


The Influence of the Cultural Identity of the Surrounding Community and Social Support on Character Building of Students with the Role of Mediation of External Challenges at the Lgitan Islamic Boarding School, Tuban, East Java

Mochammad Macshoem Faqih¹, Abid Muhtarom², Abdul Ghofur³, Agung Hirmantono⁴

^{1,2,3,4}Islamic University of Lamongan, Indonesia

Article Info	ABSTRACT
<p>Keywords: Community Environment Identity, Social Support, External Challenges, Character Building of Islamic Boarding Schools.</p>	<p>One of the educational institutions in Indonesia that has its own unique characteristics and differs from other educational institutions is the Islamic boarding school (pesantren). This institution was born, grew, and developed long ago. In fact, since other educational institutions were unknown in Indonesia, pesantren have been present earlier. Therefore, pesantren are generally considered as indigenous Indonesian educational institutions. The community environment, consciously or unconsciously, provides life in all aspects. The research method used was quantitative research, with a sample of 60 13-year-old students at the Langitan Islamic boarding school in Tuban, East Java. The results showed a very strong influence of the community environment on the character education of students. The results of this study confirm that the Cultural Identity of the Surrounding Community Environment does not affect the Character Building of Students at the Langitan Islamic Boarding School, Tuban, East Java. Social Support does not affect the Character Building of Students at the Langitan Islamic Boarding School, Tuban, East Java. The Cultural Identity of the Surrounding Community Environment does not affect the External Challenges of Students at the Langitan Islamic Boarding School, Tuban, East Java. Social Support has a positive and significant effect on the External Challenges of Students at the Langitan Islamic Boarding School, Tuban, East Java. External challenges have a positive and significant effect on the Character Building of Students at the Langitan Islamic Boarding School, Tuban, East Java. External challenges do not mediate the relationship between the Cultural Identity of the Environment and the Character Building of Students at the Langitan Islamic Boarding School, Tuban, East Java. External challenges mediate the relationship between Social Support and the Character Building of Students at the Langitan Islamic Boarding School, Tuban, East Java.</p>
<p>This is an open access article under the CC BY-NC license</p> 	<p>Corresponding Author: Abid Muhtarom Islamic University of Lamongan, Indonesia abid@unisla.ac.id</p>

INTRODUCTION

One educational institution in Indonesia that has its own unique characteristics and distinguishes it from other educational institutions is the Islamic boarding school (pesantren).

The Influence of the Cultural Identity of the Surrounding Community and Social Support on Character Building of Students with the Role of Mediation of External Challenges at the Lgitan Islamic Boarding School, Tuban, East Java—Mochammad Macshoem Faqih et.al

This institution was born, grew, and developed over a long period. In fact, even before other educational institutions were known in Indonesia, pesantren were present earlier. Therefore, pesantren are generally considered indigenous *Indonesian* educational institutions. (Azyumardi Azra, 2014: 17). Character education is an effort to educate children and society to be able to make wise decisions and practice them in everyday life, so that they can make a positive contribution to their environment. Character education is a fighting power that contains the values of goodness, morals and morals that are embedded in humans. Therefore, "character education for students and society needs to be designed, formulated and operationalized through the transformation of culture, society and school life, both formal and non-formal (Abidinsyah, 2011). The phenomenon that occurred in students at the Langitan Islamic Boarding School, Tuban, East Java. The Islamic Boarding School founded by KH. Muhammad Nur (1852-1870), initially, was only a small moshalla that taught children in the surrounding villages. Until several years later, his successors built a pondok (dormitory) for students who studied the Koran at the Langitan Musholla, until the formal educational institution, the pondok Langitan Tuban Islamic boarding school only provides madrasa education, from all educational units.

