



ISLAMIC BOARDING SCHOOL CULTURE CLIMATE IN FORMING THE RELIGIOUS ATTITUDE OF ISLAMIC STUDENTS IN MODERN AND AGROBUSINESS ISLAMIC BOARDING SCHOOLS

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Abstract

The purpose of this study is to explain the Islamic Boarding School's cultural climate in shaping the religious attitudes of Islamic students at the modern Islamic Boarding School Al-Aqsho, Sumedang Regency and Al-Ittifaq agribusiness Islamic Boarding School, Bandung Regency. The problem of this research begins with moral decadence and the decline in Islamic students' religious attitudes due to the influence of negative associations from outside the Islamic Boarding School and the lack of strengthening of the Islamic Boarding School's cultural climate. This study uses a qualitative field approach using descriptive analysis research methods with interview data collection techniques, documentation and field observations. The results of this study indicate that the cultural climate of the modern Islamic Boarding School Al-Aqsho emphasizes the cultural climate of the modern system, while the Al-Ittifaq Islamic Boarding School in Bandung Regency emphasizes. Social culture, society and agribusiness. Religious attitudes at the modern Islamic Boarding School Al-Aqsho are shown by the attitude of Islamic students who are obedient to worship, Islamic students who have moderate, balanced, open and leadership attitudes, while the religious attitudes of Islamic students at Al-Ittifaq Islamic Boarding School display religious attitudes Islamic student who is socialist, hardworking, productive, useful and loves nature.

Keywords: Islamic Boarding School, Cultural Climate, Religious Attitude, Islamic Students.

Abstrak

Tujuan penelitian ini untuk menjelaskan iklim budaya pesantren dalam membentuk sikap religius santri di pesantren modern Al-Aqsho Kabupaten Sumedang dan pesantren agrobisnis Al-Ittifaq Kabupaten Bandung. Permasalahan penelitian ini diawali dekadensi moral dan turunnya sikap religius santri disebabkan pengaruh pergaulan negatif dari luar pesantren dan kurangnya penguatan iklim budaya pesantren. Penelitian ini menggunakan pendekatan kualitatif lapangan dengan menggunakan metode penelitian deskriptif analisis dengan teknik pengumpulan data wawancara, dokumentasi dan observasi lapangan. Adapun hasil penelitian ini bahwa iklim budaya pesantren modern Al-Aqsho Kabupaten Sumedang menekankan kepada iklim budaya sistem modernan sedangkan pesantren Al-Ittifaq Kabupaten Bandung menekankan. Budaya sosial, masyarakat dan agrobisnis. Sikap religius santri di pesantren modern Al-Aqsho Kabupaten Sumedang yang ditampilkan sikap santri yang taat beribadah, santri yang memiliki sikap moderat, seimbang, terbuka dan berkepemimpinan, sedangkan sikap religius santri di pesantren Al-Ittifaq Kabupaten

Bandung menampilkan sikap religius santri yang sosialis, pekerja keras, produktif, bermanfaat dan cinta alam.

Kata Kunci : *Pesantren, Iklim Budaya, Sikap Religius, Santri.*

INTRODUCTION

Islamic boarding school is part of a religious community which consists of the main elements, namely kyai, Islamic students, mosques, Islamic boarding schools and religious books that become subcultures in it. Even though the modernization and globalization of Islamic boarding schools are extraordinary, they can survive throughout the ages. In addition, many stakeholders state that Islamic boarding schools are educational institutions that have a role as a model of religious character education in Indonesia.¹ Each Islamic boarding school has a different cultural climate because it is caused by the policies of the kyai, the social environment of the Islamic boarding school, the values of the Islamic boarding school and the vision and mission of the Islamic boarding school, so that various Islamic boarding schools are born with modern, salafi and mixed characteristics. Islamic boarding school culture is very thick with worship obedience, discipline, responsibility, independence, Islamic unity, culture of helping and others. Therefore, every Islamic student who enters the Islamic boarding school is required to take part in all the activities of the Islamic Boarding School, whether it is learning, training and religious guidance. Kyai is someone who is prominent in the community and in his Islamic Boarding School which has implications for the formation of the Islamic Boarding School culture because the key that regulates managing the Islamic Boarding School is the Kyai who is assisted by his asatidz

The purpose of Islamic boarding school education is not only to pursue worldly interests, but they are taught to solely carry out obligations and devotion to God so that the afterlife becomes the main goal. Therefore, Islamic boarding schools have a great responsibility in shaping the religious attitudes of their Islamic students.² In cultivating the responsibility of students in carrying out their obligations at the Islamic boarding school, matters relating to the practice of religion are cultivated, whether it be activities that direct the formation of religious attitudes such as obedience and obedience to religious teachings and discipline as well as being independent as an effort to equip Islamic boarding school institutions and shape attitudes religious Islamic students.

In the implementation of Islamic education in Islamic boarding schools, Islamic students are always educated to practice Islamic values, because the kyai teaches his students to be obedient to worship, and instructs students to be religious towards others, to have an independent attitude, to be responsible for the roles and duties of the students in the Islamic boarding school implement the applicable boarding school rules. Internalization of Islamic values must be applied in every Islamic educational institution, especially Islamic boarding schools so that students have a devout and religious attitude. Islamic student who cultivate

¹ Zuhriy, S. Budaya pesantren dan Pendidikan Karakter pada Pondok Pesantren Salaf. *Jurnal Walisongo Penelitian Sosial Keagamaan*, 19(2) (2011), 287.

² Dhofier, Z. *Tradisi Islam pesantren: Studi tentang Pandangan Hidup Kiyai*. (Jakarta: LP3ES, 1981), 38.

Islamic values have an orderly life based on religious values, cultural values, social rules, views of life and life attitudes that are meaningful for themselves, society, nation and state.³

The rules of the Islamic boarding school are designed for the Islamic student to have Islamic values, so that the enforcement of regulations and the Islamic boarding school program strongly supports the civilizing of Islamic values in the Islamic boarding school. Cultivating Islamic values for students is an important aspect of life for students to have an orderly life that affects all aspects of student behavior in everyday life. A kyai has an important role in instilling Islamic values in his students, A kyai encourages his students to be disciplined, get used to worship and have noble character towards others by setting an example to his Islamic students,

as when praying in congregation, the kyai is first in the front row, so the charismatic kyai gives a strong magnetic impulse to the formation of discipline for his Islamic students. So the civilizing of Islamic values in Islamic boarding school is strongly influenced by the role of kyai and Islamic boarding school regulations that give color to the behavior of the Islamic student. The success of civilizing Islamic values is not only the responsibility of the kyai, but this success is influenced by the cooperation of the founders of the Islamic boarding school and the supervisor of the Islamic boarding school and the teachers of the Islamic boarding school.

