensitive to differences, even some students have not been seen to realize character values in everyday life.

Another problem in terms of implementing inclusive character education in Darul Aziziyah Amilin IT Junior High School is that some teachers in their learning still seem to learn conventionally without paying attention to the needs of students according to the criteria and conditions of the students concerned, even though the implementation of inclusive character education must be centered on the needs and uniqueness of students. Not only that, in terms of innovation, learning patterns in Darul Aziziyah Amilin Integrated Islamic Middle School also still looks minimal. Where some of the teaching staff are still less sensitive in innovating such as the use and development of learning media which is still minimal in learning activities. Students tend to learn conventionally by listening and taking notes. The cooperation aspect is also not very visible. Darul Aziziyah Amilin IT Middle School in carrying out inclusive character education for its students.

Phenomena related to the implementation of inclusive character education in Darul Aziziyah Amilin IT Junior High School of course, it can be overcome so that the various principles of inclusive character education can be realized properly. Abdurahman, et al (2025) suggested steps that could be taken, including developing a curriculum that includes learning character values, training teachers, involving parents and the community, integrating subjects that focus on character formation and ensuring every aspect of learning reflects these values. Based on the description above, it is very important to conduct further studies related to the application of inclusive student character in culture-based learning at the Boarding School Darul Aziziyah Amilin Integrated Islamic Middle School in Subulussalam City. This is as in previous studies, such as the study of Ansar, et al (2024) which showed that the boarding school system at Junior High School UNISMUH, which is supported by the application of religious values and discipline, plays a significant role in the formation of religious character, responsibility, and student independence. Daily activities such as tadarus Al-Quran, congregational prayers, and guidance from musrif and musrifa play an important role in strengthening student character. In addition, various extracurricular activities support the development of social leadership and student creativity. The close relationship between the school, parents and dormitory supervisors also contributes to the success of character formation. Even Dinah Ajriyah (2023) in his study stated that the management of character education on a boarding school basis is a wise choice to overcome moral decadence, especially among teenagers. Boarding school-based character education is an alternative for parents who are busy and have no time to educate their children.

## **2. Methodology**

This research uses a qualitative approach. Moleong (2017) defines a qualitative approach as a research procedure that produces descriptive data in the form of words or spoken words from people and observable behavior. This is in accordance with the opinion of which states that qualitative research is a research procedure that produces descriptive data in the form of written or spoken words from people

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and observed behavior. This type of research is descriptive. Abdullah, et al (2022) defines descriptive research as a method of researching the status of a group of people, an object, a set of conditions, a system of thought or a class of events in the present. The purpose of descriptive research is to create a description, picture or painting systematically, factually and accurately regarding the facts, characteristics and relationships between the phenomena being investigated.

The reason the researcher used a descriptive qualitative approach was because this study only presented descriptions in words, not in the form of numbers, regarding the application of inclusive student character in boarding school culture-based learning at Darul Aziziyah Amilin Integrated Islamic Middle School in Subulussalam City. According to Sugiyono (2019), research subjects are individuals, groups, or objects that are the source of data in a study. Research subjects can be humans, documents, phenomena, or events studied according to the research objectives. The selection of research subjects must consider characteristics that are relevant to the research problem so that the data obtained can be used to answer the problem formulation validly and reliably. In qualitative research, research subjects are called sources or informants who are selected purposively (based on certain considerations).

Tahir et al, (2023)states that the samples or informants in this study are actors who have an important role in supporting the research process carried out by providing responses and information related to matters considered important by the researcher). Sugiyono, (2019) states that research informants are parties who are the subjects targeted by researchers to be researched. The informants from this study can be seen in Table 1.

Table 1. Research Informants/Samples

No	Informant	Amount
1	Head Darul Aziziyah Amilin IT Junior High School	1 person
2	Student Affairs Teacher	1 person
3	Head of Curriculum Deputy	1 person
4	Classroom teacher	3 People
	Amount	6 people

The table above shows the number of research boats/informants as many as 6 people consisting of 1 principal, 1 class VII teacher, 1 class VIII teacher and 1 class IX teacher, Deputy for Curriculum and Deputy for Student Affairs in the Darul Aziziyah Amilin Integrated Islamic Middle School environment. The research design used in this study is qualitative research with a case study approach. The qualitative approach was chosen because this study aims to explore in-depth understanding of inclusive students' social participation in the context of character-based schools and boarding schools. This study aims to identify, explore, and understand the factors that influence social participation, as well as their impact on the development of character and learning outcomes of inclusive students.

