

Spiritual and Moral Development through Sufi Orders: The Role of Tarekat Qadiriyyah Wa Naqsabandiyah in Shaping Santri's Character

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ABSTRACT

This study aimed to analyze the internalization process of the teachings of the Tarekat Qadiriyyah Wa Naqsabandiyah within both formal and informal educational systems at Pondok Pesantren (Islamic Boarding School) Aulia Cendekia. This research focused on exploring the extent to which these teachings were integrated into the pesantren curriculum and their impact on the character development of the students (santri). Utilizing a qualitative descriptive method through observations, interview and literature review, the study emphasized the integration of Tarekat values in the teaching of classical Islamic texts, daily dzikir (remembrance of God), and weekly wirid (devotional practices). Findings showed that the Tarekat teachings had been comprehensively integrated into both the academic and non-academic aspects of pesantren educational system. The kyai (spiritual leader) played a pivotal role as a spiritual guide, assisting santri in understanding and practicing Sufi teachings. This internalization process had significantly contributed to the development of discipline, spiritual awareness and emotional balance among the students. It can be concluded from this study that the application of Tarekat Qadiriyyah Wa Naqsabandiyah has successfully fostered students who are intellectually competent and spiritually resilient. However, continuous adaptation of teaching methods is necessary to maintain relevance in the face of modern challenges. The internalization of these teachings played a crucial role in balancing spirituality with formal education in pesantren environment.

INTRODUCTION

The internalization of religious teachings in pesantren plays a vital role in shaping the character of its students (santri). As traditional educational institutions in Indonesia, pesantren serves not only as the center to learn Islamic knowledge but also as the institution committed to instilling moral and ethical values of their students. The education provided by pesantren emphasizes the development of behavior and morals, aiming to equip santri with virtues that they can apply in their daily lives. In this context, pesantren education acts as a foundation to foster noble character in accordance with Islamic teachings. Pesantren prioritizes moral education by emphasizing the cultivation of akhlakul karimah (noble character) among the students (Aronson et al., 2024; Bahrin et al., 2024; Boloje, 2024; Cai et al., 2022). This moral formation is reinforced by integrating religious practices with character-building programs, as shown in study on the effectiveness of character education in pesantren (Alimah, 2020; Cai et al., 2022). Additionally, pesantren education also



contributes to the social behavior development of santri (students). Character education rooted in religious values plays a crucial role in shaping the social attitudes of santri, such as respect, tolerance, and empathy (Alirahman et al., 2023; Avis, 2024a). This demonstrates that pesantren education extends beyond spiritual development, encompassing social character formation, making pesantren an ideal environment for nurturing santri who are not only religious but also socially responsible. Thus, pesantren education serves as an ideal medium to prepare santri for modern life, bringing strong moral and ethical values into society.

In Indonesia, there remains a gap in understanding how Sufi teachings, specifically from the Qadiriyyah and Naqshbandiyyah tarekat (Budiharso & Bakri, 2023; Purwanto et al., 2021), are integrated into the formal and non-formal curricula of pesantren. The question arises: how can the spiritual and ethical values of these tarekat be effectively internalized within the structured education system of pesantren? Answering this question is crucial as it can enhance the character formation process among santri, particularly within the framework of tasawuf (Islamic mysticism), which emphasizes moral discipline, spirituality, and ethical conduct. This study aims to explore the extent to which the teachings of the Qadiriyyah wa Naqshbandiyyah tarekat are internalized in the education system of Pondok Pesantren Aulia Cendekia and how this process contributes to the moral and spiritual development of its students.

Solving this issue involves a comprehensive integration of the tarekat teachings into both formal and non-formal educational settings. Practically, this could mean incorporating tarekat values and practices into structured lessons, spiritual activities and daily routines. In this way, spiritual ideals such as self-purification (tazkiyah), discipline and devotion—the core elements of tasawuf—can be woven into the intellectual and personal development of santri (student). This approach is aligned with several findings, which show that when Sufi teachings are integrated into education, they significantly strengthen ethical and moral behavior of students (Afandi et al., 2020; Machmudi, 2024; Rahmat et al., 2024).

The integration of Sufi teachings, particularly the Qadiriyyah wa Naqshbandiyyah tarekat, in pesantren education offers a unique educational model that combines spirituality with academic rigor. Previous research has generally explored the social role of tarekat in Indonesian society (Alothman et al., 2024; Zamzami et al., 2022); however, there is still little research conducted to investigate how this tarekat influences formal education systems. The Qadiriyyah wa Naqshbandiyyah tarekat, known for its emphasis on self-purification and ethical discipline, provides a valuable framework for moral and character education in pesantren. By incorporating the spiritual values of this tarekat into both formal lessons and informal spiritual practices, pesantren like Aulia Cendekia can create an educational environment that fosters both academic and spiritual growth of their students.