The Islamic boarding school culture is the efforts carried out jointly by the Islamic boarding school residents in creating a religious atmosphere and environment in which every movement of the Islamic boarding school residents is directed towards the formation of noble music. Islamic boarding school culture has an important role in activating the religious atmosphere in shaping religious attitudes. So that life in Islamic boarding schools looks harmonious, peaceful, beautiful Togetherness sharing knowledge with each other in carrying out Allah's commands and staying away from prohibitions reinforced by teaching and training in an effort to equip students to be useful in their lives both in family, community, religion and state

Islamic boarding school culture has a role in reviving religious values which are reflected in aspects of Islamic boarding school life. With the Kyai and asatidz religious attitudes of students can be nurtured properly. Islamic boarding school is a unique environment whose characteristics are not shared by other environments, as explained by Abdul Rahman Wahid, which states that Islamic boarding schools have their own subculture which has elements of the traditional or modern Islamic boarding school education system which includes Kyai, asatidz, Islamic student, mosques. , boarding and teaching religious books and sciences that are useful for the lives of students.⁴ The culture that appears in the Islamic boarding school is the culture of tasamuh, tawazun, ta'awun, the culture of reciting the holy book, the culture of discipline, the culture of independence, the culture of cleanliness and others.

Based on the types of Islamic boarding school, there are three types of Salafiyah traditional, khalafiyah modern and integrated.⁵ Salafiyah is a boarding school that only

³ Shocib, M. *Pola Asuh Orang Tua Dalam Membantu Anak Mengembangkan Disiplin Diri*. (Jakarta: Rineka Cipta, 2012), 3.

⁴ Dhofier, Z. *Tradisi pesantren: Studi tentang Pandangan Hidup Kiyai*. (Jakarta: LP3ES, 1981), 18.

⁵ Wajoeyomo. *Perguruan Tinggi Pesantren : Pendidikan Alternatif Masa Depan*. (Jakarta: Gema Insai Press, 1997).

teaches Islamic religious knowledge as well as classical books written by previous scholars. Islamic religious sciences as well as general science but still teaches classical books such as the Salafiyah Islamic Boarding School. Meanwhile, modern boarding schools have a modern pattern, usually more disciplined, contain a lot of religious and general knowledge, the life of students is democratic and moderate so that the policies and authority of the kyai are very clear and mature so that modern boarding schools are very well organized and disciplined. Modern boarding schools usually use the classical system and the evaluation used in teaching already has clear standards in modern Islamic boarding school education. And the last form of Islamic boarding school is an integrated Islamic boarding school, meaning Islamic boarding school which balances the curriculum of Salaf and Modern Islamic boarding schools which are used as the main curriculum which is not separated because they are both important in shaping the knowledge of the attitudes and skills of the Islamic student so that the Islamic boarding school also develops when they can and are able to adopt the ideas of the new ones related to the education system include the curriculum for democratic leadership patterns because even though this change is undesirable because it will affect its own existence, the problem is the shift in respect for the influence of growth.

The previous studies related to Islamic boarding school culture are: Islamic boarding school culture and character education in forming an attitude of simplicity and independence so that the religious character of Islamic students is created,⁶ Islamic boarding school culture in building the character of Islamic students is part of the main education,⁷ Islamic boarding school culture and the tradition of recitation of religious books that cannot be separated in the lives of students so that the formation of religious values is very thick in the attitude of students,⁸ Analysis of the influence of Kyai leadership, Islamic Boarding School culture and teacher work motivation on the quality of education in Islamic boarding schools in Banten Province,⁹ build an academic culture in the Islamic Boarding School environment,¹⁰ preservation of the cultural heritage of Islamic Boarding School in Tegalsari Ponorogo in shaping the religious attitudes of Islamic students,¹¹ Islamic boarding school culture in teaching Arabic,¹² regenerate the Islamic Boarding School culture in local traditions in cultivating national and national values ,¹³ Islamic universities in shaping the diversity of students,¹⁴ the living Qur'an portrait of the culture of tahfizh al-Qur'an in the archipelago,¹⁵

⁶ Zubriy, S. Budaya pesantren dan Pendidikan Karakter pada Pondok Pesantren Salaf. *Jurnal Walisongo Penelitian Sosial Keagamaan*, 19(2) (2011), 287.

⁷ Arifin. Budaya Pesantren Dalam Membangun Karakter Islamic student. *Al-Qodiri : Jurnal Pendidikan, Sosial dan Keagamaan*, 6(1) (2014). 1

⁸ Manshur. Budaya Pesantren dan Tradisi Pengjian Kitab. *Humaniora*, 8(1) (1988), 46

⁹ Suhendar, Soedjarwo, & Basuki. Analisis Pengaruh Kepemimpinan Kyai, Budaya Pesantren dan Motivasi Kerja Guru terhadap Mutu Pendidikan Pesantren di Provinsi Banten. *Jurnal Penelitian Pendidikan*, 34(2) (2017), 161.

¹⁰ Zakarsyi. (2017). Membangun Budaya Akademik pada Perguruan Tinggi Pesantren. *Al-Tijarah*, 3(2), 65.

¹¹ Rohmatullah, & Multazamy, D. Rohmatulloh, Dawam Multazamy. "Local Muslim Heritage: Pelestarian, Warisan Budaya Pesantren Di Tegalsari Ponorogo." *n Proceedings of Annual Conference for Muslim Scholars*,

¹² Wekke, I. S. (2012). *Amalan Pengajaran dan Pembelajaran Bahasa Arab di Pesantren Immim Makassar*. (Malaysia: Doctoral dissertation, Universiti Kebangsaan Malaysia, 2018), 2.

¹³ Mukhibat. Meneguhkan Kembali Budaya Pesantren dalam Merajut Lokalitas, Nasionalitas, dan Globalitas. *ARSA: Journal of Social and Islamic Culture*, 2 (2015), 177.

¹⁴ Bali, M. M. Perguruan Tinggi Islam Berbasis Pondok Pesantren. *Al-Tanzim: Jurnal Manajemen Pendidikan Islam*, 1(2), (2017), 1

the leadership of the kyai in maintaining the organization in the modern Islamic boarding school Gontor Lirboyo, Kediri and the Jombang Islamic boarding school,¹⁶ Islamic Boarding School as a basis for character education based on a psychological review,¹⁷ the application of Islamic Boarding School culture in shaping the character of students at the Gedong Islamic boarding school Pesawaran Regency.¹⁸

The Islamic Boarding School culture is very important to be investigated more deeply to see the process of Islamic education in the institution because Islamic Boarding School was established not only to teach Islamic religious knowledge but also to teach moral and moral development so that students are formed and guided so that the formation of religious students. Islamic Boarding School in forming religious attitudes are very effective and efficient in activating the attitudes of students in carrying out Islamic teachings, every Islamic Boarding School activity is carried out with sincerity and responsibility so that students carry out worship properly because Islamic boarding schools are arranged by Kyai so that their environment can reflect religious life which is marked by their attitudes and behavior in everyday life at the Islamic Boarding School. The purpose of this study is to explain the cultural climate of the Islamic Boarding School in an effort to form the religious attitudes of students in the modern Islamic boarding school Al-Aqsho Sumedang Regency and Al-Ittifaq Islamic Boarding School Bandung Regency. This research is novel because the Islamic Boarding School studied have a different Islamic Boarding School cultural climate.