Case studies are used to understand the phenomenon in a specific and in-depth context in several character-based schools with a boarding school system that implements inclusive education. With this approach, researchers will be able to

identify best practices, challenges, and successes that occur in each school in supporting inclusive students' social participation. This research will be conducted at Darul Aziziyah Amilin Integrated Islamic Middle School located in Cepu Indah Subulussalam Timur, Simpang Kiri District, Subulussalam City. This research will be conducted in March 2025. Data in this study will be collected using Participatory Observation techniques, In-depth Interviews, Documentation Studies, Focus Group Discussions (FGD). Data analysis in this study is descriptive qualitative in nature, referring to the steps put forward by Miles and Huberman as quoted by Miles & Huberman (2007) which consists of the analysis stages: data coding/reduction, data presentation, drawing and testing conclusions.

### **3. Results and Discussion**

#### ***Results***

The following is a presentation of the research results:

#### ***Implementation of Inclusive Student Character in Boarding School Culture-Based Learning in Darul Aziziyah Amilin IT Junior High School, Subulussalam City***

Implementation of inclusive student character in culture-based learning at Boarding Schools The Darul Aziziyah Amilin Integrated Islamic Middle School Kota Subulussalam that was seen in this study was the school's efforts to incorporate inclusive values and respect cultural diversity in the teaching and learning process. This includes aspects of creating a safe classroom environment, respecting each individual, and integrating local cultural values in learning. in Darul Aziziyah Amilin Integrated Islamic Middle School Kota Subulussalam. The explanation of each aspect can be described in the following research findings.

#### ***MenCreate an Inclusive Classroom Environment***

The main form of implementing inclusive student character in boarding school culture-based learning in Darul Aziziyah Amilin Integrated Islamic Middle School Kota Subulussalam is an effort to create an inclusive learning environment in the classroom, with mutual respect between teachers and students, equal access to learning and a comfortable learning space, as expressed by the Principal of Darul Aziziyah Amilin Integrated Islamic Middle School below:

#### ***Code 1. Principal:***

*The main thing as a realization Implementation of inclusive student character in culture-based learning at Boarding Schools Darul Aziziyah Amilin IT Middle School is creating An inclusive classroom environment creates a safe and comfortable learning space for all students, including students with special needs or from different cultural backgrounds. (Interview: Principal, May 4, 2025).*

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The principal's statement above shows that the application of inclusive student character in culture-based learning at Boarding Schools in Darul Aziziyah Amilin Integrated Islamic Middle School is mainly carried out in the learning process, namely by creating a conducive learning environment with full diversity, comfort and full interaction between fellow class members, both students and teachers and fellow students in the teaching and learning process. This is also reinforced by the statement of one of the class VIII teachers at Darul Aziziyah Amilin Integrated Islamic Middle School, namely as follows:

***Code 3 : Teacher 1 Class VIII:***

*Since the implementation of the Independent Curriculum, teachers have been required to be able to develop the character of their students, we at Darul Aziziyah Amilin Integrated Islamic Middle School through the program inclusive student character has implemented and instilled character values, such as Teachers and students respect, support, and accept each other's differences, especially during classroom learning. (Interview: GR 1 Class VIII, May 7, 2025).*

The above description explains that Implementation of inclusive student character in culture-based learning at Boarding Schools Darul Aziziyah Amilin Integrated Islamic Middle School is realized by forming character respect each other, support, and accept each other's differences, whether cognitive/knowledge, affective/attitude or psychomotor/skills possessed by each student. Even the representative of the Curriculum field also stated his role as follows:

*As the curriculum vice principal, I emphasize to all teachers that all subjects contain character values, especially values, both religious subjects and general subjects. This has been stated in the curriculum and we include it in the RPP (Interview: WBK, May 26, 2025).*

Not only involving teachers, representatives of student affairs also provide explanations of their roles application of inclusive student character in culture-based learning in The IT Darul Aziziyah Amilin Middle School is as follows:

*As a representative for student affairs, my role includes directing children to various activity programs at school whose direction is based on the Qur'an in accordance with the vision and mission. Darul Aziziyah Amilin IT Junior High School (Interview: WK, May 25, 2025).*

Not only that, other forms Implementation of inclusive student character in culture-based learning at Boarding Schools Darul Aziziyah Amilin Integrated Islamic Middle School Subulussalam City, when viewed from the learning environment, is the certainty of equal access for students in learning and a sense of being appreciated among students, as stated by one of the class VII teachers of Darul Aziziyah Amilin Integrated Islamic Middle School below:

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**Code 2 : Teacher 1 Class VII:**

*As a teacher who is fully responsible for the formation of students' character, I am...implementing inclusive student character in culture-based learning in Darul Aziziyah Amilin IT Junior High School primarily is to ensure that every student has equal access to learning and feels valued while in the classroom.(Interview: GR 1 Class VII, May 8, 2025).*

Even the above statement is also strengthened by the confession of one of the class IX teachers. Darul Aziziyah Amilin Integrated Islamic Middle School also acknowledged the following:

**Code 6 : Teacher 1 Class IX:**

*In every teaching and learning process, all the materials and information that I convey in front of the class must be known and obtained by all students, likewise the teaching materials in the reading books, students must also obtain them and no students miss out on material at each meeting. (Interview: GR 1 Class IX, May 12, 2025).*

The statements of the two teachers above show thatImplementation of inclusive student character in culture-based learning at Boarding Schools Darul Aziziyah Amilin Integrated Islamic Middle School Kota Subulussalam viewed from an inclusive learning environment is by not closing the possibility of students not getting information from teachers during the teaching and learning process in the classroom.

**Integrating Local Wisdom Values**

Another form of implementing inclusive student character in boarding school culture-based learning in Darul Aziziyah Amilin Integrated Islamic Middle School Kota Subulussalam is integrating local wisdom or culture in learning activities or in the school environment. This is as stated by the head of Darul Aziziyah Amilin Integrated Islamic Middle School who said the following:

**Code 1. Principal:**

*We at Darul Aziziyah Amilin Integrated Islamic Middle School, Subulussalam City, both in class and in the school environment in order to... Implementing inclusive student character in culture-based learning Boarding Schools provideCulture-based learning means incorporating local cultural elements (local wisdom) that exist in Aceh in general, and specifically in Subulussalam City, into the learning materials delivered by teachers.(Interview: Principal, May 4, 2025).*

Based on the principal's statement above, it is clear thatImplementation of inclusive student character in culture-based learning at Boarding Schools Darul Aziziyah

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Amilin Integrated Islamic Middle School is inseparable from including elements of local wisdom values in Aceh or around the students' environment into learning by linking the material to facts in the field of students' daily lives. Meanwhile, the representative for student affairs stated the following:

*The implementation of this inclusive student character has good effectiveness, even children who excel are children who are active in extracurricular activities, because these extracurricular activities train their character through activities. The impact is that students who actively participate in activities both intracurricular and extracurricular have more honed characters than those who are passive. Because indeed the activities of this extracurricular indirectly educate their character, such as religious, disciplined, responsible and so on. (Interview: WK, May 25, 2025).*

**Regarding the application of local wisdom values in this learning activity, it was explained by the class IX teacher of Darul Aziziyah Amilin Integrated Islamic Middle School as follows:**

***Code 7 : Teacher 2 Class IX:***

*Implementation of inclusive student character in culture-based learning at Boarding Schools Darul Aziziyah Amilin IT Junior High School I often implement it in class through folk tales, regional songs, traditional dances, or activities that emphasize local cultural values. I do this so that students Darul Aziziyah Amilin Integrated Islamic Middle School knows and can realize the values of local wisdom in everyday life. (Interview: GR 2 Class IX, May 14, 2025).*

From the teacher's explanation above, it is clear that Implementation of inclusive student character in culture-based learning at Boarding Schools Darul Aziziyah Amilin Integrated Islamic Middle School is also carried out by instilling local wisdom values to students so that they act in accordance with local values that exist in community life. The Deputy for Curriculum also stated that:

*Policies issued by the curriculum, in the implementation of inclusive character formation for students in Darul Aziziyah Amilin Integrated Islamic Middle School is carried out with habituation, as in applying that character, we perform the dhuha prayer, after that we hold muraja'ah/tadarus together according to each class level. Especially juz 'amma is memorized and also the sunnahs of the apostle are like daily prayers and are carried out every day. We adapt the implementation to the class level, the homeroom teacher is responsible for each student. and evaluations are also held every week. (Interview: WBK, May 26, 2025).*

**Even the class VIII teacher at Darul Aziziyah Amilin Integrated Islamic Middle School also stated the following:**

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**Code 4 : Teacher 2 Class VII:**

*For me Integration of local wisdom helps students understand and appreciate their own culture, as well as increasing understanding of other cultures. (Interview: GR 1 Class VII, May 11, 2025).*

The teacher's statement above explains how important it is to instill local wisdom values in culture-based learning at Boarding Schools in order to form inclusive student character in Darul Aziziyah Amilin Integrated Islamic Middle School so that teachers have their own responsibilities in implementing it, both in class and outside of class hours. The deputy for curriculum stated that:

*The application of inclusive student character in Our Darul Aziziyah Amilin IT Middle School apply in the teaching and learning process in the classroom. So the teacher has prepared in advance in the RPP what characters will be implemented to his students (Interview: WBK, May 26, 2025).*

The various policies that have been implemented cannot be separated from the existence of various factors, as stated by the representative of the curriculum field below:

*The supporting factors are internal and external factors. Internal factors are from all teachers, all academics in Darul Aziziyah Amilin IT Junior High School This, while the external factor is the assessment from society that if we implement it like that, it turns out to be well appreciated, this is motivation for us to continue this character education. (Interview: WBK, May 26, 2025).*

Various supporters of the implementation of inclusive student character in culture-based learning at Boarding Schools in Darul Aziziyah Amilin Integrated Islamic Middle School was mentioned above, but in its implementation, obstacles are often encountered, as explained by the representative of the curriculum field below:

*The inhibiting factors include the lack of synchronization between the school and parents. If the lesson is taught at school but not repeated at home, the child can often forget. Moreover, parents who do not set an example for their children. In short, there is a lack of cooperation between parents and schools. In addition, the environmental factor in which the child grows, if the child grows up in a mosque environment and is active in the mosque, he will have a good character, and vice versa. (Interview: WBK, May 26, 2025).*

Despite the various obstacles, the school continues to seek solutions, including conducting outreach to parents, during parent-teacher meetings or during report card meetings and so on, we emphasize to parents that activities at school are like this, so we ask for support and cooperation with parents.

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### ***Building Inclusive Character Through Intra and Extracurricular Activities***

Other steps taken by the school Implementation of inclusive student character in culture-based learning at Boarding Schools Darul Aziziyah Amilin Integrated Islamic Middle School is by building an inclusive character for its students, as stated by the principal below:

#### ***Code 1. Principal:***

*In order to implement inclusive student character in boarding school culture-based learning in Darul Aziziyah Amilin IT Junior High School We implement inclusive education that not only focuses on academic aspects, but also on developing students' character, both through intracurricular and extracurricular activities. (Interview: Principal, May 4, 2025).*

The principal's statement above clearly illustrates that Implementation of inclusive student character in culture-based learning at Boarding Schools Darul Aziziyah Amilin Integrated Islamic Middle School is not only carried out intracurricularly but also extracurricularly, because it has a positive impact on students, as stated by the Deputy for Student Affairs below:

*Extracurricular activities in Darul Aziziyah Amilin IT Junior High School This has good effectiveness, even high achieving children are children who are active in extracurricular activities, because these extracurricular activities train their character through these activities. (Interview: WK, May 25, 2025).*

This is done so that students respect each other, work together, and appreciate differences. Even the eighth grade teacher Darul Aziziyah Amilin IT Middle School stated the following:

#### ***Code 4 : Teacher 2 Class VII:***

*Implementation of inclusive student character in culture-based learning We do this at Darul Aziziyah Amilin IT Middle School so that Values such as tolerance, empathy, and self-confidence can be fostered through interaction and collaboration in the classroom. Therefore, learning that I usually do student-centered, where teachers adjust learning methods to the needs and learning styles of each student, including students with special needs (Interview: Grade VII Teacher, May 10, 2025).*