This study also highlights the importance of the Qadiriyyah wa Naqshbandiyyah tarekat teachings in addressing modern challenges and social upheavals. As noted by Azizah et al (2023) and Wardani & Fadlan (2021), the tarekat's emphasis on peace, tolerance and spiritual discipline offers a moral foundation that can prepare santri to navigate the complexities of modern life, including threats of extremism and social tension. In this context, the tarekat provides an alternative educational model that prioritizes spiritual and moral fortitude alongside intellectual development, making it an essential component of contemporary pesantren education.

Moreover, integrating these tarekat teachings into formal and non-formal educational structures enables holistic student's development, combining intellectual and spiritual education. This is particularly important in pesantren, where non-formal education, such as religious study groups (pengajian), remembrance of God (dzikir), and discipline-building activities, plays a key role in

character formation (Afandi et al., 2020; Alimah, 2020). By ensuring that these tarekat values are present both in formal classroom settings and in non-formal spiritual activities, pesantren can create a comprehensive learning environment that shapes santri into individuals grounded in ethics and spirituality.

While the existing literature provides valuable insights into the social and spiritual role of the tarekat, studies specifically addressing how tarekat teachings are integrated into formal education systems remain limited, for instance several studies explore the socio-religious functions of tarekat in Indonesian society; on the contrary, their focus is more on community involvement than institutional education (Afandi et al., 2020; Machmudi, 2024; Rahmat et al., 2024; Turmudi, 1998). Although many studies have examined Islamic education in pesantren, they often overlook the detailed ways in which tarekat teachings, such as Qadiriyyah wa Naqshbandiyah, are woven into the formal and non-formal curriculum. This gap emphasizes the need for research that focuses on the specific methods and strategies for integrating tarekat teachings into the academic structure of pesantren.

Furthermore, while the literature acknowledges the importance of character education in pesantren, few studies have explored the long-term impact of tarekat teachings' integration into formal curricula (Alirahman et al., 2023; Avis, 2024b; Badeni & Saparahayuningsih, 2021; Berkowitz, 2021). Most research emphasizes the description of tarekat spiritual practices rather than evaluating their role in character formation over time. This limitation suggests a gap in research that this study aims to fill by exploring the process and outcomes of internalizing the teachings of the Qadiriyyah wa Naqshbandiyah tarekat within pesantren education.

Additionally, the role of the kyai (spiritual leader) in implementing tarekat teachings within formal education has received little attention. Afandi et al (2020) emphasize the influence of pesantren leaders in maintaining Islamic intellectual traditions but do not specifically address how the kyai integrates tarekat teachings into formal education frameworks. This research seeks to address this gap by exploring the role of the kyai in the internalization process and its influence on educational content and the moral development of santri.

The primary aim of this study is to analyze the integration of the teachings of the Qadiriyyah wa Naqshbandiyah tarekat into the religious education system at Pondok Pesantren Aulia Cendekia. Specifically, this research aims to:

- Analyze the educational system based on the teachings of the Qadiriyyah wa Naqshbandiyah tarekat.
- Examine the importance of applying these tarekat teachings within the pesantren educational framework.
- Investigate the internalization process of these tarekat teachings in both formal and non-formal education at pesantren.

The novelty of this research lies in its focus on the integration of the Qadiriyyah wa Naqshbandiyah tarekat teachings within pesantren education, offering a new perspective in the study of Islamic education in Indonesia. While much of the literature discusses tarekat from theological or social perspectives, this study provides a comprehensive analysis of how tarekat teachings are internalized in the academic structure of pesantren, contributing to the moral and spiritual development of santri. This research presents new findings on the integration of spiritual teachings into formal education, a topic that is still underrepresented in the current literature. The scope of this research covers three main aspects, namely the educational system based on tarekat teachings, the

importance of tarekat teachings in character formation, and the internalization process within formal and non-formal education. By addressing these aspects, this study provides valuable insights into the role of tarekat teachings in shaping the future of Islamic education in Indonesia.

METHODS

This study employed a qualitative descriptive approach to describe the internalization process of the teachings of the Qadiriyyah wa Naqshabandiyah Tarekat in the education system of Pondok Pesantren Aulia Cendekia. The data collection techniques included in-depth interview, observations, and document analysis. Interviews were conducted with the kyai (spiritual leader), senior students, and teachers to gain a comprehensive understanding of the impact and integration of tarekat teachings. Observations were made during formal and informal activities, including the study of classical Islamic texts (kitab kuning), daily dzikir (remembrance) and weekly wirid (devotional practices). Document analysis involved reviewing tarekat teaching modules and daily activity logs at the pesantren. The data were analyzed using the Miles and Huberman (1994) model, which consists of three main steps: data reduction, data display and conclusion drawing/verification. Each step aimed at exploring the internalization process of tarekat teachings in both formal and informal education at the pesantren. To measure the level of internalization, various parameters were observed, such as the students' spiritual discipline, emotional balance, and social behavior development. The primary measurement tools in this study include observation notes and interview results, which were analyzed thematically to identify patterns and themes related to the research objectives.

