

## **Implementation of Integrity Values in The Tarbiyatul Muallimin Al-Islamiyah Curriculum in Character Building and Well-Being of Santri**

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### **Abstrak**

This study aims to analyze the implementation of integrity values in the Tarbiyatul Muallimin Al-Islamiyah (TMI) Curriculum and evaluate its impact on the well-being of students at the Darul Istiqomah Islamic Boarding School in Bondowoso. This study uses a qualitative approach with a case study method. Data were collected using observation techniques, in-depth interviews, and documentation studies. Data analysis techniques were carried out interactively with the Miles and Huberman model, which includes the stages of data reduction, data presentation, and drawing conclusions. The results of the study indicate that integrity values such as honesty, responsibility and discipline are systematically integrated into the learning process and daily lives of students through an exemplary approach, habituation, and character building. The supporting factors for the implementation of integrity include the commitment of the Islamic boarding school leadership, the competence of educators, and parental involvement. On the other hand, the challenges faced include the heterogeneity of the students' backgrounds, the gap in parents' perceptions, and communication barriers. Overall, the implementation of integrity values makes a positive contribution to improving the well-being of students in psychological, social, and academic aspects. The results of this study emphasize the importance of integrating character education into the Islamic boarding school education system as a foundation for forming a generation that excels morally and spiritually.

**Keywords:** Integrity, TMI Curriculum, Well-being of Santri

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**Kata Kunci:** Integritas, Kurikulum TMI, Well-being Santri



## Introduction

Islamic boarding schools play a strategic role in shaping the character of students, especially integrity which includes honesty, responsibility, and consistency of values in daily behavior. Through a comprehensive educational approach, Islamic boarding schools create an environment that supports the formation of characters with integrity, not only academically intelligent but also moral. Islamic boarding school leaders and caregivers are important role models in instilling integrity values. Habitual activities such as congregational worship, mukhadoroh, extracurricular activities, and social activities also strengthen character formation. Good Islamic boarding school management also trains the personal skills and integrity of students through consistent routines (Supriatna, 2021).

In relation to this, the curriculum plays a crucial role in the success of education, so its planning must be carried out carefully. Without a good and appropriate curriculum, it will be difficult to achieve the educational goals and objectives that have been aspired to. In the context of Islamic boarding schools, the Tarbiyatul Muallimin Al-Islamiah (TMI) Curriculum is implemented as an education system that focuses on moral training and the deepening of Islamic knowledge.

TMI is designed to shape students into individuals who not only have in-depth religious knowledge, but also good character, in accordance with Islamic values. The TMI curriculum integrates religious knowledge learning with moral development, so that students can apply the knowledge they learn in their daily lives. The methods used by Asatidz/Asatidzah in learning, such as lecture methods, exercises, questions and answers, assignments, and practice, allow students to gain a comprehensive understanding, both in theory and practice.

Pabbajah (2020) emphasized that Islamic boarding schools have an important role in the revitalization of Islamic education, where moral training is one of the main focuses. With a supportive environment, Islamic boarding schools can create a conducive atmosphere for students to develop noble morals, such as honesty, discipline, and a sense of responsibility. Thus, in Islamic boarding schools, this curriculum is applied as a foundation for creating a generation that is not only intellectually intelligent, but also has moral and spiritual resilience.

Islamic boarding schools as a pillar of Islamic religious education that has an important role in preparing students to face the challenges of various factors, such as technological developments, globalization, and social change, affect the need for students to have broader competencies, including psychological and social aspects. Technological developments require students to adapt not only in knowledge, but also in social skills. Triyono (2023) emphasized that Islamic boarding schools need to integrate Islamic values with modern education by strengthening the curriculum and training for teachers. In addition, the psychological well-being of students is also important, considering that social interactions in Islamic boarding schools can affect their mental health. Therefore, psychological support such as counseling guidance and self-development programs are needed. In addition, good literacy skills help students actively participate in society (Junaris, 2023).