Character building through Islamic boarding school cultural identity can be done because, according to Lickona (2015), character is composed of moral knowledge, moral feelings, and moral behavior. Moral knowledge is related to a person's cognitive domain, while moral feelings are related to the emotional aspects felt by a person. Moral actions are actions that arise from the two previous character components. Thus, character education can be carried out through the stages of cultivating moral knowledge, followed by actions based on moral knowledge, and morals that have been implemented can ultimately become habits. It can be said that character building through Islamic boarding school culture is essentially an effort to provide moral knowledge, foster positive feelings towards morals, and practice the morals that have been known and felt.

Theoretical Basis

Character Building Theory

Character building, in the Poerwadarminta Dictionary, is defined as nature, disposition, mental traits, morals, or manners that distinguish one person from another. Character is defined as the basic values that build a person's personality. Meanwhile, according to Muklas and Hariyanti (2011:7), building is an English term. Building has the root word "build" which means to build, establish. In this case, building is defined as forming. It can be concluded that *character building* is the formation of good characters through teaching and habituating them.

Community Environment

Literally, the environment is everything that surrounds life, both physical such as the universe and all its contents, and non-physical, such as the atmosphere of religious life, values, and customs that apply in society, science, and developing culture. (Abuddin Nata, 2014: 290) Both types of environment, whether consciously or unconsciously, can influence human development. According to Sartain (an American psychologist) in the book by M. Ngalim Purwanto, the environment includes all conditions in this world that in certain ways

influence our behavior, growth, development or life processes. (M. Ngalim Purwanto, 2015: 28).

Character building

Character education is an effort to educate children to be able to make wise decisions and practice them in everyday life, so that they can make a positive contribution to their environment. (Dharma Kesuma, 2013: 5) In line with this opinion, Raharjo defines character education as a holistic process that connects the moral dimension with the social realm in a person's life as a foundation for the formation of a quality generation that is able to live independently and has the principle of truth that can be accounted for. (Zubaedi, 2012: 16)

Social Support

According to Sarafino (2007), social support is the comfort, attention, appreciation, or assistance received by an individual from other people or groups. Individuals who receive social support tend to have better mental health. Individuals who receive high levels of social support are more optimistic and better able to adapt to stress (Baron & Byrne, 2003). King (2012) defines social support as information or feedback from others that indicates that a person is loved and cared for, valued, and respected, and involved in a network of reciprocal communication and obligations.

External Challenges

The interaction of students with the environment outside the walls of the Islamic boarding school is also a source of external challenges. Azra (1999:69). Free Association and Peers: The influence of peers outside the boarding school can influence students' decisions, including in terms of deviant behavior or even the decision to leave (drop out) from the Islamic boarding school. Lack of Parental Involvement: Limited communication or lack of support and understanding from parents regarding the problems faced by students can hinder efforts to overcome problems in the Islamic boarding school.

Hypothesis

- H1. The cultural identity of the community environment influences *character building*.
- H2. Social support influences *character building*.
- H3. The cultural identity of the community environment influences external challenges
- H4. Social support has an effect on external challenges
- H5. External challenges influence *character building*
- H6. External Challenges Mediate the Relationship Between Environmental Cultural Identity and the Character Building of Students at the Langitan Islamic Boarding School, Tuban, East Java
- H7. External Challenges Mediate the Relationship Between Social Support and Character Building of Students at Langitan Islamic Boarding School, Tuban, East Java