METHOD

This type of research uses qualitative field research which aims to reveal and explain the phenomena that exist in the field, especially in Islamic boarding schools, This study focuses on discussing the cultural climate of Islamic boarding schools and the religious attitudes of students in modern Islamic boarding schools Al-Aqsho Sumedang Regency and Al-Ittifaq Islamic Boarding School, Bandung Regency. While the research method used is descriptive because it describes the phenomena and events that occur in the field. The data sources of this research consisted of Islamic student, kyai, asatidz, coordinating the management of Islamic Boarding School to obtain data on strengthening the cultural climate of Islamic Boarding School which consisted of teaching religion in Islamic Boarding School, daily habituation of Islamic student, exemplary kyai, religious motivation and enforcement of Islamic Boarding School rules. which strengthens the cultural climate of the Islamic Boarding School in shaping the religious attitudes of the Islamic student in the Islamic Boarding School. While the analysis technique of this research consists of data collection (data collection), data reduction (data processing) and data display (drawing conclusions).

¹⁵ Atabik, A. The Living Qur'an: Potret Budaya Tahfiz al-Qur'an di Nusantara. *Jurnal Penelitian*, 8(1) (2014), 161.

¹⁶ Mardiyah. Kepemimpinan Kiai dalam Memelihara Budaya Organisasi di Pondok Modern Gontor, Lirboyo Kediri. *Tsaqafah*, 8(1) (2012), 67.

¹⁷ Mar'ati. Islamic Boarding School Sebagai Basis Pendidikan Karakter. *Al-Murabbi : Jurnal Studi Kependidikan dan Keislaman*, 1(1) (2014), 151.

¹⁸ Yusniar. *Penerapan Budaya Pesantren Dalam Membangun Karakter Islamic student Di Perguruan Diniyah Putri Kecamatan Gedong Tataan Kabupaten Pesawaran*. Lampung: UIN Raden Lampung, 2018), 3.

RESULTS AND DISCUSSION

The cultural climate of Islamic Boarding School is a characteristic of the lives of kyai, asatidz and Islamic student in Islamic Boarding School, as we know Islamic Boarding School have different cultural forms due to different Islamic Boarding School systems. The cultural climate of the Islamic Boarding School consists of a salafi system (traditional, khalaf (modern) and mixed which depicts a portrait of the life of kyai, asatidz and Islamic student in the Islamic Boarding School. The cultural climate of the Islamic Boarding School gives meaning to the importance of religious education as well as the application of religion in the lives of students at the Islamic Boarding School, so that the cultural climate of the Islamic Boarding School is directed to form the religious attitude of the Islamic student who are faithful, knowledgeable, devoted to Allah SWT and have noble character in the daily life of the Islamic student in the Islamic Boarding School. The cultural climate of the Islamic Boarding School consists of teaching, habituation, motivation, exemplary and student discipline which is formed by the rules of the Islamic Boarding School.

The Islamic boarding school's cultural climate in shaping the religious attitudes of students is as follows:

Religious teaching of Islamic students

Teaching in Islamic boarding schools is an aspect of strengthening the Islamic Boarding School culture that cannot be separated from the lives of students in Islamic Boarding School, because teaching is a transfer of knowledge so that students have religious knowledge which is used as a means of practicing religion. Teaching in Islamic boarding schools is carried out in mosques or in the classroom, even teaching students can be applied in everyday life. The teaching of Islamic boarding schools does not escape from religious books, even Islamic Boarding School which have opened schools have taught general lessons as well as complementary material for their Islamic students. Teaching in Islamic Boarding School is used as a means of scientific and Islamic da'wah, this is used as a characteristic of Islamic Boarding School. Islamic Boarding School has a characteristic in terms of the curriculum it uses, whether it adopts a Salafiyah curriculum or a modern or mixed curriculum.

Teaching activities in Islamic boarding schools aim to provide a strong religious understanding, as a debriefing of the religious values of students, improve the religious life of students and as an effort to form Islamic students' attitudes. So that the religious teaching activities of students in Islamic boarding schools are used as Islamic Boarding School culture. Various Islamic Boarding School religious books contain religious values that affect the students' understanding of their religion and their lifestyle. As we know, that Islamic Boarding School is an Islamic educational institution in which there are kyai and Islamic student who stay to carry out religious activities and religious activities teaching classical books and general books that aim to master religious knowledge completely and accompanied by practicing it as a guideline. daily life that emphasizes moral education.

Religious teaching in Islamic Boarding School is led by kyai who are assisted along with asatidz and Islamic Boarding School caregivers, while teaching in schools is assisted by teachers both from within the Islamic Boarding School and from outside. The Islamic boarding school has a very large value of Islamic brotherhood, because in the activities of the

Islamic Boarding School it involves a lot of people, even involving the surrounding community. Teaching in Islamic boarding schools is formed and arranged in a harmonious and religious manner.

According to Yakub, the teaching of Islamic boarding schools and their typology is as follows:: 1) Salafi Islamic boarding school by maintaining its teaching through classical books without general knowledge. The method used in his teaching is the sorogan and weton method. 2) Modern Islamic boarding schools apply their religious teaching through the classical system, by providing teaching of general science and religious knowledge as well as skills. 3) Lightning boarding school, is a boarding school in the form of teaching training in a limited and short time which is carried out on school holidays. 4) Integrated boarding schools are Islamic boarding schools whose teaching emphasizes vocational or vocational education in job training centers in the manpower department by having an integrated program. The majority of the students come from children who have dropped out of school who are looking for work.¹⁹

While the teaching of religious books in Islamic boarding schools consists of: al-Qur'an, interpretation, hadith, aqa'id, knowledge of kalam, fiqh, ushul fiqh, Arabic language and the science of tools such as nahwu, sharaf, bayan, ma'ani, badi. , date, Sufism, morality and astronomy. All these religious books are taught so that students have a strong understanding of religion and also have a personality that is in accordance with Islamic teachings. However, not all Islamic Boarding School teach all of these sciences, because each Islamic Boarding School has a different standardization of curriculum set by the leadership of the Islamic Boarding School. The existence of variations in the curriculum in Islamic boarding schools is a characteristic and an advantage of each.

