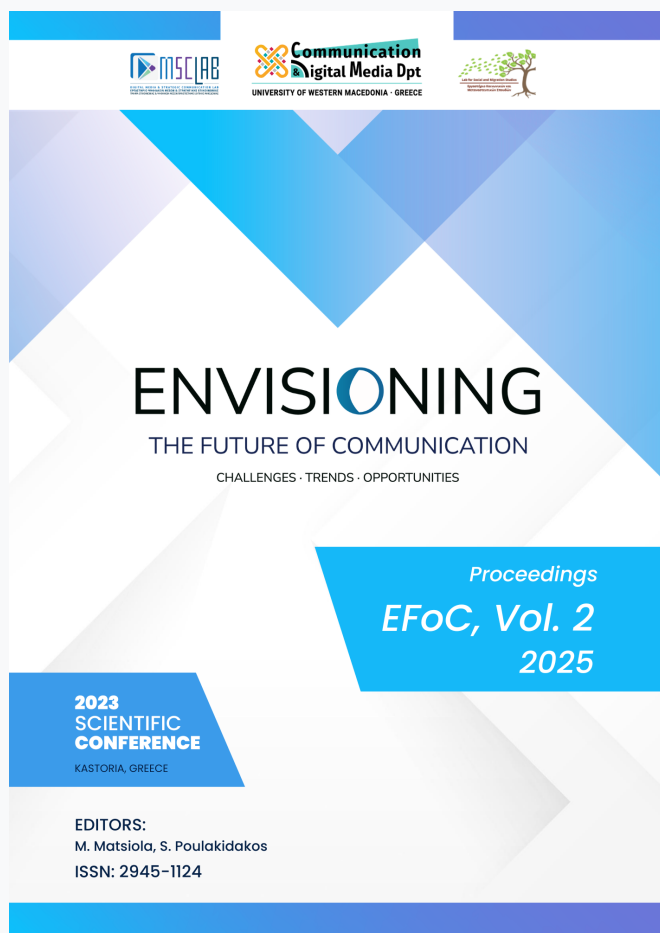


## Envisioning the Future of Communication

Vol 2, No 1 (2025)

Envisioning the Future of Communication - Conference Proceedings vol. 2



### The Boarding School (Pondok Pesantren) Education Student Character. Development and Intercultural Communication

*Eric Stenly*

doi: [10.12681/efoc.7905](https://doi.org/10.12681/efoc.7905)

Copyright © 2025, Eric Stenly



This work is licensed under a [Creative Commons Attribution-NonCommercial-ShareAlike 4.0](https://creativecommons.org/licenses/by-nc-sa/4.0/).

# **The Boarding School (Pondok Pesantren) Education Student Character. Development and Intercultural Communication: The anxiety/uncertainty management theory**

Eric Stenly\*

## **Abstract**

This paper focuses on how the boarding school (pondok pesantren) affects the student's Character Development and Intercultural Communication with anxiety/ uncertainty management theory. The paper's main goal is investigating the relations between the boarding school system and the intercultural communication among students with different cultural background. The paper collected observation behavioral experiments data from a number of the respondents and also literature. This paper examines events such as the Student Character Development and Intercultural Communication through the boarding schools education process. The last literature examined the Boarding and Day School Students: A Large-Scale Multilevel Investigation of Academic Outcomes Among Students and Classrooms. Through the last paper explanation, the language explains about large-scale multilevel investigation in education, this research focuses on the importance of education of boarding school effects on the student character development such as genetic, physical and environmental communication and how they manage the anxiety/ uncertainty through intercultural communication process.

**Keywords:** Character development, Intercultural Communication, Anxiety/ Uncertainty Management.

## **Introduction**

Pondok pesantren (Boarding School) are traditional Islamic boarding schools common in Indonesia and a few other countries. They focus on Islamic education, teaching the Quran, Islamic studies, and Arabic language alongside regular academic subjects. Students in pondok pesantren usually follow a more conservative lifestyle compared to typical modern boarding schools. Pondok pesantren has a rich cultural background deeply rooted in Indonesian and Islamic traditions. Here are some key points highlighting the cultural background of pondok pesantren, islamic education, pondok pesantren primarily focus on Islamic education, teaching students about the Quran, Hadith (sayings of Prophet Muhammad), Islamic jurisprudence, and Arabic language.