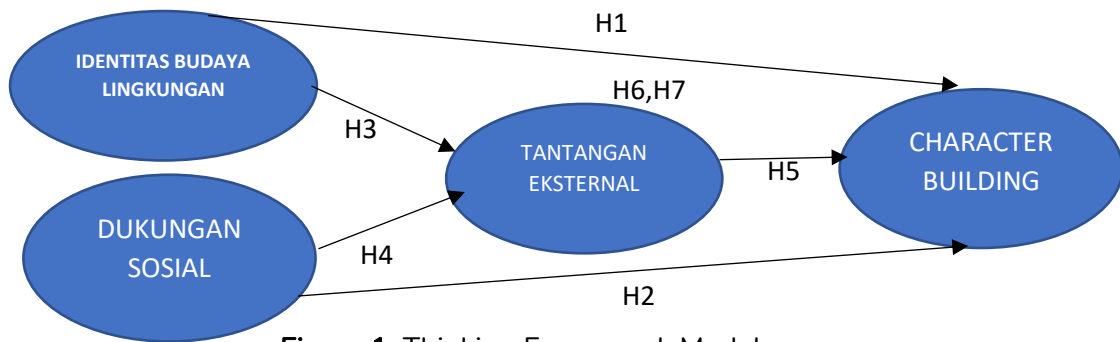


Figure 1. Thinking Framework Model

RESEARCH METHODS

Quantitative research is a method for testing certain theories by examining the relationship between variables. According to Sugiyono (2017:8) quantitative research is a research method based on the philosophy of positivism, used to research a specific population or sample, data collection using research instruments, quantitative or statistical data analysis, with the aim of testing the established hypothesis. In this study, the population used by the researcher was 1749 students at the Langitan Islamic Boarding School, Tuban, East Java. The sampling technique used was *purposive sampling* to obtain samples that met the established criteria/requirements. The criteria/requirements for selecting samples in this study were students aged 13 years. Where the sample determination was based on certain requirements, namely by selecting students aged 13 years, because at this age is the unstable age of character formation, puberty, and starting to develop their self-identity. So there were 60 students aged 13 years old as samples.

RESEARCH RESULTS AND DISCUSSION

Normed Fit Index (NFI)

Table 1. Normed Fit Index (NFI) values

	Saturated Model	Estimated Model
Chi-Square	283,599	283,599
NFI	0.705	0.705

Source: Data processing with SmartPLS

Based on the results of data processing through SmartPLS, the Normed Fit Index (NFI) value of the existing research model obtained a result of 0.705 < 0.8 so that it can be stated that the proposed model fits the observed data and is categorized as perfect.

R-square

Table 2. R-square value

	R-square	R-square adjusted
Character Building	0.409	0.382
External Challenges	0.548	0.534

Source: Data processing with SmartPLS

Based on the results of data processing using SmartPLS, the *adjusted R-square* for the intention to move variable was 0.409. This means that the cultural identity and social support variables were able to explain 40.9% of the character building variable and indicate that the resulting influence model is considered weak.

adjusted R-square value of the employee exploitation perception variable is 0.548, which means that the cultural identity and social support variables are able to explain the external challenge variable by 54.8% and indicates that the resulting influence model is considered moderate.

Effect Size

Table 3. *Effect Size Values*

	External Challenges	Character Building
Environmental Identity	0.034	0,000
Social Support	0.779	0.012
External Challenges		0.222

Source: Data processing with SmartPLS With criteria

The F2 results of >0.35; 0.15; and 0.02 indicate that the influence is "Strong", "Moderate", and "Weak", respectively. Therefore, based on the results of data processing with SmartPLS, it can be explained that:

- The influence of environmental identity on external challenges is 0.034, so the resulting influence is weak.
- The influence of social support on external challenges is 0.779, so the resulting influence is strong.
- The influence of environmental identity on *character building* of 0.000, then the resulting influence is weak.
- The influence of social support on *character building* is 0.012, so the resulting influence is weak.
- The influence of external challenges on *employee character building* is 0.222, so the resulting influence is moderate.

Hypothesis Testing

Table 4. Hypothesis Test Results

	Path Coefficient	T Statistics	P Value	Results
Cultural Identity → Character Building	0.005	0.034	0.487	H1 Rejected
Social Support → Character Building	0.127	0.857	0.196	H2 Rejected
Cultural Identity → External Challenges	0.139	1,039	0.150	H3 Rejected
Social Support → External Challenges	0.666	6,511	0.000	H4 Accepted

The Influence of the Cultural Identity of the Surrounding Community and Social Support on Character Building of Students with the Role of Mediation of External Challenges at the Lgitan Islamic Boarding School, Tuban, East Java—Mochammad Macshoem Faqih et.al