The application of integrity values such as honesty, responsibility, and discipline in the Tarbiyatul Muallimin Al-Islamiah (TMI) curriculum is believed to be able to make a significant contribution to the well-being of students. In Islamic boarding school education, integrity is not only a moral aspect, but also an important foundation in forming the character



of students who are emotionally and socially balanced. Well-being of students includes a balance between mental, emotional, and social health, which allows students to study optimally and live their lives with peace and happiness. With the internalization of these values, students are expected to be able to live a more balanced life, feel more confident, and have healthy social relationships with others.

One of the Islamic boarding schools that implements the Tarbiyatul Muallimin Al-Islamiyah (TMI) Curriculum is the Darul Istiqomah Islamic Boarding School. The Darul Istiqomah Islamic Boarding School implements the TMI curriculum by emphasizing the strengthening of integrity through various strategies. The application of integrity values in this curriculum is not only manifested in the form of teaching materials, but also in the daily student guidance system. One form of implementation that is applied is through a learning method based on role models, where the ustadz and caregivers become direct examples for students in being honest, responsible, and disciplined. In addition, the habituation system is also an integral part of this curriculum, such as daily evaluations of student behavior, implementation of management duties, and structured and well-supervised worship activities.

This study presents novelty in analyzing the application of integrity values in the Tarbiyatul Muallimin Al-Islamiyah (TMI) Curriculum and its impact on student well-being, an aspect that has not been widely studied in previous studies. In comparison, research conducted by Cahyono (2023) has discussed the implementation of the TMI curriculum in improving the quality and capabilities of students, but focuses more on academic and intellectual aspects without specifically examining how integrity values, such as honesty, responsibility, and discipline, contribute to the psychological and social well-being of students. The next research conducted by Raka (2020), in his research discusses the management of the TMI curriculum in improving the quality of education at the Darul Amanah Islamic Boarding School. Furthermore Fajriyah, A Huda (2018) in his research examined the implementation of the KMI curriculum in two Islamic boarding schools, which are similar to the TMI curriculum.

Thus, this study aims to examine in depth the application of integrity values in the Tarbiyatul Muallimin Al-Islamiyah curriculum at the Darul Istiqomah Islamic Boarding School, identify factors that support and hinder its implementation, and analyze its impact on the well-being of students. The results of this study are expected to contribute to the development of a more effective Islamic boarding school education system in forming students with integrity, independence, and good social welfare. So that Islamic boarding schools not only play a role in producing a generation that is intelligent in religious knowledge, but also individuals who are ready to face the challenges of life in the modern era with strong morals and good psychological well-being.

## Research Method

This study uses a qualitative approach with a case study method that focuses on the Darul Istiqomah Islamic Boarding School in Bondowoso to gain an in-depth understanding of the implementation of integrity values in the Tarbiyatul Muallimin Al-Islamiyah (TMI) Curriculum and its impact on the well-being of students. The qualitative approach is carried out through research procedures that produce descriptive data in the form of written or spoken words from people and observable behavior (Septiana, Khoiriyah, & Shaleh, 2024). According to Sugiyono

(2019) qualitative research methods are often called naturalistic research methods because the research is carried out in natural conditions (natural settings). Research data were obtained from two main sources, namely primary data and secondary data. Primary data were collected through direct observation, in-depth interviews, and documentation, involving the principal, caregivers, teachers, and students in order to gain a comprehensive perspective on the implementation of integrity values in the TMI curriculum. Meanwhile, secondary data was obtained from scientific journals, previous research, and TMI curriculum documents to enrich the analysis and compare the results of this study with previous studies.

In data collection, this study used observation techniques on the daily activities of students to observe the application of the values of honesty, responsibility, and discipline in the learning process and their social lives. In addition, in-depth interviews were conducted with parties directly involved in the Islamic boarding school education system to understand the strategy for implementing integrity values and the challenges faced. Documentation studies were also conducted to analyze the curriculum, Islamic boarding school rules, and policies that support integrity-based character education.

The data analysis technique in this study uses an interactive model from (Miles, M. B., & Huberman, 1994), which consists of three stages, namely: (1) data reduction, which is done by selecting, simplifying, and focusing raw data that is relevant to the research objectives; (2) data presentation (data display), by systematically arranging information so that it is easy to understand and analyze further; and (3) drawing conclusions and verification, namely the process of finding meaning and patterns from the data that has been presented to produce valid and reliable findings. This technique is used to describe in full how integrity values are implemented in the curriculum and their influence on the welfare of students.