Islamic student habituation

Habituation in Islamic boarding schools is part of the coaching effort in shaping the religious attitudes of Islamic students. Habituation is very important, because basically humans have a forgetful and weak nature. However, with the habituation of students, it will reflect a strong religious attitude. Basically, the nature of habituation has a positive value and direction of goodness, because habituation is a repeated implementation of what is already known.²⁰ The cultural climate of Islamic Boarding School can be strengthened through example, habituation, personality, leadership and authority of kyai and religious teachers. Habituation can be formed, if the kyai provides an example and provides a figure to instill the habit of his students through the process of teaching and habituation.²¹ Positive habituation plays an important role in strengthening the Islamic Boarding School culture which ultimately has implications for the formation of the religious attitudes of students, such as creating a simple lifestyle, fostering a sense of brotherhood and friendship, because habituation in

¹⁹ Yakub. *Pondok Pesantren dan Pembangunan Masyarakat Desa*. (Bandung: Penerbit Angkasa, 1984), 36.

²⁰ Daulay, H. P. *Historisitas dan Eksistensi Pesantren, Sekolah dan Madrasah*. (Yogyakarta: PT. Tiara Wacana, 2001), 65.

²¹ Muhaimin. *Paradigma Pendidikan Islam : Upaya Mengefektifkan Pendidikan Agama Islam di Sekolah*. (Bandung: PT. Remaja Rosdakarya, 2002), 25.

Islamic Boarding School is very strongly realized together in the lives of students in Islamic Boarding School.

As we know, habits in developed countries become culture, even from the smallest to the biggest positive habits. Likewise, it should be in a Muslim-majority country, that Islam is very concerned about aspects of habituation that are taught such as maintaining cleanliness, resting, performing ablution, bathing, siwak and so on, so that cleanliness becomes an inherent culture in realizing a healthy nation. The cleanliness culture of the Islamic Boarding School is also the result of the application of the students' strong habit of keeping the environment clean. Without habituation, the Islamic Boarding School culture will be difficult to materialize. Because of that, it requires strong habits.

Habituation is part of the factors supporting the cultural climate of the Islamic Boarding School in shaping the religious attitudes of students, because habituation is a process of religious practice that is carried out repeatedly, be it habituation in worship, habituation in learning, habituation of morals, habituation to create a clean environment, habituation of discipline and much more. Religious habituation in Islamic Boarding School is applied as a means so that the students have a good personality and are beneficial to themselves, others and society.

Imitation of Religious Teachers

The example cannot be separated from the role of a sacred figure who is elder and his advice is heeded, namely a kyai who has high charisma in the Islamic Boarding School. Therefore, Karisma Kyai has its own way of making and equipping its students with scientific matters and fostering religious attitudes.

Strengthening the Islamic Boarding School culture can be done by giving the example of the kyai to the Islamic student. Exemplary in education is part of a powerful and effective way of preparing and shaping students morally, spiritually and socially by providing an ideal example so that all behaviors and attitudes are imitated, whether consciously or not, so that exemplary is inherent in oneself and feelings both in speech and in speech, deeds and actions are both sensory and spiritual.²² The elements of exemplary consist of the desire and urge to imitate, readiness to imitate and the purpose of imitating.²³ These elements are the basis for the formation of one's example, in that way the Islamic Boarding School culture is formed because of efforts to imitate the noble habits of the Kyai, so that with the Kyai's example, the planting of Islamic Boarding School culture is embedded in the Islamic student.

Exemplary in Islamic Boarding School is taught by Kyai as a person who is very influential on the religiosity of the students, besides Kyai has strong religious knowledge and Kyai also has a noble personality which is very suitable to be imitated by the Islamic students. As we know, exemplary is part of the teachings of Islamic education, namely the Messenger of Allah was sent to the earth to perfect noble character, by giving *uswatun hasanah* to his people.²⁴

²² Ulwa. *Pendidikan Anak Menurut Islam : Kaidah-Kaidah Dasar*. (Bandung: PT. Remaja Rosdakarya, 1992), 87.

²³ An-Nahlawi. *Prinsip-Prinsip dan Metode Pendidikan Islam dalam Keluarga, Sekolah dan Masyarakat*. (Bandung: Diponegoro, 1999), 178.

²⁴ Sahlan. *Mempajukan Budaya Religius di Sekolah*. (Malang: Pustaka Ciganjur, 2010), 114.

According to Muhaimin quoted by Sahlan, explaining that in an effort to realize a Islamic Boarding School culture, it can be done by way of an exemplary approach and a persuasive approach by way of the Kyai giving a subtle invitation to all members of the Islamic boarding school to cultivate religious values in the Islamic Boarding School.²⁵ Because, the culture of the Islamic Boarding School can be created through religious activities together, so that religious motivation must always be increased by the Kyai to his students in instilling religious values and cultivating them in everyday life. The Kyai's example is an important aspect in increasing the strengthening of the strengthening of the Islamic Boarding School culture, because the Kyai is the main figure or figure in the Islamic Boarding School who is respected and imitated by all students and residents of the Islamic Boarding School, without the role of the Kyai in the Islamic Boarding School, there will be no Islamic Boarding School.²⁶

As a figure who is exemplified, elder and his advice heeded, the Kyai is classified as a person who has high charisma in the Islamic Boarding School and in the community. Kyai's charisma can be seen in his daily life habits, style in educating and teaching him as well as efforts to equip students with religious knowledge and noble character as well as life skills. So that the role of the Kyai in his efforts gives a great appreciation from the students and the surrounding community, because the Kyai is known for his knowledge, wisdom and leadership.

Islamic Student Religious Motivation

Religious motivation in Islamic Boarding School culture has a very strong influence on the formation of religious attitudes of students, therefore religious motivation in Islamic Boarding School is an urgent part in the effort to create a strong Islamic Boarding School culture. As we know, that motivation is an important part that has a function to encourage humans to act, determine the direction towards the goals to be achieved and select actions that must be done in harmony in order to achieve the goals.²⁷ Motivation is a driver of desire and behavior to carry out activities in the form of hard work.²⁸ In relation to the motivation and culture of the Islamic Boarding School, the Islamic student must have a strong religious motivation in improving their religious attitudes in the Islamic Boarding School. Therefore motivation is not always internal but also motivation can be grown through planned efforts, can be influenced by the environment or also through internal and external supporting factors.

Motivating students in Islamic boarding schools is not easy, because the motivation of students in Islamic boarding schools requires a strong awareness and will, this must continue to be encouraged so that they have religious motivation in Islamic Boarding School. The problem of the lack of motivation of students in Islamic boarding schools is caused by boredom, not feeling at home in Islamic boarding schools and other problems. The role of

²⁵ Abid, 115.

²⁶ Patoni. *Peran Kyai Pesantren dalam Partai Politik*. (Yogyakarta: Pustaka Pelajar, 1997), 4.