Sample Preparation

The research sample consisted of three primary groups, namely the kyai as the spiritual guide, senior students who had undergone the internalization of Tarekat teachings, and junior students who were in the early stages of their Tarekat education. Before the interview, each participant was informed about the research objectives and consented to participate. All data from interview and observations were systematically documented according to the Miles and Huberman approach, which facilitates data simplification and categorization into themes relevant to the research.

Research Design

This study was conducted in three main phases: data collection, data processing, and data analysis. The qualitative data gathered through interview and observations were analyzed using the Miles and Huberman model, which consists of three main components: data reduction, data display, and conclusion drawing/verification. Each step was designed to explore the internalization process of Tarekat teachings in both formal and informal education at the pesantren (Miles & Huberman, 1994). The data were presented as narratives and thematic codes related to the research focus (Saude et al., 2018). The key parameters measured in this study include the level of internalization of Tarekat teachings among students, the influence of these teachings on spiritual discipline and the effects on the emotional balance and social behavior. Additionally, the role of the kyai as a spiritual guide and the effectiveness of teaching modules in facilitating the internalization process were also observed (Afandi et al., 2020; Zamzami et al., 2022). These parameters were assessed through direct observations and documentation of interview outcomes.

Data Analysis

The analysis began with data reduction, where interview and observation results were categorized into relevant themes. These themes were subsequently presented in tables and thematic narratives. Conclusions were drawn after verification through data triangulation across interview, observations, and documents. To ensure data validity and reliability, the findings were compared with the existing literature (Vallevand et al., 2024; Wardani & Fadlan, 2021).

RESULTS AND DISCUSSION

A total of 150 subjects participated in this research, with data collection conducted over a period of Januari-April 2024. The data were gathered through in-depth interview, observations, and document analysis, focusing on the integration of Qadiriyyah wa Naqshabandiyah Tarekat teachings within the educational system at Pondok Pesantren Aulia Cendekia. The findings indicated that the Tarekat teachings were systematically embedded within both formal and informal curricula, notably through daily practices like dzikir (remembrance of God) and weekly wirid (devotional exercises). The kyai, or spiritual leader, plays a pivotal role in guiding students' spiritual development, acting as a primary influence in shaping their character and spiritual awareness. Through these teachings, students demonstrated enhanced discipline, spiritual resilience, and social responsibility (Bahrin et al., 2024; Chermukhambetov et al., 2024; Dvoryatkina et al., 2024).

The integration process was analyzed qualitatively, revealing that the structured application of Tarekat values positively influences students' moral character and emotional balance. The consistent practice of spiritual exercises reinforced students' self-discipline and fostered a conducive environment for character building within the pesantren. The comparison with existing literature supports this finding and shows similar positive results in institutions that integrate Sufi practices into their curriculum (Barton et al., 2021; Francis et al., 2021; Turmudi, 1998). Overall, the internalization of Tarekat values within the pesantren supported not only the students' spiritual development but also equipped them with resilience in facing contemporary challenges.

Research Objective 1: Religious Education System Based on the Qadiriyyah wa Naqshabandiyah Tarekat

Table 1. Religious Education System Based on the Qadiriyyah wa Naqshabandiyah Tarekat

Research Aspect	Findings	Method
Integration of Tarekat Teachings	Tarekat teachings are integrated into the formal and non-formal curriculum through practices, such as dzikir (remembrance), classical Islamic text study and other spiritual practices.	Observation and Interview
Role of the Kyai	The kyai plays a central role as a spiritual guide and teacher, leading Tarekat practices and shaping the character of the students.	Interview
Character Development	Students develop traits, such as tolerance, discipline, and social responsibility through Tarekat teachings and religious practices at the pesantren.	Interview and Observation
Extracurricular Activities	Activities like group dzikir and classical Islamic text study enhance students' understanding of Tarekat teachings and foster social engagement.	Observation and Documentation

Based on Table 1, the research emphasized the importance of applying Qadiriyyah wa Naqshabandiyah Tarekat teachings within the educational system of Pondok Pesantren Aulia

Cendekia. Observations and interview provided direct insights into the integration of Tarekat teachings within both formal and informal curricula, for example during an observation of a *dzikir* session, students were seen engaging in repetitive, focused prayer under the guidance of the *kyai*, who emphasized discipline and mindfulness in each recitation. This routine practice, according to one student, "helps us stay disciplined and calm, even during stressful times." Similarly, an interview with a senior student highlighted the impact of weekly *recitation of classical Islamic text* sessions, where classical Islamic texts were studied. The student remarked, "These sessions deepen our understanding of Tarekat values and we try to apply these lessons in our daily interactions by showing patience and respect."

The *kyai* plays a crucial role in this process by modelling these spiritual practices and reinforcing their application beyond the classroom. One teacher observed that the *kyai* did not only teach theory but also demonstrated patience and tolerance, which inspired students to embody these values. This structured approach of routine *dzikir* and *classical Islamic text* studies was found to significantly support character development, foster discipline, patience and social responsibility among the students, as evidenced by their behaviour and responses during these sessions.