With this method, the study is expected to provide a comprehensive picture of how integrity values in the TMI curriculum can build the welfare of students, as well as identify supporting and inhibiting factors in the implementation of these values at the Darul Istiqomah Bondowoso Islamic Boarding School.

## **Results Research and Discussion**

### **A. Implementation of Integrity Values in the Tarbiyatul Muallimin Al-Islamiyah Curriculum**

The application of integrity values in the Tarbiyatul Muallimin Al-Islamiyah curriculum in Islamic Boarding Schools has a crucial role in shaping the character and morals of students. Integrity as one of the fundamental values in Islamic education must be at the core of every aspect of teaching. In the context of the curriculum, the application of these values includes various elements, such as the integration of the teachings of the Qur'an and Hadith, the development of social skills, and the instilling of character in accordance with Islamic teachings. One approach taken in the application of integrity values is through the Curriculum applied to education in Islamic boarding schools. This curriculum emphasizes the importance of creating a learning climate that is oriented towards the formation of character, morals, and ethics in accordance with Islamic teachings (Fathurohim, 2023).

The application of integrity values in learning in Islamic Boarding Schools can also be realized through strengthening the character of education. Through interactive and



participatory learning activities, students are invited to internalize the values of integrity in everyday life. This is in line with the efforts made in character education which involve teaching values oriented towards a religious personality and responsive to social problems (Hidayah & Esfandiari, 2022). Thus, character education in this context aims to form students who practice the values of integrity in all aspects of their lives. In its implementation, the integrity of educational values can be carried out using a multidisciplinary approach, where moral values are included in the entire curriculum, both in religious and non-religious lessons. The application of integrity values is not only the responsibility of religious education teachers, but also involves all elements of education, including Islamic boarding school managers and parents of students (Nafsaka, Kambali, Sayudin, & Astuti, 2023).

In this case, the Darul Istiqomah Islamic Boarding School plays an important role in shaping the character of students, especially in terms of honesty and discipline. In Islamic boarding schools, students are not only equipped with religious knowledge, but are also given guidance to apply these values in their daily lives. As expressed by Ustadz Fajar Sodik as Director of the Darul Istiqomah Islamic Boarding School, "One of the ways that Islamic boarding schools do to foster honesty values in students is through an approach based on the verses of the Quran and the hadith of the Prophet Muhammad SAW. Not only limited to conveying verses or hadiths, but Islamic boarding schools also implement strict supervision and evaluation so that these values can be applied properly by students".

Darul Istiqomah Islamic Boarding School shows that the application of integrity values through the principle of discipline through the five souls of the boarding school, which include sincerity, simplicity, independence, Islamic brotherhood, and freedom. The ustadz and ustadzah teach sincerely, while students are also educated to receive knowledge with sincerity. Discipline is not taught in theory in certain subjects, but is applied in the daily lives of students. These integrity values are instilled through daily habits so that they become part of the character of students.

Darul Istiqomah Islamic Boarding School emphasizes several main integrity values, namely honesty, discipline, and responsibility. One form of implementing the value of honesty is in completing assignments and exams. Students who do not do assignments will be subject to sanctions (iqob), while students who are proven to cheat during exams will get a zero mark as a form of enforcing the principle of honesty. In addition, students are also taught to always respect teachers and fellow students, and to apply polite attitudes in daily interactions. All these values aim to form the character of students who have high integrity in community life.

Tria Revi, a 6th grade student, said that "integrity values such as honesty, responsibility, and discipline are very important to have, especially if someone wants to be a leader. In Islamic boarding schools, these values are taught through various activities, both in learning activities and in daily life. Tria Revi emphasized that in Islamic boarding schools, every student is taught to be ready to lead and ready to be led. So that the application of integrity values is an important key to realizing responsible leaders.

Therefore, the application of integrity values in the curriculum must be accompanied by an innovative and contextual approach, which is able to answer contemporary issues

appropriately. The integration of educational integrity into the curriculum must include a deep understanding of the moral and ethical principles mandated by Islamic teachings. In an effort to realize these integrity values, it is important to create a supportive learning environment. This environment must encourage students to think critically, independently, and collaboratively, with an emphasis on values that support character formation. This is in line with the idea of educational character that has long been discussed in educational discussions in Indonesia, and will be important in preparing the next generation who are not only highly educated, but also have integrity high (Muhsyaf, BS, & Waskito, 2021).