²⁷ Sadirman. *Interaksi dan Motivasi Belajar Mengajar*. (Jakarta: PT. Raja Grafindo, 2010), 156.

²⁸ Marihot. *Manajemen Sumber Daya Manusia, Pengembangan, Pengkompensian dan Peningkatan Produktivitas Pegawai*. (Jakarta: Grasindo, 2009), 244.

Kyai and Islamic Boarding School administrators in providing religious motivation for students is important. So that to continue to increase religious motivation, it can be done through strengthening the Islamic Boarding School culture which is strengthened through the religious motivation of Islamic students. By giving good messages and advice, the religious motivation of Islamic students in Islamic boarding schools can continue to be better. Religious motivation in Islamic boarding schools also has a big goal, namely motivating worship, motivating learning, motivating in implementing the rules of Islamic boarding schools, motivating the internalization of religious values and motivating things that are useful for Islamic students in Islamic Boarding School.

Motivation in the Islamic perspective consists of three parts, namely 1) jismiyah motivation, namely motivation in the form of worship in order to seek Allah's pleasure in worldly activities, 2) nafsiyah motivation, which encourages Muslims to carry out world activities based on religious aspects and 3) spiritual motivation, namely a strong awareness motivation in carrying out religious teachings and making Allah SWT the goal of his life.²⁹ Based on the three motivations, they have the same goal, namely to form a strong religious motivation within the students. Religious motivation in the Islamic Boarding School culture must be accompanied by its implementation through the cultivation of religious attitudes such as prayer, fasting, zakat and other behaviors based on Islamic religious values.³⁰ With religious motivation, it is hoped that students can prevent bad deeds and increase good deeds. The religious motivation of students can be useful in preventing their delinquency, and increasing their religious activities.³¹

Islamic Boarding School Law Enforcement

Law enforcement aims to discipline students in Islamic Boarding School. Discipline is defined as supervision, coercion, obedience, training, punishment and behavioral abilities. Meanwhile, in the Indonesian language dictionary, discipline is defined as obedience to rules or regulations.³² Whereas in English it is known as discipline which means 1) orderly in controlling behavior, 2) mental training, 3) giving punishment in an effort to train and improve and 4) a collection of rules for someone to act. If discipline is associated with Islamic Boarding School, it means all the rules or regulations of the boarding school that must be carried out by Islamic Boarding School residents.

Islamic boarding school is a religious environment that provides a place for disciplinary training through a variety of daily routines from disciplining waking up to sleeping again, both disciplining Islamic Boarding School activities such as discipline in prayer, discipline in learning, tadarus discipline, discipline in Islamic Boarding School hygiene, sports discipline and other disciplines. With so many disciplines in Islamic Boarding School, Islamic Boarding School is known as an Islamic educational institution in realizing Islamic values in everyday life. The Islamic Boarding School discipline program can be seen from the daily,

²⁹ Syah, M. *Psikologi Pendidikan*. (Bandung: PT. Remaja Rosdakarya, 2011), 27.

³⁰ Abid, 28.

³¹ Zaenul. *Pendidikan Agama Islam dan Tanggung Jawab Sosial Pesantren*. (Jogyakarta: Ar-Ruzz, 2012), 92.

³² Nasional. *Kamus Besar Bahasa Indonesia*. (Jakarta: PT. Gramedia, 2008)

weekly, monthly and yearly programs, all activities run according to the schedule and mature planning of the Islamic Boarding School.

The purpose of enforcing rules in Islamic boarding schools is to create an atmosphere of Islamic boarding schools that are disciplined, conducive, comfortable and orderly and to make the environment can be used as an effective educational tool, all actions can be seen, felt and done that contain educational values by involving the activities of students in schools. in the Islamic Boarding School program and the Islamic Boarding School residents in it.³³ The implementation of the Islamic Boarding School discipline program is very useful for students in establishing order, order and adhering to the teachings of Islam,³⁴ Thus, the discipline of the Islamic student in the Islamic Boarding School has a positive value to the formation of a noble personality.

Based on this, that the culture of discipline through enforcement of rules in Islamic boarding schools is an effective strengthening of Islamic Boarding School culture, because Islamic boarding schools can be implemented with full discipline and responsibility by all Islamic Boarding School residents.. The formation of the religious attitude of students is also shaped by a disciplined Islamic Boarding School environment by maximizing a 24-hour pattern, all Islamic Boarding School residents, both Islamic Boarding School administrators, carry out discipline in an effort to form Islamic personalities.

RESEARCH DISCUSSION

Factors supporting the formation of religious attitudes of students through strengthening the cultural climate of the modern Islamic boarding school Al-Aqsho Sumedang Regency consist of:

Rules That Are Obeyed By Islamic Students

The supporting factors for making the modern Islamic boarding school culture of Al-Aqsho Sumedang Regency can form the religious attitude of students through strengthening the boarding school rules that are applied in the Islamic Boarding School culture so that the life of the students is full of discipline. so that the religious attitude of students increases in the daily lives of students which can be applied in the discipline of prayer on time, discipline in the Koran, discipline of students in boarding school assignments and also discipline in time management. The establishment of order in the modern Islamic boarding school Al-Aqsho, Sumedang Regency provides benefits so that every student can carry out Islamic boarding schools with perseverance and sincerity. Discipline of students also serves to avoid all actions that violate the rules of the Islamic Boarding School so that the Al-Aqsa Modern Islamic Boarding School's work program runs very smoothly When the order is improved in terms of security and also in terms of timing and performance of students, it affects the formation of religious attitudes of students in worship, in recitation activities and in interacting with the Islamic Boarding School environment.. If many students violate the rules of the Islamic Boarding School, it will hinder the program for the formation of the religious attitude of the students. The solution so that students do not violate the rules of the Islamic Boarding

³³ Khalid. *Beliau Kiyai Ilmy dan Adaby. Tim Penulis Biografi KH. Imam Zarkasyi di Mata Umat.* (Ponorogo: Gontor Press, 1996)

³⁴ Qaimi. *Menggapai Langit Masa Depan Terj, Muhammad Javad Bafaqih.* (Bogor: Cahaya, 2002), 234.

School, then strict rules are made so that students who violate the rules will be deterred from wanting to do it again. The discipline of the Islamic Boarding School is a supporting factor to increase success in worship, independence, discipline and responsibility, so that the order of the modern Al-Aqsho Islamic boarding school in Sumedang Regency is very influential on the formation of the daily religious attitudes of Islamic students in the Islamic Boarding School..