Not only that, Application of inclusive student character in culture-based learning for boarding school students in Darul Aziziyah Amilin Integrated Islamic Middle School is also carried out using the model cooperative, collaborative and active learning, as stated by the class VIII teacher below:

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**Code 5 : Teacher 2 Class VIII:**

*Learning that I often use in my efforts Application of inclusive student character in culture-based learning for boarding school students in Darul Aziziyah Amilin Integrated Islamic Middle School with a cooperative and heterogeneous learning model. Where Students work together in groups to complete tasks, which improves social and cooperation skills. (Interview: Grade VIII Teacher, May 15, 2025).*

Implementation of inclusive student character in culture-based learning for Boarding School students in Darul Aziziyah Amilin IT Middle School is also trying to extracurricular activities, as stated by the principal below:

**Code 1. Principal:**

*Implementation of inclusive student character in culture-based learning for Boarding School students in Darul Aziziyah Amilin Integrated Islamic Middle School is also realized through Culture-based activities, such as arts, sports, or traditional arts, can help develop students' character and increase understanding of cultural diversity. (Interview: Principal, May 4, 2025).*

Based on the description above, it is clear that by implementing inclusive student character in culture-based learning, schools can create a learning environment that is more relevant, meaningful, and beneficial for all students. *Boarding School* in Even the representative of student affairs of Darul Aziziyah Amilin IT Middle School, Subulussalam City also stated the following:

*Some extracurricular activities that support character education are muhadharah, where here children are trained to be able to speak in public explaining one or two verses of the Qur'an and its explanation, training independence, responsibility and others, then there is scouting by training children to be independent, disciplined, national spirit. Here students are trained for deliberation, tolerance, responsibility, democracy, besides that it also trains children to be independent, disciplined, hard work, trains children to be creative, futsal activities train children to appreciate achievement, cooperation, responsibility and there are also Qur'an recitation activities that train children to love reading, be religious and appreciate achievement (Interview: WK, May 25, 2025).*

Not only that, the representative for student affairs also stated that Application of inclusive student character in culture-based learning for boarding school students in Darul Aziziyah Amilin Integrated Islamic Middle School has brought positive impacts in terms of student achievement and behavior, as shown in the interview results below:

*There is an influence, children who have superior characters have good achievements in school, both in terms of learning activities in class and*

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*extracurricular activities. This can be seen from academic achievements and also the competitions they participate in. For example, female students who used to only wear the hijab at school, now consistently wear the hijab outside of school. Alhamdulillah, their characters have shown towards noble morals, for example their behavior, like to greet each other and also obey the rules in school. (Interview: WK, May 25, 2025).*

The implementation of inclusive student character in culture-based learning for boarding school students in Darul Aziziyah Amilin Integrated Islamic Middle School is certainly supported by various factors, as stated by the student representative below:

*Factors from students, from teachers and from the environment. From students, namely the intention of the students themselves, so there are students who really want to be good children, then the teacher factor, namely we have teachers who are very supportive of activity programs so that they support the character of students and we provide activity programs and that is very supportive. (Interview: WK, May 25, 2025).*

Even though it is supported by various factors above, there are still several obstacles in implementing inclusive student character in culture-based learning for Boarding School students in Darul Aziziyah Amilin Integrated Islamic Middle School, as expressed below:

*The factors that hinder character education here are the busyness of teachers who sometimes demand time so that the learning process is slightly disrupted, and also the factor of parents at home who may not be very supportive of the development of their sons and daughters because for them the lessons at school are enough so that there is no ongoing monitoring from parents. (Interview: WK, May 25, 2025).*

Despite the obstacles, the parties Darul Aziziyah Amilin Integrated Islamic Middle School, continues to look for solutions such as holding a joint evaluation of each activity to be accountable for being consistent in their respective tasks. Then we also hold routine communication so that if there is a problem it can be solved together.

### ***Discussion***

In this section, the results of the author's analysis of the research findings above are also presented by linking them to previous theories and studies. Application of inclusive student character in culture-based learning for boarding school students in Darul Aziziyah Amilin IT Middle School.