Islamic Boarding Schools can strengthen these integrity values through various learning methods and techniques, including the use of relevant and interesting modern learning media (Hakim, 2022). The method applied at the Darul Istiqomah Islamic Boarding School is the *qudwah hasanah* approach, where the *ustadz* and *ustadzah* act as good role models in integrity values. In addition, the curriculum also integrates the teachings of the Qur'an and hadith which are the basis for every rule applied.

By integrating integrity values into every aspect of the curriculum and activities of the Islamic boarding school, it is hoped that there will be a significant character transformation for the students. Through the application of these values, Islamic Boarding Schools are expected to not only produce students who are academically intelligent, but also individuals who have high integrity and make positive contributions to society (Zakiah & Nursikin, 2024). The active involvement of all elements, including educators, parents, and the surrounding community, is essential in efforts to instill integrity values. This effort can be realized through harmonious collaboration between Islamic boarding schools and the community in designing and implementing educational programs that are not only oriented towards knowledge transfer, but also emphasize strengthening the character and morals of students. This synergy is expected to be able to realize the vision of inclusive education based on integrity values (Dina, Hafizh, & Astuti, 2023). In addition, in the process of planning and forming an institutional climate, Islamic boarding schools need to design strategies to create a conducive academic and social atmosphere to support the internalization of integrity values. Innovation in teaching methods, classroom management, and the application of diverse pedagogical approaches are very crucial in responding to the needs and characteristics of students in the Islamic boarding school environment (Jamil, 2023).

The key to implementing integrity values in the *Tarbiyatul Muallimin Al-Islamiyah* curriculum in Islamic Boarding Schools lies in a collective awareness among all stakeholders. This includes efforts to maintain and advance integrity values as part of the identity of the Islamic boarding school that cannot be separated from the educational process. In this case, support from Islamic boarding school administrators, teachers, students, and the community must work together to maintain the integrity that is given, in order to foster a generation that is not only intelligent, but also has high integrity (Hubbi, Ramdani, & Setiadi, 2020). Thus, the implementation of integrity values in the curriculum in Islamic Boarding Schools is a must to build a strong character foundation for students, while preparing them to become future leaders who are able to produce positive changes in society. In its implementation, there must be a comprehensive and sustainable effort in developing a



curriculum that includes instilling strong moral and character values, as well as integration between religious education and qualified character.

#### B. Supporting and Inhibiting Factors for the Implementation of Integrity Values

Supporting factors for the implementation of integrity values in the TMI curriculum include support from the management of the Islamic boarding school, commitment and competence of educators, and active involvement of students and families. Solid management in Islamic Boarding Schools plays a major role in compiling and implementing a curriculum that prioritizes integrity as part of educational goals. The existence of a clear vision and mission as well as administrative support from the leadership of the Islamic boarding school can create a conducive environment for character learning (Nizarani, Kristiawan, & Sari, 2020).

The competence and commitment of educators in implementing religious values play a very significant role in the formation of students' character. Teachers who have a deep understanding of integrity values and are able to integrate them into the learning process become the main actors in this effort. The results of the study show that educators who are skilled in classroom management and have a strong understanding of the context of character education tend to be more effective in instilling integrity values into every aspect of the curriculum (Shoimah & Khuriyah, 2024).

As expressed by Ustadzah Failah Ummul Hana Lc. as the 4th Daughter of the Head of the Darul Istiqomah Islamic Boarding School, "The success of implementing integrity values at the Darul Istiqomah Islamic Boarding School is supported by several important factors. First, the individualization approach applied by the Islamic boarding school allows each student to receive special attention according to their respective abilities and characters. By understanding the differences in character and background of students, the Islamic boarding school can adjust the coaching method, so that students can adapt more easily and gradually develop integrity. Second, the role of parents who fully support the Islamic boarding school in upholding discipline and integrity is very important".