Interview indicated that students benefit directly from the *kyai*'s guidance, especially in moral and spiritual development. Document analysis reinforced these findings by demonstrating how Tarekat education at this pesantren effectively balances academic and spiritual aspects, for instance weekly schedules reviewed in pesantren documentation indicate designated times for both academic subjects and Tarekat-based spiritual practices, such as *dzikir* and *recitation of classical Islamic text*. The inclusion of reflections on these practices in student progress reports further supported their impact on character formation. One document stated, "Students are encouraged to practice patience and humility as part of their daily routines, aligned with the teachings of the Tarekat."

This structured integration significantly shaped students' moral and spiritual development, for example a curriculum outline highlighted the *kyai*'s role in guiding students during sessions that combined practical and theoretical aspects of Tarekat teachings. However, the document also highlighted ongoing adjustments, emphasizing recent modifications to the learning modules to incorporate contemporary issues. These efforts aimed to ensure that these practices remain relevant to students' daily lives and modern challenges. As a form of spiritual guidance, the Qadiriyyah wa Naqsabandiyah Tarekat plays a critical role in shaping the students' character through a religious education that emphasizes moral development, spirituality, and self-discipline. These teachings are embedded in daily practices, such as *dzikir*, recitation of classical Islamic texts and *suluk* (spiritual retreat), which reflect core Sufi values (Giri, 2024; Jacobs & Meyer, 2024; Rahmat et al., 2024). The educational approach here focuses not only on cognitive aspects but also incorporates emotional and psychomotor dimensions, echoing the Naqshbandiyah Khalidiyah's model of involving cognitive, emotional, and practical components in religious practices (Saude et al., 2018).

Integration of Tarekat Teachings into the Curriculum

The educational system at Pesantren Aulia Cendekia adopts a model that combines traditional and modern pedagogical methods. The teachings of the Qadiriyyah wa Naqsabandiyah Tarekat form the foundation of the educational framework, ensuring a balance between academic and spiritual development. As outlined in Table 3.1, the integration of Tarekat teachings is implemented through *dzikir* sessions and the study of classical Islamic text books, providing students with a solid foundation for developing deep spiritual awareness. This approach is consistent with findings from Palu, where

the Qadiriyyah Tarekat plays a significant role in preserving peaceful Sufi traditions, such as dzikir and tahlilan (recitation of *la ilaha illallah*) (Saude et al., 2018).

At Pesantren Aulia Cendekia, the formal curriculum incorporates Sufi teachings within religious study courses, with students studying foundational texts, such as *Taqrib* and *Akhlaq lil Banat*. These texts cover ethical and moral principles in daily life, for example lessons on humility and patience from *Akhlaq lil Banat* are regularly discussed and linked to students' experiences, encouraging them to reflect on their actions. In addition to formal studies, non-formal practices play a vital role in reinforcing these teachings through routine religious activities. Dzikir sessions are held each evening where students participate in guided recitations that emphasize mindfulness and spiritual focus. One student commented that these dzikir sessions “help to create a peaceful mindset, making it easier to apply Sufi values, like patience in daily interactions.” Additionally, the weekly religious study group led by the kyai also involves discussions on how to implement Tarekat values in real-life situations, further embedding these teachings in both thought and practice. This combination allows students not only to comprehend Sufi concepts theoretically but also to apply them practically in their daily lives (Afandi et al., 2020).

Role of the Kyai in Tarekat-Based Education

The kyai at Pondok Pesantren Aulia Cendekia serves as a central figure in guiding students through the internalization of Tarekat teachings. As mentioned in Table 3.1, the kyai acts as a spiritual guide (*mursyid*) who leads students in practicing Tarekat rituals, such as *suluk*, while also shaping their spiritual discipline. A similar role of the kyai is found in the Tarekat of West Sulawesi, where the kyai's charismatic leadership plays a key role in guiding Tarekat followers (Turmudi, 1998; Zamzami et al., 2022). The kyai not only imparts Sufi teachings but also serves as an agent of change, encouraging students to apply Tarekat values in their daily lives.

The kyai's leadership is evident in guiding students to apply Tarekat values in their daily lives and in addressing the challenges of modernity. At Pesantren Aulia Cendekia, the kyai adapts traditional Tarekat teachings to contemporary needs while preserving the essence of Sufi spirituality. During interview, students reported that the kyai encouraged discussions on current issues, linking them to spiritual principles, which helped students relate Tarekat values to modern life. Observations showed that, in addition to daily dzikir and spiritual practice, the kyai frequently incorporated contemporary examples, such as discussing responsible social media use as part of Tarekat discipline.

Research in Jombang further highlights that kyai of the Tarekat must adapt to political and social dynamics, which influence how they manage both the Tarekat and the pesantren (Afandi et al., 2020). In line with this, the kyai at Pesantren Aulia Cendekia addressed social issues, such as community service and peaceful conflict resolution, within the Tarekat teachings. These adaptations illustrated how the kyai's role in Tarekat-based education extended beyond spiritual guidance to include managing social and political dimensions that impacted the pesantren's development.