	Path Coefficient	T Statistics	P Value	Results
Cultural Identity → External Challenges → Character Building	0.075	0.970	0.166	H6 Rejected
Social Support → External Challenges → Character Building	0.359	3.134	0.001	H7 Accepted
External Challenges → Character Building	0.538	3,626	0.000	H5 Accepted

Source: Data processing with SmartPLS

H1. The Influence of Community Cultural Identity on *Character Building*

In hypothesis 1, H1 is rejected and H0 is accepted, this is because the t-value obtained is 0.035, which is less than 1.96. Thus, the Cultural Identity of the Community has no significant effect on Character Building. The influence between the two variables can be categorized as weak because the F2 value is only 0.000. This means that there is no influence whatsoever between the cultural identity of the surrounding community and the character education of students at the Langitan Islamic Boarding School in Tuban, East Java.

H2. The Influence of Social Support on *Character Building*

For hypothesis 2, Social Support does not have a significant positive effect on *Character Building*, as indicated by the t-value obtained of 0.877, less than 1.96, so H1 is rejected and H0 is accepted. The F2 value from the Effect Size test results is 0.012, so the resulting effect is weak. This indicates that there is no influence of social support on the character education of students at the Langitan Islamic Boarding School, Tuban, East Java.

H3. The Influence of Community Cultural Identity on External Challenges

Hypothesis 3 testing obtained a t-value of 0.999, less than 1.96, which means H1 is rejected so H0 is accepted. Based on these results, the Community Cultural Identity does not have a significant positive effect on External challenges. In the Effect Size test, the F2 value was obtained at 0.034, so the resulting effect is weak. This indicates that there is no influence whatsoever between the cultural identity of the surrounding community and the external challenges of students at the Langitan Islamic Boarding School in Tuban, East Java.

H4. The Influence of Social Support on External Challenges

In hypothesis 4 which explains the influence of Social Support on External challenges, the results of H1 are accepted, in other words, H0 is rejected. With a t-value of 6.554 which is greater than 1.96, social support has a significant positive effect on External challenges. The parameter coefficient (path coefficient) of 0.666 means that social support has a positive effect on External challenges of 0.666. In addition, the results of the Effect Size test obtained an F2 value of 0.779, so the resulting influence is strong. This says that if the cultural identity of the surrounding community is good, it can reduce the external challenges of students at the Langitan Islamic Boarding School, Tuban, East Java.

H5. The Influence of External Challenges on *Character Building*

The results of the hypothesis 5 test obtained a t-count of 3.585 which is greater than 1.96, so H1 is accepted and H0 is rejected so that external challenges have a significant

positive effect on character building. In addition, F2 from the Effect Size test results of 0.779 indicates that the resulting influence is moderate. The path coefficient of 0.538 means that external challenges have a significant positive effect on character building of 0.538. This says that if the external challenges are bad, the character building of students can be bad at the Langitan Islamic Boarding School in Tuban, East Java, and vice versa if the external challenges are good, the character building of students can also be good at the Langitan Islamic Boarding School in Tuban, East Java.

H6. The influence of environmental identity on character building through external challenges

Based on the testing of hypothesis 6, the t-test results were 0.889, less than 1.96, and the p-value was 0.187, greater than 0.05, so H1 was rejected and H0 was accepted, which means there is no significant positive influence between environmental identity and character building through external challenges.

H7. The influence of social support on character building through external challenges

Based on the results of testing Hypothesis 7 with t count 3.282 greater than 1.96 and p-value 0.001 less than 0.05 so that H1 is accepted and H0 is rejected indicating that social support has a significant positive effect on character building through external challenges. Through the mediation test, the VAF value was obtained at 42.4% so that the VAF value was between 20 and 80 which means that the external challenge variable partially mediated.