### ***MenCreate an Inclusive Classroom Environment***

An inclusive and motivating learning environment is closely related to student engagement in the learning process. Students who feel accepted and valued in the

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school environment will have a stronger internal drive to learn (Wentzel & Miele, 2016). However, in a heterogeneous classroom environment, creating equal learning motivation for all students is not an easy task. Studies show that students from minority groups or those with special needs often experience obstacles in adjusting to an education system that still largely adopts conventional methods (Florian & Spratt, 2013). Therefore, a more adaptive and individual-needs-based approach is needed to ensure that all students get an equal learning experience. The research findings show that the main form of implementing inclusive student character in boarding school culture-based learning in Darul Aziziyah Amilin Integrated Islamic Middle School Kota Subulussalam is an effort to create an inclusive learning environment in the classroom, with mutual respect between teachers and students, equal access to learning and a comfortable learning space.

Implementation of inclusive student character in culture-based learning at Boarding Schools Darul Aziziyah Amilin Integrated Islamic Middle School is mainly carried out in the learning process, namely by creating a conducive learning environment with full diversity, comfort and full interaction between fellow class members, both students and teachers and fellow students in the teaching and learning process. Implementation of inclusive student character in culture-based learning at Boarding Schools Darul Aziziyah Amilin Integrated Islamic Middle School is realized by forming character respect each other, support each other, and accept each other's differences, whether cognitive/knowledge, affective/attitude or psychomotor/skills that each student has.

Other forms Implementation of inclusive student character in culture-based learning at Boarding Schools Darul Aziziyah Amilin Integrated Islamic Middle School Kota Subulussalam when viewed from the learning environment is the certainty of equal access for students in learning and a sense of appreciation among students. Implementation of inclusive student character in culture-based learning at Boarding Schools Darul Aziziyah Amilin Integrated Islamic Middle School Kota Subulussalam viewed from an inclusive learning environment is by not closing the possibility of students not getting information from teachers during the teaching and learning process in the classroom.

Elaborated form of Application of inclusive student character in culture-based learning for boarding school students in Darul Aziziyah Amilin Integrated Islamic Middle School This is done primarily by creating an inclusive classroom environment. Where an inclusive classroom environment creates a safe and comfortable learning space for all students, including students with special needs or from different cultural backgrounds. In this inclusive learning teachers and students respect, support, and accept each other's differences and teachers must consider it important to ensure that every student has equal access to learning and feels valued when learning in class. This is supported by research by Risnawati et al (2023) which shows that Inclusive education in a multicultural context presents challenges for teachers in creating a learning environment that supports diversity and motivates students. An inclusive learning environment contributes to increasing student motivation by creating a sense of acceptance and active involvement. Some strategies that teachers can implement include culture-based learning, differentiated

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learning, and collaborative learning. In addition, support for educational policies that encourage teacher training and the provision of inclusive resources are also important factors in successful implementation. With the right strategy, inclusive education can be a means to increase student motivation and realize a fair and equitable education system.

Implementation of inclusive student character in culture-based learning for Boarding School students in Darul Aziziyah Amilin IT Junior High School also done by integrating local wisdom. Where in implementing culture-based learning means incorporating local cultural elements (local wisdom) into learning materials. This matter carried out through folk tales, regional songs, traditional dances, or activities that emphasize local cultural values by teachers to students. Boarding School in Darul Aziziyah Amilin IT Junior High School, Subulussalam City. Integration of local wisdom in order to Application of inclusive student character in culture-based learning for boarding school students in Darul Aziziyah Amilin IT Junior High School conducted to help students understand and appreciate their own culture, as well as increase understanding of other cultures.

This is in line with The criteria put forward by the Directorate General of Primary and Secondary Education Management in Yuwono (2020), the characteristics of an inclusive environment, friendly to learning based on vision and values, include:

1. Families, teachers, and communities are involved in children's learning,
2. Involving all children regardless of differences increases participation and cooperation,
3. Increase participation and cooperation.
4. Implement a healthy lifestyle.
5. Protect all children from violence, abuse and torture.
6. Providing opportunities for teachers to learn, and benefit from that learning. Learning is adapted to children's daily lives.
7. Children are responsible for their own learning.
8. Culturally sensitive, respecting differences and stimulating learning for all children.
9. Gender equity and non-discrimination

The nine characteristics of an inclusive and learning-friendly environment (LIRP) that have been explained above can be used as a reference to determine the extent to which a school has become inclusive. This statement is reinforced by the explanation from the Directorate General of Primary and Secondary Education Management in Yuwono (2020: 15) that "In the process of creating an inclusive and learning-friendly environment (LIRP) is to prepare school conditions and also know the extent to which it is inclusive, friendly to learning. This stage is needed to become inclusive, friendly to learning as a whole.