Character Development through Tarekat Teachings

One of the primary objectives of Tarekat-based education at Pesantren Aulia Cendekia is the development of students' character based on Sufi values. The teachings of the Qadiriyyah wa Naqsabandiyah Tarekat emphasize moral virtues, tolerance and discipline, which form the foundation of social behavior. As found in this study, students who are engaged in Tarekat education tend to exhibit increasing social responsibility, spiritual discipline, and a deeper understanding of religious practices. The focus on self-discipline and spiritual awareness helped students navigate the challenges

of modern life. Through intensive guidance in dzikir and the recitation of classical Islamic text books, students were expected to internalize Tarekat values and lead harmonious lives in line with religious principles. A study in Kalidiyah, Kebumen, shows that students involved in Tarekat practices experienced significant spiritual transformation, although not all Tarekat followers have the same spiritual experiences (Maziyah, 2022; Muafiah et al., 2021; Ningsih et al., 2021; Yudha et al., 2024).

Tarekat-Based Extracurricular Activities

In addition to formal and non-formal activities, Pesantren Aulia Cendekia offers extracurricular programs aimed at enhancing students' spiritual and social development. Activities like group dzikir, the recitation of classical Islamic text books and suluk sessions helped deepen students' understanding of Tarekat teachings and strengthened their social engagement. Research in South Sulawesi shows that Tarekat activities play a crucial role in fostering community solidarity and encouraging active participation in religious social activities (Kay & Buxton, 2024; Khotakko, 2024)

At Pesantren Aulia Cendekia, these extracurricular activities not only served as learning tools but also provided a platform for strengthening relationships among students and increasing their involvement in social life outside the pesantren. Engaging in Tarekat activities has helped students develop empathy, solidarity and a sense of responsibility, the core characteristics emphasized in Tarekat-based education. This was evident during observations of group dzikir and weekly recitation sessions at Pesantren Aulia Cendekia, for example during the interview, several students shared that participating in these activities reinforced their commitment to assisting peers in both spiritual and academic matters. One senior student noted, "Through group dzikir, I feel more connected to my friends, and it reminds me to support them, just as we support each other in these prayers." Documentation of student progress reports also showed reflective notes indicating increased awareness of social responsibility, as students were encouraged to practice kindness and mutual support as part of their daily routines. These findings emphasized the role of Tarekat practices in fostering not only spiritual but also social and moral growth among the students.

Implications of Tarekat-Based Education for Modern Challenges

Tarekat-based education at Pesantren Aulia Cendekia offers a relevant solution to the challenges posed by globalization and modernity. In this context, the teachings of the Qadiriyyah wa Naqshabandiyah Tarekat provided a robust spiritual foundation for students to navigate rapid social changes. Observations at Pesantren Aulia Cendekia revealed that students regularly engaged in *dzikir* (remembrance) and *wirid* (devotional exercises) as part of the Tarekat practice, which were seen to foster resilience and inner peace, for instance during the interview, students expressed that these practices helped them remain focused and calm in response to societal pressures, including the challenges posed by social media. Additionally, documentation from the pesantren showed structured modules integrating both spiritual and practical components, allowing students to reflect on contemporary issues from a spiritual perspective. One student noted, "The teachings and guidance from the *kyai* help me understand modern challenges, reminding me to act with patience and tolerance." This structured combination of Tarekat rituals and reflective discussions enabled students to strengthen their moral character and maintain stability in a rapidly evolving society. Tarekat education focuses not only on intellectual development but also on instilling deep moral and spiritual awareness. Previous research has shown that Tarekat plays an important role in maintaining social stability and preventing radicalization through teachings that emphasize peace and moderation (Wardani & Fadlan, 2021).

Moreover, this education supports the pesantren's role as an agent of social change, focusing not only on religious education but also on the development of social and moral skills relevant to the needs of modern society, for instance the Tarekat in Sulawesi has contributed to promoting gender equality and empowering women through programs supported by Sufi teachings (Wardani & Fadlan, 2021). Thus, the Tarekat-based educational system at Pesantren Aulia Cendekia effectively integrates Sufi teachings into religious education while equipping students to address modern challenges through a balanced development of intellectual and spiritual growth. Observations and interview revealed that students are engaged in daily *dzikir* (remembrance) and weekly *recitation* (study circles) led by the *kyai*, who encourages critical thinking in relation to contemporary social issues. The students, for example, reported that these sessions helped them connect Tarekat teachings with real-life situations, such as the importance of discipline in social interactions and the ethical use of technology.

Documentation reviewed at the pesantren further supported these findings, showing a structured curriculum where formal and informal sessions alternate to strengthen both cognitive and spiritual aspects of learning. Reflective notes from students highlighted that the balanced integration of Sufi values and academic studies provides a solid foundation for moral resilience, helping them manage personal and social responsibilities effectively in modern settings.