Islamic Student Religious Motivation

The motivation of Islamic students in carrying out the Islamic boarding school program, both motivation related to worship and learning motivation as well as motivation to have noble character is the key to strengthening and supporting the realization of the religious attitude of modern Al-Aqsho students in Sumedang Regency, because students' religious attitudes can be formed through religious motivation taught by kyai and asatidz Islamic Boarding School which have implications for the formation of religious attitudes of students which are shown in the form of obedience to worship and perseverance of students in carrying out daily Islamic Boarding School programs. Based on the explanation above, that the religious motivation of students at the modern Al-Aqsho Islamic boarding school, Sumedang Regency, was formed through religious motivational lectures taught by kyai and asatidz in the form of teaching and religious guidance to encourage these students to be obedient to worship in carrying out their obligations and duties as students. seeking knowledge and increasing religious attitudes in everyday life.

Exemplary Religious Teachers (*kyai* And *asatidz*)

The example of religious teachers is a very important factor that influences the formation of the religious attitudes of students in the modern Islamic Boarding School of Al-Aqsho, Sumedang Regency, because with the example of each student, they can imitate the habits of the kyai and asatidz of the Islamic Boarding School so that with this imitation there is a process of forming the religious attitude of the students as a whole. automatically the students will form a religious attitude based on the example taught by the kyai and their Islamic Boarding School teachers. The exemplary kyai and asatidz in the modern Al-Aqsho Islamic boarding school, Sumedang Regency, emphasizes the aspect of worship, exemplary in noble character and exemplary in leadership, because the modern Al-Aqsho Islamic boarding school in Sumedang Regency is a boarding school to form a cadre of leaders who are ready to lead and be led. Therefore, because of this, exemplary is the key to supporting the formation of religious attitudes of students in the modern Islamic boarding school Al-Aqsho, Sumedang Regency. Based on the results of interviews that have been carried out, it is clear that this example is the main supporting factor that influences the realization and formation of the religious attitudes of students at the modern Islamic boarding school Al-Aqsho, Sumedang Regency so that this example must be applied every day for students so that these students can follow, imitate and practice the attitude - the attitude that has been instilled by the kyai and the caregivers of the modern Al-Aqsho Islamic boarding School, Sumedang Regency.

Discipline Of Islamic Students In Carrying Out Their Duties And Obligations

Discipline in carrying out the role of modern Islamic student Al-Aqsho Sumedang Regency has contributed and is very supportive of the realization of the religious attitude of

students from strengthening the disciplined culture of the Modern Al-Aqsho Islamic Boarding School to Sumedang. This discipline is the soul of the modern Islamic student of Al-Aqsho, Sumedang Regency so that each of these students can apply discipline in daily life, whether it is discipline in worshipping on time, discipline in reading the Koran every time and also discipline in taking care of their inner needs so that students grow independent and awareness of daily obligations and responsibilities. This student discipline is closely related to time management so that every time it is carried out in a balanced way between worshipping the Koran, studying and also improving the skills of students. The impact of the discipline of Islamic students can support the formation of religious attitudes of students, so that all time and activities of students cannot be separated from discipline which aims to make students able to mature themselves by being aware of all their duties and responsibilities at the modern Islamic boarding school Al-Aqsho, Sumedang Regency.

Strengthening The Culture Of Islamic Boarding School Through Khutbatul Arsy (Socialization Of Islamic Boarding Schools / Tengko Islamic Boarding School).

Socialization is a form of strengthening the culture of the modern Al-Aqsho Islamic boarding school in Bandung Regency which is very supportive of the formation of religious attitudes of students who are obedient to worship in carrying out their duties and obligations as Islamic students. With the socialization of Islamic boarding schools and the introduction of the culture of the Modern Al-Aqsho Islamic boarding school, Sumedang Regency contributed to the formation of the process of forming the religious attitude of students so that with the introduction of this Islamic Boarding School culture, students could understand the rules of the Islamic Boarding School environment and also understand their obligations which were carried out in a balanced manner. The introduction of Islamic boarding school culture is very important to be introduced to all students so that these students are truly aware of their roles and responsibilities in carrying out the daily obligations of students at the modern Islamic boarding school Al-Aqsho Sumedang Regency. The introduction of Islamic Boarding School culture through socialization is very important to be taught to students so that each student can understand the existence of the Islamic Boarding School culture that has been determined by the Islamic Boarding School, so that the implementation of the program runs smoothly and is also strengthened by reading the tenko Islamic Boarding School, namely reading the rules of Islamic Boarding School in the socialization of Islamic Boarding School culture with This event was the introduction to the Islamic Boarding School program described by KH. Dr. Mukhlis Aliyudin, M.Ag so that the students can understand the policies and obligations of the students in carrying out the modern Al-Aqsho Islamic boarding school program, Sumedang Regency.

Habituation Of Islamic Students Carried Out Consistently.

Habituation is one of the supporting factors that greatly influences the formation of the formation of religious attitudes of students at the modern Islamic boarding school Al-Aqsho, Sumedang Regency by realizing the habituation of students' worship habits which are carried out in daily, weekly, monthly and yearly programs so that the habituation culture of the Islamic Boarding School makes Islamic Boarding School are more religious. The formation

of students' attitudes through strengthening the habit of worship requires supervision, direction, guidance and improvements made by kyai and asatidz to their students so that they are accustomed to being religious in everyday life at Al-Aqsho Islamic Boarding School, Sumedang Regency. This habituation of students is an Islamic boarding school program that is carried out every time, because the daily time of these students must be compressed so that the process of forming religious attitudes is stronger. This habituation of students is also strengthened by the cultivation of positive Islamic values so that students grow up with a noble religious attitude in their daily lives.

The OPPM Islamic Student Program Is To Train Leadership, Independence And Cooperation In Carrying Out Tasks.

The leadership program of the modern Al-Aqsho Islamic boarding school in Sumedang Regency is a factor that supports the ability and leadership skills of students in carrying out their duties and obligations and has an important role as uma leaders who are able to preach to the ma'ruf and are able to prevent the evil ones. The supporting factors for realizing the religious attitudes of students at the modern Islamic boarding school Al-Aqsho, Sumedang Regency in forming students' leadership attitudes through the establishment of the OPPM program (Organisasi Pelajar Islamic Boarding School Modern). Why is the reason that this modern Islamic Boarding School forms a Islamic student organization? so that they are accustomed and trained to lead and be led that provide benefit and goodness for many people. With this Islamic student organization, students are trained to manage and manage their duties and are able to increase their responsibility in carrying out their Islamic Boarding School duties. The OPPM Al-Aqsho Islamic student organization in Bandung Regency was formed to form a student leadership attitude that is a provision for students to live in a community that can lead the community to the path of piety and noble character. While the factors supporting the formation of the attitude of al-ittifaq students through strengthening the cultural climate of agribusiness Islamic boarding schools consist of:

Exemplary Religious Teachers Are Motivated In Worship, Learning And Entrepreneurship For Students, Socialization.