### ***Integrating Local Wisdom Values***

The second aspect of the form of application of inclusive student character in boarding school culture-based learning in Darul Aziziyah Amilin Integrated Islamic

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Middle School Kota Subulussalam is integrating local wisdom or culture in learning activities or in the school environment. PImplementation of inclusive student character in culture-based learning at Boarding Schools Darul Aziziyah Amilin Integrated Islamic Middle School cannot be separated from the inclusion of elements of local wisdom values in Aceh or around the students' environment into learning by linking the material with facts in the field of students' daily lives.

Implementation of inclusive student character in culture-based learning at Boarding Schools Darul Aziziyah Amilin Integrated Islamic Middle School also instills local wisdom values in students so that they act in accordance with local values that exist in community life. The importance of instilling local wisdom values in culture-based learning at Boarding Schools in order to form inclusive student character in Darul Aziziyah Amilin Integrated Islamic Middle School so that teachers have their own responsibilities in implementing it, both in class and outside of class hours.

Various supporters of the implementation of inclusive student character in culture-based learning at Boarding Schools in Darul Aziziyah Amilin Integrated Islamic Middle School was mentioned above, but in its realization it also often encounters obstacles. However, Despite the various obstacles, the school continues to seek solutions, including conducting outreach to parents, during parent-teacher meetings or during report card meetings and so on, we emphasize to parents that activities at school are like this, so we ask for support and cooperation with parents.

Implementation of inclusive student character in culture-based learning for Boarding School students in Darul Aziziyah Amilin Integrated Islamic Middle School run with Student-centered education, where teachers adjust learning methods to the needs and learning styles of each student, including students with special needs. This is in line with Adriani's research (2024) which shows that integration of local wisdom in teaching and learning activities can increase awareness of the importance of inclusivity among students and teachers in the learning process and in every activity at school. Cultural values such as mutual cooperation, tolerance, and mutual respect have been proven to strengthen the concept of inclusive education. Local culture-based education can be a strong foundation for inclusive education seen from the customs or traditions around the school that are adapted in schools.

Apart from that, it is also prioritized cooperative learning, where students work together in groups to complete tasks, which improves social and cooperation skills. Not only that, the school in Application of inclusive student character in culture-based learning for boarding school students in Darul Aziziyah Amilin IT Junior High School Also including extracurricular activities based on culture, such as arts, sports, or traditional arts, can help develop students' character and increase understanding of cultural diversity so that schools can create a more relevant, meaningful, and beneficial learning environment for all their students.

Various analysis results of the above findings in line with ethnopedagogic theory which is an approach that links education with local wisdom and the culture of the local community. Education based on ethnopedagogy aims to integrate local

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cultural values into the curriculum and teaching and learning activities, so that students not only learn formal knowledge, but also understand the social and cultural context in which they live. Inclusive education based on local wisdom is very important to create a sense of togetherness and mutual respect among students, as well as provide space for each individual to contribute to the learning process (Hadi, 2020). These cultural values do not only occur in community life, but also in the scope of education (M. Muizzuddin, 2023). The implementation of learning management with local wisdom content can be realized with supporting government policies and programs (Nurul, 2023).

### ***Building Inclusive Character Through Intra and Extracurricular Activities***

Implementation of inclusive student character in culture-based learning at Boarding Schools Darul Aziziyah Amilin Integrated Islamic Middle School is by building an inclusive character for its students, wherein culture-based learning at Boarding Schools Darul Aziziyah Amilin Integrated Islamic Middle School is not only carried out intracurricularly but also extracurricularly, because it has a good impact on students. This is done so that students respect each other, work together, and appreciate differences.

The failure of education in forming people with good character is partly due to the lack of balance in the development of the programmed curriculum and the hidden curriculum. In this perspective, efforts to build students' character to reduce social problems, such as corruption, terrorism, dishonesty, student brawls, and pornography are more based on the hidden curriculum. In the current context, learning about corruption to students is not enough through providing understanding, evils, and prevention through the official curriculum. The official curriculum only emphasizes the cognitive aspect rather than the affective. People may be smart and know a lot about corruption but there is no guarantee that they will not commit corruption, because corruption is not only about cognitive, but also affective Rohinah (2012).