Research Objective 2: The Urgency of Qadiriyyah wa Naqsabandiyah Tarekat Teachings

Table 2. Findings on the Urgency of Tarekat

Research Aspect	Findings	Method	Analysis	Data Source
Interview with the Kyai	The <i>kyai</i> emphasizes the importance of Tarekat in shaping students' spirituality and balancing academic and spiritual aspects.	Interview	Tarekat strengthens students' spirituality and integrates formal and spiritual education.	Interview with <i>kyai</i> shows how Tarekat values are applied to both academic and spiritual discussions.
Observation of Students' Activities	Daily <i>dzikir</i> , <i>recitation</i> , and regular <i>wirid</i> sessions reinforce students' character and discipline.	Observation	Spiritual activities at the pesantren help students build strong and stable mental discipline.	Observations of <i>dzikir</i> sessions highlight students' focus and discipline during repetitive prayer activities.
Interview with Senior Students	Students feel that Tarekat helps them manage emotions and improve discipline in daily life.	Interview	Tarekat supports students in managing emotions and discipline and helping them face daily challenges.	Senior students' responses indicate their improved patience and tolerance through Tarekat practices.
Documentation	Tarekat teaching modules and activity logs support students' spiritual development.	Documentation	Tarekat modules ensure that students gain profound spiritual experiences.	Review of teaching modules shows that structured <i>dzikir</i> practices have encouraged reflective learning.
Literature Review	Literature supports the importance of Tarekat in pesantren education as a moral foundation in facing globalization.	Literature Review	Tarekat is considered crucial in maintaining spiritual and moral balance in the era of globalization.	Relevant literature focuses on the impact of Tarekat teachings on resilience against social pressures (Wardani & Fadlan, 2021).

The interpretation of Table 2 highlighted five key aspects of the application of Qadiriyyah wa Naqsabandiyah Tarekat teachings at Pondok Pesantren Aulia Cendekia, such as interview with the *kyai*, observations of students' activities, interview with senior students, documentation and literature

review. The findings from the interview with the kyai emphasized the significance of Tarekat in shaping spirituality and supporting the balance between the students' academic and spiritual lives. Observations of students' activities revealed that spiritual practices, such as dzikir and regular wirid sessions enhance their character and discipline. Interview with senior students further affirmed that Tarekat practices aid in managing emotions and enhancing discipline, for example students reported that consistent participation in *dzikir* and *wirid* sessions helped them control impulses and manage stress effectively. One senior student shared, "Through *dzikir*, I find it easier to stay calm and patient, even in challenging situations." Additionally, students noted that these practices instilled a routine discipline that positively influenced their academic focus and social interactions.

Meanwhile, documentation and teaching modules emphasized a structured approach to the spiritual development of students. The literature review supported the view that Tarekat plays a vital role in confronting globalization by providing a strong moral foundation. Overall, the application of Tarekat did not only shape the spirituality of the students but also strengthened the balance between formal education and spirituality, making it an essential part of addressing modern challenges. The implementation of Qadiriyyah wa Naqshabandiyah Tarekat teachings within the education system of Pondok Pesantren Aulia Cendekia is particularly crucial in equipping students to address the challenges of modernity and globalization. The Tarekat-based education system in pesantren integrates deep theological understanding with consistent spiritual practices, fostering students' character, resilience, and spiritual discipline. Previous studies emphasize the importance of Sufi teachings in shaping moral and ethical behavior (Rybowska, 2019; Urazmetov et al., 2019), particularly in addressing the challenges posed by modernity (Wardani & Fadlan, 2021). This study highlights the role of structured practices such as dzikir (remembrance) and suluk (spiritual retreats) in balancing spiritual growth and modern educational demands.

Spirituality and the Role of the Kyai

Observational and interview data confirm the central role of the kyai at Pondok Pesantren Aulia Cendekia in guiding santri through core Tarekat practices. As a mursyid (spiritual guide), the kyai actively leads students in daily dzikir sessions, where spiritual values are internalized. Students reported experiencing emotional stability, inner peace, and enhanced focus, essential traits for navigating academic and social pressures (Chang et al., 2024; Rodin et al., 2024). In addition to spiritual practices, the kyai contextualizes Sufi teachings to address contemporary challenges. For instance, discussions on ethical technology use and communal responsibilities ensure Tarekat values remain relevant (Wardani & Fadlan, 2021). This dynamic leadership model reflects findings that spiritual guidance in pesantren significantly enhances character formation and ethical resilience (Anwar & Hakim, 2023; Aryati & Suradi, 2022; Mappiasse, 2022).

Tarekat Modules and Activity Logs

The Tarekat teaching modules at Pesantren Aulia Cendekia include daily dzikir, periodic suluk, and reflective journaling. Document analysis revealed that these modules provide a holistic framework, blending theoretical teachings with practical application (Turmudi, 1998; Saude et al., 2018). For example, santri engage in reflective reports documenting their spiritual experiences, which align with structured learning goals. Findings demonstrated that the modules help students achieve a balanced approach to worldly and spiritual responsibilities. This integration ensures that Tarekat teachings are not limited to rituals but extend into daily behavior, emphasizing virtues like patience, empathy, and self-discipline (Assa'idi, 2021; Balbach et al., 2024; Barizi, 2023).