The key factors supporting the formation of the religious attitude of the students of Al-Ittifaq Bandung are the example of the kyai and the caretakers of the Islamic Boarding School who always provide motivation in science, worship and entrepreneurship which are very important roles in the process of forming a high religious attitude of the Islamic student at the Al-Ittifaq Islamic Boarding School, District Bandung. The example of Kyai Fuad Affandi and his religious teachers at the Al-Ittifaq agribusiness boarding school in Bandung Regency is a very important supporting factor because these students are formed by teaching and coaching kyai and asatidz both by providing examples in the daily worship of students and by exemplary in recite the Koran and have morals and also train the work skills of students so that these students can truly apply Islamic values and can apply economics in the business world. The kyai's example greatly influences the progress of Islamic student in the Islamic Boarding School with the example and the policies applied so that the Islamic student can follow the flow of the Islamic Boarding School education journey through the cultures

that are applied at the Al-Ittifaq Islamic boarding school in Bandung Regency through religious, social and entrepreneurial approaches as values. characteristic of the Islamic student in shaping the religious attitude of the Islamic student.

The example of this kyai and the caretakers of this Islamic Boarding School is activated every time and at any time so that students have an example in being religious both to Allah SWT in their daily worship, as well as increasing the social religious attitude of students in the lives of students towards each other and also forming the religious attitudes of students. to the surrounding natural environment.

Discipline Of Islamic Students In Worship, Study And Entrepreneurship.

An urgent supporting factor at the Al Ittifaq Islamic Boarding School in Bandung is discipline in the Koran, learning, worship, morality and also discipline in entrepreneurship which is an important Islamic boarding school program on the way of Al-Ittifaq students, Bandung Regency, because this Islamic Boarding School is very dense in activities by condensing the discipline of students in the activity of studying religious sciences, entrepreneurship and also supported by social science so that students must really apply the application of these sciences through instilling the daily discipline of students in Islamic Boarding School, so that this discipline takes the form of daily, weekly, monthly and yearly which is described in the Islamic Boarding School programs that are applied by the Islamic student in the daily life of the Islamic student in the Islamic Boarding School. Without discipline in this boarding school, there will be no religious attitude of the students at the Al-Ittifaq Islamic Boarding School, Bandung Regency, so because of this, the Kyai and the Islamic Boarding School caregivers always cultivate discipline at all times so that this time is useful, this time must be of value for worship and blessings in the community. in the daily life of students at the Al-Ittifaq Islamic Boarding School, Bandung Regency and provide benefits to others and the community so that religious attitudes are formed in this Islamic Boarding School. Discipline in worship as well as the Koran and entrepreneurship are assessed as all activities at the Al-Ittifaq Islamic Boarding School in Bandung Regency contain worship and are considered important in the daily lives of students at the Al-Ittifaq Islamic Boarding School, Bandung Regency so that kyai and asatidz always provide motivation so that this time is always a blessing. and benefits for many people.

Strict Islamic Boarding School Rules

The supporting factor for the cultural climate of the Islamic Boarding School in forming religious attitudes is the strict rules of the Islamic Boarding School, namely that all activities of the Islamic student are supervised by the caretakers of the Islamic Boarding School by applying very strict, disciplined and precise rules so that every Islamic student may not in the slightest violate the policies of the Islamic Boarding School in a serious way in applying the discipline of the Al-Ittifaq Islamic Boarding School, Bandung Regency. As found in the research findings, the rules of this Islamic Boarding School are related to rules in the aspect of worship, as well as rules in the Koran so that students are accustomed to practicing their knowledge in everyday life and also rules in society to establish harmonious relationships and cooperation in economic development. Islamic Boarding School and society.

Entrepreneurship rules are also formed so that students can be disciplined in applying business knowledge that is beneficial for themselves, society and the people. The strict rules at the Al-Ittifaq Islamic Boarding School in Bandung Regency support the realization of the formation of the religious attitudes of students, because the rules can strengthen the formation of the religious attitudes of students during the process of forming the religious attitudes of students in daily life at the Al-Ittifaq Islamic Boarding School, Bandung Regency.

Habituation Of Islamic Students.

Routine habits are a supporting factor for the formation of the religious attitude of students through strengthening the culture of the Al-Ittifaq Islamic Boarding School in Bandung Regency which affects the daily life of students both from the aspect of attitudes in worship, attitudes in learning the Koran and also the formation of an attitude of love for work and love natural environment. The habits that are routinely carried out by this Islamic boarding school are habituation to learn the Koran, the habit of worshipping at any time always applying religious knowledge from Islamic boarding school education and also getting students used to helping community members who need help in entrepreneurial activities and also students always improving work skills to improve the economic business of the Islamic Boarding School through entrepreneurial activities which include habituation of students in planting, familiarizing students to take care of plantations, familiarizing students in agricultural and livestock activities which are carried out routinely every day by students, so that the results of the work provide benefits and blessings. The habituation of these students is a supporting factor in the formation of the religious attitude of Al-Ittifaq students by carrying out daily, weekly, monthly and yearly habituation programs which are very absolute programs for Al-Ittifaq students in Bandung Regency by including a curriculum of religious knowledge as well as social interaction and teaching entrepreneurship as a religious values that are instilled in the religious attitudes of students at the Al-Ittifaq Islamic boarding school, Bandung Regency so that students in their daily lives can practice Islamic teachings and also improve entrepreneurial performance.

Strengthening Program 3 UR (Tidak Adak Waktu yang Menganggur, Tidak Ada Tanah yang Tidur dan Tidak Ada Sehelai Sampah yang Mawur) / (There Is No Idle Time, No Sleeping Soil And Not A Single Piece Of Dusty Waste).

This program is a key support for the formation of the religious attitude of students through the Islamic Boarding School culture by implementing 3 programs that contain the motivation of the spirit of the Al-Ittifaq students in Bandung Regency in carrying out their Islamic boarding school programs and also the entrepreneurial program, namely there should be no idle time for students, because this time must be used as a as a field of charity, a field of worship, a field of knowledge and righteous deeds so that there is no idle time. Then, there should not be any sleeping land, meaning that there should be no dormant (unused) or not planted land in the Islamic Boarding School environment so that all land in the Islamic Boarding School environment is used as a field for Islamic student's livelihood through agribusiness activities and there should also not be a single piece of land. garbage scattered in the Islamic Boarding School, because the Al-Ittifaq Islamic boarding school in Bandung

Regency is very concerned about maintaining the cleanliness of the Islamic Boarding School, because cleanliness is part of faith. With the 3 UR programs that will support the formation of religious attitudes of students at the Al-Ittifaq Islamic Boarding School, Bandung Regency, so that all time is worship, all work is worship and cleanliness is a value of worship that should not be abandoned by students and becomes the obligation of students to maintain the environment Islamic boarding school. With the 3 UR programs that must be carried out by Al-Ittifaq students, Bandung Regency, every time that students spend must contain knowledge, worship, benefits, benefits and the life of the Islamic students.