Strong support from parents of students for educational character also helps create synergy in instilling integrity values (Febriana & 'Aziz, 2019). When parents do not defend their children's mistakes and instead provide motivation to follow the rules of the Islamic boarding school, this will strengthen the values taught. Open communication between the Islamic boarding school and the guardians of the students is also a supporting factor, because it can solve problems in a good way and avoid misunderstandings that can damage the relationship between the Islamic boarding school and the guardians of the students.

Furthermore, the educational punishment system in Islamic boarding schools is an important factor in shaping the integrity of students. As expressed by Ustadz Fajar Shodiq as the director of the Darul Istiqomah Islamic Boarding School, "Punishment is not only to provide a deterrent effect, but also as a learning process so that students realize their mistakes and correct them. With the philosophy of *In Uridu Ila Islah* which emphasizes that all actions taken are aimed at improving students, Islamic boarding schools ensure that every punishment focuses on improving students' behavior, not merely to punish".

Based on the explanation above, it can be understood that the approach applied at the Darul Istiqomah Islamic Boarding School reflects a wise and relevant educational strategy in fostering students. The concept of punishment applied is not intended solely to create a deterrent effect, but is directed at guiding students to realize the mistakes they have made and be motivated to improve themselves. This approach emphasizes more on the humanist and educational aspects, where punishment is interpreted as a means of learning, not merely a form of sanction. Thus, the main focus of punishment is not on the punitive aspect, but on character development and the formation of nobler morals.

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The involvement of students in various programs based on integrity values, such as social activities and discussion forums, also contributes significantly to the success of the implementation of these values. Through active participation in these activities, students have the opportunity to internalize and apply the concept of integrity directly in everyday life, so that these values are not only understood theoretically, but also experienced and manifested in real actions (Ibrahim, Almukarramah, Gunawan, Awang, & Marwan, 2020).

Although there are many factors that support the successful implementation of integrity values in the Darul Istiqomah Islamic boarding school, there are several challenges that become obstacles in this process. One of them is the difference in the background of the students, both in terms of their region of origin, socio-economic status, and parenting patterns at home. Students who come from villages or environments with lower levels of education may face greater difficulties in adapting to the rules and norms applied in the Islamic boarding school. This can hinder the process of forming integrity, because they need more time to adjust to the more structured life of the Islamic boarding school.

In addition, differences in orientation and expectations of parents towards Islamic boarding school education can also be an obstacle. Not all parents have the same understanding of the importance of discipline and integrity in Islamic boarding schools. Some parents may be more inclined to defend their children when they break the rules, which can create conflict with the Islamic boarding school. This can certainly weaken the efforts of the Islamic boarding school in upholding these values.

As expressed by Ustadzah Failah Ummul Hana Lc. as the 4th Daughter of the Head of the Darul Istiqomah Islamic Boarding School, "The challenges of today's Islamic boarding school education are increasingly complex, especially with the large amount of information coming in from outside, which can confuse students. One example that often occurs is when a ustadz or ustadzah conveys something in a certain way, but the students interpret it differently. For example, a ustadz or ustadzah says something with a certain intention, but the students understand it differently. This happens because of differences in understanding and communication methods, which can cause misunderstandings between teachers and students".

Although not all students experience the same thing, problems like this need to be addressed in the right way. One way that can be applied is to convey the material clearly and easily understood, as if speaking in a very simple way so that there is no misunderstanding. This means that ustadz and ustadzah need to be careful in conveying messages, and try to ensure that the messages conveyed really get through and are well understood by the students. This is where it is important to always ask for help from Allah, so that communication can run smoothly and students can absorb knowledge well.

In addition, to overcome misunderstandings that may occur in the learning process, the most effective step is through tabayun, namely clarification that aims to correct incorrect information. However, if the misunderstanding is still difficult for students to accept, then it must be realized that this can be part of the limitations in the education process. In some cases, students who are unable to accept or understand the explanation given in its entirety may choose to resign. However, the most important thing for educators is to continue to make maximum efforts in providing education, based on patience, understanding, and a sincere intention to teach the truth.

Overall, although there are various factors that support the implementation of integrity values, challenges still arise, including differences in the backgrounds of students, diverse parental orientations, and potential errors in the implementation of sanctions or punishments. These factors can be significant obstacles in efforts to form the character of honest, disciplined, and responsible students.