Not only that, application of inclusive student character in culture-based learning for boarding school students in Darul Aziziyah Amilin Integrated Islamic Middle School is also carried out using the model cooperative, collaborative and active learning. Implementation of inclusive student character in culture-based learning for Boarding School students in Darul Aziziyah Amilin IT Middle School is also trying to extracurricular activities. In order to implement inclusive student character in culture-based learning, schools can create a more relevant, meaningful, and beneficial learning environment for all students. Boarding School in Darul Aziziyah Amilin Integrated Islamic Middle School, Subulussalam City.

Not only that, the representative for student affairs also stated that application of inclusive student character in culture-based learning for boarding school students in Darul Aziziyah Amilin Integrated Islamic Middle School has brought positive impacts in terms of student achievement and behavior. The implementation of inclusive student character in culture-based learning for boarding school students in Darul Aziziyah Amilin Integrated Islamic Middle School is certainly supported

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by various factors. However, there are still several obstacles encountered in implementing inclusive student character in culture-based learning for boarding school students in Darul Aziziyah Amilin IT Middle School.

Despite the obstacles, the parties Darul Aziziyah Amilin Integrated Islamic Middle School, continues to look for solutions such as holding a joint evaluation of each activity to be accountable for being consistent in their respective tasks. Then we also hold routine communication so that if there is a problem it can be solved together. Implementation of inclusive student character in culture-based learning for students Boarding School in Darul Aziziyah Amilin Integrated Islamic Middle School means incorporating inclusive values and respecting cultural diversity into the teaching and learning process. This includes creating a safe classroom environment, respecting each individual, and integrating local cultural values into learning.

Sukanti (2016) stated that intracurricular or extracurricular activities need to be developed through a process of habituation and reinforcement in order to develop character. Intracurricular and extracurricular activities that have been organized by schools are one of the potential media for character building and improving the academic quality of students. It should be remembered that psychologically and socio-culturally the process of character formation in humans is a function of all individual potentials, namely involving cognitive, affective and psychomotor aspects. Meanwhile, student activities at school which include intracurricular, extracurricular, and hidden curriculum can train these three aspects of intelligence and have a close relationship with each other in building student character.

In addition, the application of inclusive student character in culture-based learning for Boarding School students in Darul Aziziyah Amilin IT Junior High School also done by building inclusive character. Where education does not only focus on academic aspects, but also on developing student character. Through inclusive learning, students are taught to respect each other, work together, and appreciate differences. Even through this inclusive education values such as tolerance, empathy, and self-confidence can be fostered through interaction and collaboration in the classroom.

This is also in line with Sukanti's research (2016) which states that the concept of character education is essentially included in the hidden curriculum which is based on the vision, mission, and eight learning bases. The implementation of character education in schools is realized through intracurricular activities, extracurricular activities, and school culture. In intracurricular and extracurricular activities, there is a hidden curriculum which is a curriculum that accompanies the verbal curriculum or written curriculum in general.

#### **4. Conclusion**

Based on the research results and discussion above, it can be concluded that Application of inclusive student character in culture-based learning for boarding

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school students in Darul Aziziyah Amilin IT Middle School is run with incorporating inclusive values and respect for cultural diversity in the teaching and learning process, create an inclusive classroom environment by creating a safe and comfortable learning space. Another step done by integrating local wisdom into learning materials to help students understand and appreciate their own culture, as well as increase understanding of other cultures and building inclusive character, where students are taught to respect each other, work together, and appreciate differences, have an attitude of tolerance, empathy, and self-confidence. Implementation of inclusive student character in culture-based learning for Boarding School students in Darul Aziziyah Amilin IT Junior High School run with student-centered education, cooperative, collaborative and active learning and culture-based extracurricular activities.

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How to cite this article:

Hermalinda, Kasmini, L., Zahraini., & Akmaluddin. (2025). Implementation of Inclusive Student Character in Boarding School Culture-Based Learning at Darul Aziziyah Amilin Integrated Islamic Middle School in Subulussalam City. *Journal of Educational Sciences*, 9(5), 4163-4182.

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