To make it easier to understand the cultural climate of the Islamic boarding school in the modern Al-Aqsho Islamic boarding school, Sumedang Regency and the Al-Ittifaq agribusiness boarding school, Bandung Regency, it can be seen in table 1 below.

Table 1. Islamic boarding school's cultural climate in shaping the attitude of religious students

Islamic boarding school name			Forms of the Islamic boarding school cultural climate
Al-Aqsho School, Kabupaten	Islamic Sumedang	Boarding Regency	<ol style="list-style-type: none"> 1. The rules are obeyed 2. Religious motivation of students Motivasi 3. Exemplary religious teachers (kyai and asatidz) 4. Discipline of students in carrying out their duties and obligations. 5. Strengthening the culture of Islamic Boarding School through khutbatul arsy (socialization of Islamic boarding schools / Tengko Islamic Boarding School) 6. Habituation of students carried out consistently. 7. OPPM Islamic tudent program to train leadership, independence and cooperation in carrying out tasks.
Al-Ittifaq Boarding Regency	Agribusiness School,	Islamic Bandung	<ol style="list-style-type: none"> 1. Exemplary religious teachers (kyai and asatidz) 2. Motivation in worship, learning and entrepreneurship for students. 3. Socialization of Islamic Boarding School, society and entrepreneurship. 4. Discipline in learning, worship and entrepreneurial discipline for students. 5. The partnership program between Islamic Boarding School and the community in improving the attitude of cooperation and mutual assistance in the economic welfare of students and community members. 6. 6. Strengthening the 3 UR program (no idle time, no sleeping soil and no single piece of trash).

The impact of the cultural climate of the modern Islamic boarding school Al-Aqsho, Sumedang Regency reflects the religious attitude of students who are obedient to worship, have a moderate attitude, think broadly, are balanced and have a leadership attitude with the motto ready to lead and ready to be led. The religious attitude of students in modern boarding schools emphasizes the spirit of leadership and moderation, because modern boarding schools teach that students must move forward with the current of modern developments, students have a courageous attitude and are ready to compete, so that religious, academic and Arabic and English lessons are mastered systematically. balanced. This balanced attitude of Islamic students is part of a religious attitude which places that students must be balanced in knowledge, balanced between the world and the hereafter, balanced in time management, balanced in all things in their lives. Islamic student also have an open attitude, in order to read the world as wide as possible, so that modern students have broad religious and academic knowledge.

The impact of the cultural climate of the Al-Ittifaq agribusiness boarding school in Bandung Regency reflects the religious attitude of the students who are socialist, hardworking, productive and love the environment, because the Al-Ittifaq Islamic boarding school in Bandung has a religious culture that is supported by a social environment and a beautiful natural environment. So that this Islamic Boarding School establishes harmony with the community and the natural surroundings so that a safe, comfortable, prosperous and peaceful life can be established because diversity is carried out together so that the religious attitude of the Islamic student is strong. Al-Ittifaq Islamic Boarding School displays the spirit of agribusiness as the love of students for the beautiful natural environment so that nature is used as best as possible to be cared for, maintained, managed and preserved through entrepreneurial activities so that Al-Ittifaq Islamic Boarding School in Bandung Regency becomes a strong religious and economic Islamic boarding school, as well as a leader. Al-Ittifaq Islamic Boarding School in Bandung Regency trains its students and residents to educate them so that they have an attitude of love for worship, love for hard work and love for nature by prospering their wombs.

Table 2. Religious attitudes of students in the modern Islamic boarding school Al-Aqsho Sumedang and Al-Ittifaq Islamic Boarding School, Bandung Regency

Name of Islamic Boarding School	The religious attitude of the Islamic student formed
Al-Aqsho Islamic Boarding School, Sumedang Regency Kabupaten	<ol style="list-style-type: none"> 1. The attitude of Islamic students who are obedient in worship 2. Moderate attitude of Islamic students 3. The attitude of students who are open 4. A balanced attitude of Islamic students 5. The attitude of students who have leadership
Al-Ittifaq Agribusiness Islamic Boarding School, Bandung Regency	<ol style="list-style-type: none"> 1. The attitude of Islamic students who love and obey worship 2. The attitude of Islamic students who work hard / Really Sungguh 3. The attitude of Islamic students who love the

environment by prospering the surrounding nature
4. The attitude of Islamic students who are productive

Based on the explanation in table 2 that the cultural climate of the Islamic Boarding School can affect the formation of the religious attitude of the Islamic student because it is supported by a supportive Islamic Boarding School environment, the policies of the kyai, the rules of the Islamic Boarding School and the values of the Islamic Boarding School that are used as the life of the Islamic student in living their lives so that a strong religious attitude of the Islamic student is realized and has a contribution to make. towards the advancement of education, religion, social and state life. The cultural climate of the Islamic Boarding School becomes the self-image of the Islamic Boarding School that shows its existence which must be supported by all parties in forming a generation of believers, knowledge, character and benefits for religion, society, nation and state.

CONCLUSION

The cultural climate of the Islamic Boarding School has an important role in shaping the religious attitudes of the Islamic student in the Islamic Boarding School, because it affects all aspects of the life of the Islamic student, from religious knowledge, habituation to worship, how to behave and learn religion. The cultural climate of the Islamic Boarding School consists of teaching the religion of students, imitating religious teachers, motivating religious students, habituation of students' worship and enforcing the rules of the Islamic Boarding School. The conclusion of this study is the cultural climate of the modern Islamic boarding school Al-Aqsa Sumedang district are Islamic Boarding School programs that are carried out optimally which consist of a program of discipline that is obeyed, religious motivation of students, exemplary religious teachers (kyai and asatidz), discipline of students in carrying out their duties and obligations, strengthening of Islamic Boarding School culture through khutbatul arsy (Islamic boarding school socialization). / tengko Islamic Boarding School), a Islamic student habituation program that is carried out consistently, an OPPM Islamic student program to train leadership attitudes, independence and cooperation in carrying out tasks. While the cultural climate of the Al-Ittifaq Islamic boarding school, Bandung district consists of: exemplary religious teachers (kyai and asatidz), motivation in worship, learning and entrepreneurship for students, socialization, strengthening of the 3 UR program (no idle time, no sleeping land and not a single piece of trash). Religious attitudes in modern Islamic Boarding School Al-Aqsa Sumedang district, which displayed the attitude of students who were obedient to worship, the students were moderate, balanced, open and leadership, while the religious attitudes of the students at the Al-Ittifaq Islamic Boarding School Bandung district displays the religious attitude of students who are socialist, hardworking, productive, useful and love nature.

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