By deeply understanding the supporting and inhibiting factors in the implementation of integrity values in the Tarbiyatul Mu'allimin Al-Islamiyyah (TMI) curriculum, the management of Islamic boarding schools can design more effective strategies. These strategies include improving the competence of educators through ongoing training, providing adequate supporting facilities, and strengthening cooperation between Islamic boarding schools and parents of students in creating a conducive environment for the internalization of integrity values (Nizarani et al., 2020).

### C. The Impact of Implementing Integrity Values on the Well-Being of Santri

The implementation of integrity values in the Islamic boarding school educational environment contributes significantly to improving the well-being of students. Values such as honesty and ethics that are instilled through character education can form a more positive, confident, and resilient personality. Research shows that a strong character, where integrity is its main component, plays an important role in strengthening students' resilience and

increasing their ability to deal with pressure, both from academic demands and the dynamics of the social environment (Mariyati, Partontari, & Kusuma, 2023).

Ustadz Fajar Shodiq as the Director of the Darul Istiqomah Islamic Boarding School revealed that "the application of integrity values has a significant impact on the lives of students, both psychologically and socially. However, the impact is not always immediately visible during the learning process at the Islamic boarding school. According to him, real changes will only be seen after the students complete their education and become alumni". Thus, during their time as students, the application of integrity values such as honesty and responsibility has begun to shape their personalities, although the process is still ongoing in everyday life, both at the Islamic boarding school and during holidays, students are expected to be able to practice these values, both towards themselves and the Islamic boarding school environment.

Darul Istiqomah Islamic Boarding School instills integrity values from an early age through habituation to simple things in everyday life. The vision carried by the Islamic boarding school, as conveyed by the head of the institution, is to form cadres of community leaders who are committed to actively contributing to community life. In the Islamic boarding school environment, students are not only trained to become internal leaders, but are also prepared to be able to lead in the wider community. The entire educational process is directed at equipping students with knowledge, values, and skills that they can apply in real life after completing their studies at the Islamic boarding school.

Strong character enables students to be better prepared to face various challenges, thus minimizing the risk of declining their well-being. Integrity, as part of character formation, also contributes to creating healthier and more constructive social relations among students. When integrity values are successfully taught and internalized, students tend to treat each other with mutual respect and fairness. This creates a harmonious atmosphere of Islamic boarding school life and supports the formation of strong social support between individuals. This social support is an important factor in maintaining the psychological well-being of students, as emphasized in research findings regarding the influence of the social environment on student well-being (Nahdiyah, 2023).

Furthermore, the implementation of integrity values also contributes significantly to increasing the academic motivation of students. Values such as discipline, responsibility, and honesty that are integrated into the character education curriculum encourage students to be more diligent and serious in following the learning process. Research shows that an educational environment that upholds integrity values can trigger students' enthusiasm for learning and increase active participation in academic activities, which ultimately has a positive impact on their learning outcomes (Oktia, 2022). In addition, the academic success achieved also provides a sense of achievement and self-satisfaction that supports the overall well-being of students.

However, the application of integrity values is not easy to realize consistently. Tria Revi said that one of the biggest challenges in practicing these values is the emergence of laziness which often hinders the internalization process. In today's modern era, the less supportive social environment and various distractions that encourage passive behavior are challenges in themselves. Tria realizes that maintaining consistency (istiqamah) in

maintaining integrity requires serious efforts and high patience. Nevertheless, she remains optimistic and grateful because by trying to apply integrity values, she can be a good role model for her colleagues and inspire other students. On the other hand, the lack of integration of integrity values in the curriculum can have a negative impact on the welfare of students. Dishonesty that occurs in the Islamic boarding school environment can cause dissatisfaction, stress, and even depression, due to an atmosphere that is not morally and psychologically conducive. This kind of moral uncertainty has the potential to create emotional instability among students, which can ultimately disrupt their overall welfare (Mariyati et al., 2023).