Observations of Dzikir Activities as an Evaluation Tool

At Pesantren Aulia Cendekia, dzikir serves both as a religious practice and an evaluation tool for spiritual discipline. Teachers and the kyai monitor students' commitment to Tarekat teachings through their participation in dzikir sessions. Interviews with students highlighted dzikir's calming effect during stressful conditions, suggesting an internalization of Tarekat values that contribute to emotional resilience (Bahar & Mujtaba, 2020). This approach underscores the importance of routine practices in fostering discipline and focus, as affirmed in studies examining the psychological impact of tarekat education (Saude et al., 2018).

Implications of Tarekat-Based Education for Modern Challenges

The structured implementation of Tarekat teachings equips students with practical skills to address contemporary issues. Observational and interview data revealed that santri develop attributes like stress management, social responsibility, and empathy—skills essential for adapting to societal changes. Group activities such as service projects and reflective sessions encourage community engagement and peer support, further demonstrating Tarekat's role in shaping socially conscious individuals.

Research Objective 3: The Internalization Process of Qadiriyyah wa Naqsabandiyah Tarekat Teachings in Formal and Non-formal Education at Pondok Pesantren Aulia Cendekia

Table 3. Internalization of Tarekat Teachings

Research Aspect	Internalization Method	Impact on Students	Conclusion
Interview with Kyai	Teaching of <i>classical Islamic</i> texts and practice of <i>dzikir</i> and <i>wirid</i> .	Enhances understanding, discipline and role modelling.	Internalization process is supported by both theory and spiritual practice.
Observation of Formal & Informal Education	Theoretical instruction (<i>classical Islamic texts</i>), daily <i>dzikir</i> , weekly <i>wirid</i> .	Strengthens students' discipline and spiritual focus	Formal and informal education complement each other.
Interview with Senior Students	Influence of <i>dzikir</i> and <i>wirid</i> on spiritual-academic balance	Emotional balance improves quality of worship	Tarekat internalization positively affects students' character.
Documentation of Modules & Activities	Step-by-step teaching, clear modules, student reflections	Strengthens Tarekat understanding and spirituality through reflection	Teaching modules and student reflections deepen Tarekat understanding
Literature Review	Guidance from <i>kyai</i> and routine spiritual practice	Students gain a deeper understanding and internalization of Tarekat values	<i>Kyai</i> plays a crucial role in the internalization process

Table 3 illustrated the internalization process of Qadiriyyah wa Naqsabandiyah Tarekat teachings within both formal and non-formal education at Pondok Pesantren Aulia Cendekia. Research aspects were analyzed through the interview with the kyai, educational observations, interview with students, module documentation and literature review. The internalization process involved both theoretical teaching of the Tarekat (through *classical Islamic* texts) and routine practices, like dzikir and wirid in formal and non-formal contexts. The outcomes of this process were evident in the development of discipline, spiritual focus, emotional balance and improved worship quality among students. The report indicated that students have shown improved discipline and spirituality, enabling them to maintain a balance between academic and spiritual education.

The findings confirmed that this internalization process was effective because it is supported by structured theoretical teaching and consistent spiritual practice. Both formal and non-formal education complement each other in deepening students' understanding and with the kyai playing a crucial role as a spiritual guide. The internalization of Tarekat not only focused on academic aspects but also played a significant role in shaping the students' character and spiritual discipline within the pesantren.

Pondok Pesantren Aulia Cendekia applied the internalization of Qadiriyyah wa Naqshabandiyah Tarekat teachings through a holistic approach that integrates formal and non-formal education. The process aimed at shaping the students' character, focusing on both spiritual and moral aspects. The integration of Tarekat teachings at Pondok Pesantren Aulia Cendekia extended beyond basic curriculum inclusion to encompass a holistic approach that reinforces spiritual discipline and character building in both structured and reflective contexts. In contrast to general discussions of kitab kuning (classical Islamic texts) and routine dzikir practices, this section highlighted the impact of kyai-led guidance sessions, which deepens students' practical understanding of Sufi principles. Specifically, these sessions provided targeted instruction on applying Tarekat values, such as empathy, patience and social responsibility. In real-world scenarios, these values distinguished this aspect of integration from routine spiritual practices previously discussed. By focusing on application-based guidance, the kyai cultivates an environment where students actively practice Tarekat values in community-oriented activities, such as group service projects and peer support initiatives. This method aligns with findings by Maziyah (2022), which emphasize the role of tarekat leadership in promoting social responsibility and collective action among followers. Similarly, Afandi et al., (2020) highlight that such community-based practices reinforce spiritual teachings by integrating them into real-life situations, fostering empathy, discipline, and mutual support among students. This particular approach to Tarekat education emphasizes not only spiritual growth but also the practical embodiment of values in daily life, aligning with research that Sufi teachings bridge moral development and social consciousness (Wardani & Fadlan, 2021). Such an approach sets it apart from earlier discussions centered solely on traditional curricular and devotional practices, which often lack practical application beyond ritual observance.