CONCLUSION

The Cultural Identity of the Surrounding Community Environment Does Not Influence the *Character Building* of Students at the Langitan Islamic Boarding School, Tuban, East Java. Social Support Has No Influence on *the Character Building* of Students at Langitan Islamic Boarding School, Tuban, East Java. The Cultural Identity of the Surrounding Community Environment Does Not Influence the External Challenges of Students at the Langitan Islamic Boarding School, Tuban, East Java. Social support has a positive and significant influence on external challenges for students at the Langitan Islamic Boarding School, Tuban, East Java. External challenges have a positive and significant influence on *the character building* of students at the Langitan Islamic Boarding School, Tuban, East Java. External challenges do not mediate the relationship between Environmental Cultural Identity and *Character Building* of Students at Langitan Islamic Boarding School, Tuban, East Java. External challenges mediate the relationship between social support and *character building* of students at the Langitan Islamic Boarding School, Tuban, East Java.

REFERENCES

- Abdul Majid dan Dian Andayani, Pendidikan Karakter Perspektif Islam, Bandung: PT Remaja Rosdakarya, 2013, hlm 30
- Abidinsyah, Urgensi Pendidikan Karakter Dalam Membangun Peradaban Bangsa yang Bermartabat, (Jurnal Socioscientia, Volume 3 Nomor 1, Februari 2011), hlm. 2
- Ade Chita Putri Harahap, Character Building Pendidikan Karakter, Al-Irsyad: Jurnal Pendidikan dan Konseling, Vol. 9, No. 1, Edisi Januari-Juni, 2019, hlm. 2

- Azra Azyumardi, *Pendidikan Islam: Tradisi dan Modernisasi di Tengah Tantangan Milenium III* (Jakarta, Logos Wacana Ilmu 2017).
- Ghozali, Iman, and Hengky Latan. 2020. *Partial Least Square Konsep, Teknik Dan Aplikasi Menggunakan Program SmartPLS 3.0. Edisi 2.* Semarang: Badan penerbit- Undip.
- Imam al-Ghazali, Ihya' 'Ulum al-Din, Juz 3, Surabaya: al-Hidayah, hlm. 52
- Lickona, T. (2015). *Building Character for Children*, terj. Abdu Wamaungo. Jakarta: Bumi Aksara
- M. Syaifuddin Zuhriy, *Budaya Pesantren dan Pendidikan Karakter Pada Pondok Pesantren Salaf*, (Walisongo, volume 19, Nomor 2, November 2011), hlm. 288
- Muchlas Samani dan MS Hariyanto, *Konsep dan Model Pendidikan Karakter*, Bandung: Remaja Rosdakarya, 2011, hlm. 7
- Nurul Huda Ma'arif, *Samudera Keteladanan Muhammad*, Ciputat: Pustaka Alvabet, 2017, hlm 147.
- Pedoman sekolah, *Pengembangan Pendidikan Budaya dan Karakter Bangsa*, (Jakarta, Kementerian Pendidikan Nasional Badan Penelitian dan Pengembangan Pusat Kurikulum, 2011),
- Software Aplikasi *Kutub Al-tis'ath, Shohih Bukhori* No. 1296
- Syairozi, M. I., & Azizah, L. N. (2025). Enhancing SME Competitiveness Through the Implementation of Strategic Management Based on Local Business Innovation. *Jurnal Ilmiah Manajemen Kesatuan*, 13(5), 3627-3638.
- Sugiyono. (2019). *Metode Penelitian Dan Pengembangan Research Dan Development*. Bandung: Alfabeta
- Wen, L. M. C., Rosli, R., & Syairozi, M. I. (2025, July). RESILIENT LEADERSHIP AND PSYCHOLOGICAL CAPITAL IN ENHANCING QUALITY OF WORK LIFE AMONG PUBLIC SECTOR EMPLOYEES IN HYBRID WORK ENVIRONMENTS. In *NICEBIS: National Innovation Conference on Economics and Business* (Vol. 1, No. 1).
- Zamakhshari Dhofier, *Tradisi Pesantren: Studi tentang Pandangan Hidup Kiyai*, (Jakarta: LP3ES, 1981), hlm. 45