Therefore, in implementing an integrity-based education program, Islamic boarding school managers need to provide participatory spaces for students so that they can be actively involved in activities that support the internalization of these values. Activities such as group discussions, social services, and extracurricular programs with character themes are effective media for instilling integrity values contextually (Derici & Ermayanti, 2023). Through direct involvement in such activities, students not only gain theoretical understanding, but also experience and apply integrity in their daily lives.

The implementation of integrity values in the Tarbiyatul Muallimin Al-Islamiyyah curriculum at the Darul Istiqomah Islamic Boarding School has had a significant impact on the well-being of students. The curriculum that integrates integrity values not only aims to shape the character of students, but also to create conditions that support their psychological well-being. The implementation of values such as honesty, responsibility, discipline, and respect in every aspect of education has a major influence on the mental and emotional condition of students.

As a first step, Darul Istiqomah Islamic Boarding School instills integrity values from an early age, starting with simple yet profound learning. This process takes place in stages, where students begin to learn to manage themselves, understand responsibility, and build harmonious relationships with friends and educators. In the Tarbiyatul Muallimin Al-Islamiyyah curriculum, each stage of education is designed to foster integrity values through teaching, social training, and direct practice in everyday life. Over time, students are given the opportunity to take on greater responsibility, both towards themselves, fellow students, and the pesantren environment.

The most obvious positive impact of implementing integrity values is the improvement of students' well-being, which can be seen in several aspects. First, through character building based on integrity values, students feel more confident and better prepared to face life's challenges. The sense of responsibility instilled in this curriculum makes students feel more independent and able to cope with pressure, both in academic and social contexts. As a result, students have better mental resilience in dealing with various situations, which in turn reduces stress levels and improves their mental health.

Second, the integrity values taught play a major role in creating more positive social relationships among students. When integrity is the basis of daily interactions, students tend to treat each other with more respect and fairness. This creates a more harmonious atmosphere and supports the creation of social support that is important for the psychological well-being of students. This social support provides a sense of security and comfort, which is much needed in reducing anxiety and increasing a sense of connectedness among students.

Third, the implementation of integrity values in the curriculum also has a positive impact on the academic motivation of students. Values such as discipline, responsibility, and commitment instilled through character education encourage students to be more serious in following the learning process. Research shows that when integrity values are implemented in an educational environment, students are more motivated to learn and actively participate in academic activities. This contributes to improved learning outcomes and a sense of achievement, which in turn improves their overall well-being.

Darul Istiqomah Islamic Boarding School hopes that the implementation of these integrity values will not only have a positive impact on the Islamic boarding school environment, but can also prepare students to face challenges outside the Islamic boarding school, especially in community life. With integrity-based education, students are expected to become responsible leaders and make positive contributions to society, in accordance with the vision of the Islamic boarding school to produce cadres of the community who are ready to learn and provide benefits to the community in the future.

The implementation of integrity values in the Tarbiyatul Muallimin Al-Islamiyyah curriculum not only strengthens the character of students, but also supports the creation of better well-being through improved mental health, positive social relationships, and high academic motivation. Therefore, it is important for Islamic boarding schools to continue to strengthen the implementation of integrity values in every aspect of the curriculum and environment, so that students not only develop academically, but also become strong individuals in facing challenges in the wider world.

## Conclusions

The implementation of integrity values in the Tarbiyatul Muallimin Al-Islamiyah (TMI) Curriculum at the Darul Istiqomah Islamic Boarding School has been proven to contribute significantly to character formation and improving the well-being of students. Values such as honesty, responsibility, and discipline are systematically integrated through role models, habits, and personal approaches in learning activities and the daily lives of students. The results of the study indicate that integrity applied in the curriculum has a positive effect on psychological well-being, social relationships, and academic motivation of students. With the support of Islamic boarding school management, teacher competence, parental involvement, and a consistent coaching system, integrity values can be effectively internalized in students.

This study has limitations because it only focuses on one Islamic boarding school institution and has not explored the long-term effects of the implementation of integrity values on the lives of alumni after leaving the Islamic boarding school. In addition, this study has not highlighted aspects of technology and digital media in supporting the implementation of integrity-based character education. Therefore, further researchers are advised to conduct comparative studies in several Islamic boarding schools with a broader approach, as well as to examine digital-based educational innovations in strengthening the values of integrity and welfare of students in a sustainable manner.

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