By combining theoretical instruction with practical implementation, this method establishes a comprehensive educational framework that integrates spiritual guidance and actionable learning. This dual approach ensures that Sufi teachings are not only understood intellectually but are also internalized and embodied through students' actions, as supported by .

Internalization through Formal Education

In formal education, Tarekat teachings are incorporated into the curriculum through the *classical Islamic* texts and religious studies that explore tasawuf principles. The teachings provided are not merely theoretical lessons but are consistently practiced through daily *dzikir* and *suluk* (spiritual retreat). The teaching of *classical Islamic* texts provides students with an intellectual foundation required for a profound understanding of tasawuf concepts. According to Abdullah (2022), the Naqshabandiyah Khalidiyah Tarekat teachings engage cognitive, affective and psychomotor aspects, resulting in comprehensive spiritual transformation among the students. Students' progress in formal education is routinely evaluated through observations and tests, where the kyai and teachers assess students' behavior in their daily lives. The extent of students' internalization of Tarekat teachings was reflected in their character development, including their ability to manage emotions and demonstrate discipline in performing religious obligations.

Internalization in Non-formal Education

The internalization process is also intensively applied in non-formal education, where students participate in daily dzikir, wirid and suluk sessions. These spiritual practices are conducted after obligatory prayers and during special events, such as religious study circles. These activities aim to instill spiritual awareness and self-discipline. Saude et al. (2018) emphasize that dzikir and wirid play a key role in shaping spiritual discipline among students. This non-formal activity also creates an environment conducive to applying the teachings of the Tarekat in daily life. Additionally, study circles on *classical Islamic* texts and gathering for dzikir further strengthen students' understanding of tasawuf values. Research by Saude et al. (2018) found out that the Tarekat acts as a tool to reinforce the spiritual traditions of Islam Nusantara, especially through dzikir practices.

Role of the Kyai in Spiritual Guidance

The kyai plays a central role in the internalization process of Tarekat teachings at Pondok Pesantren Aulia Cendekia. As the spiritual guide (mursyid), the kyai is responsible for guiding students in practicing the Tarekat rituals, such as dzikir and suluk. This spiritual guidance is provided both verbally and directly practiced. Saude et al. (2018) suggest that the charismatic leadership of Tarekat kyai has a significant impact on shaping the spiritual consciousness and discipline of their followers. At Pondok Pesantren Aulia Cendekia, the kyai not only teaches the theory of tasawuf but also practices it alongside the students, fostering a deep emotional and spiritual connection between the kyai and the students. This role is crucial in helping students internalize and practice Tarekat teachings in their daily lives.

Teaching Modules and Reflective Activities

The Tarekat teaching modules are systematically structured, allowing students to study the teachings in an organized manner. These modules cover Sufi ethics, daily dzikir and reflective activities aimed at deepening the students' spiritual understanding. According to Saude et al. (2018), spiritual reflection is an essential component of the internalization process, helping students improve the quality of their worship and spiritual discipline. These reflective activities enabled students to contemplate their spiritual experiences and apply Tarekat teachings in their daily lives. The structured guidance in the modules ensured that students follow a clear and directed internalization process.

Balance between Spiritual and Academic Aspects

One important aspect of the internalization process at Pondok Pesantren Aulia Cendekia is the balance between spiritual and academic education. Dzikir and wirid were not only seen as spiritual practices but also as tools to improve students' focus and concentration in their academic studies. Afandi, et al. (2020) point out that Tarekat teachings influence not only the spiritual dimension but also contribute to students' academic performance. Thus, the internalization of Tarekat teachings helps students achieve a healthy balance between academic and spiritual demands, fostering individuals who are both intellectually capable and spiritually strong.

Evaluation through Observation and Literature Review

The success of the internalization process was evaluated through direct observations of students' behavior and a review of relevant literature. The observation focused on how well students have internalized Tarekat teachings, as reflected in their behavior and social interactions. Wardani & Fadlan (2021) argue that Tarekat plays an essential role in teaching tolerance and moderation, which

can be observed in the students' conduct. This evaluation process ensured that the Tarekat teachings are deeply embedded in the students' lives, helping them maintain a balanced life between spiritual and worldly responsibilities.

CONCLUSION

The internalization process of Qadiriyyah wa Naqsabandiyah Tarekat teachings at Pondok Pesantren Aulia Cendekia was conducted through a holistic approach that incorporated both formal and non-formal education. The kyai played a crucial role in guiding the students, while teaching modules and reflective activities aided in the students' understanding and application of Tarekat teachings. This process ensured that students not only comprehend the teachings theoretically but were also able to practice them in their daily lives. By combining formal education with spiritual experiences, students were expected to achieve a balance between spiritual and academic aspects, contributing to the development of their character and spirituality. Continuous evaluation through observation and literature review helped ensure the pesantren that the internalization process was effective, providing students with a strong spiritual foundation to face modern challenges.

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