Students are encouraged to practice Islam not just in their studies but also in their daily lives. Community Living, Students in pondok pesantren live in a communal setting, where they learn not just from teachers but also from their peers. This community living fosters a sense of

---

\* MSc, Nitibasa International

brotherhood/sisterhood and respect for elders among students. Traditions and Rituals, pondok pesantren often have their rituals and traditions, which may include daily prayers, Islamic celebrations, and special events. These traditions help students connect with their cultural and religious heritage. And Cultural Diversity, While pondok pesantren are rooted in Indonesian and Islamic culture, they also reflect the cultural diversity of the region. Students from different backgrounds come together, bringing with them their unique cultural practices and traditions.

Boarding and Day School Students: A Large-Scale Multilevel Investigation of Academic Outcomes Among Students and Classrooms is likely focuses on comparing the academic outcomes of students attending boarding schools versus day schools. Such research typically involves a multilevel analysis, examining factors at both the student level (individual characteristics such as socioeconomic status, academic motivation, or prior achievement) and the classroom or school level (teacher quality, peer influences, school resources, etc.).

Key points that such a study might investigate include Academic Performance: Whether boarding school students perform better academically compared to day school students, accounting for various factors like background and school resources. Peer Influence and Environment, How the boarding environment, where students spend more time with peers and have structured study schedules, affects academic engagement and achievement.

Classroom Dynamics, Differences in classroom environments, teacher-student interactions, and learning opportunities between day and boarding school settings. Socioeconomic and Demographic Factors, How students' backgrounds (such as family income, parental education levels, etc.) may moderate the effect of attending a boarding or day school on academic outcomes.

Character development, intercultural communication, and anxiety/uncertainty management are all important aspects that can be addressed in various settings, including educational institutions like pondok pesantren. Character development in pondok pesantren is often integrated into daily activities, prayers, and interactions with teachers and peers. Students are given opportunities to practice virtues, learn from mistakes, and grow as individuals. intercultural communication may manifest in interactions between students from diverse cultural backgrounds within Indonesia or from other countries. Students can learn to appreciate and respect different cultures, traditions, and perspectives through dialogue, collaboration, and shared experiences. This can enhance their intercultural competence and empathy. Living in a communal setting like pondok pesantren can be both rewarding and challenging, especially for students who may experience anxiety or uncertainty in new environments. Teachers and mentors in pondok pesantren can support students by providing guidance, creating a safe and supportive atmosphere, and offering resources for managing stress and uncertainty effectively.

## **Research Methodology**

The paper collected observation behavioral experiments data from a number of the respondents and also literature. This paper examines events such as the Student Character Development and Intercultural Communication through the boarding schools education process. Scope and Limitations, the duration of the research was limited to a-semester period between August 2023 and April 2024.

Population and Sample of the research was selected as the last year students who have passed three years school periods. The sample is selected by the purposive/judicial sampling method, which is one of the improbable/ non-random sampling types, In the improbable/non-random sampling method, there is no equal chance of being selected among the individuals or objects to be selected as the sampling unit, and the researcher's attitudes and convictions become valid. In the purposive/judicial sampling method, the sample units are selected by the researcher with the thought that they will provide the most appropriate data for the research purposes.

According to Creswell (2009) observation is the process of gathering open-ended firsthand information by observing people and places at a research field. It means that observation was needed to collect the data about Scientific Approach applied in daily life student communication way and learning process. Field notes are text (words) recorded by the researcher during an observation in a qualitative study (Creswell: 2012). The observer sat in the back of the classroom to watch and record the communication and learning process. The way in doing observation were: 1) the researcher prepared the observation sheet, 2) the researcher joined the classroom, and 3) the researcher observed the class activities.

The researchers analyse the research with Content analysis. This analysis is a widely used qualitative research technique. Current applications of content analysis show three distinct approaches: conventional, directed, or summative. All three approaches are used to interpret meaning from the content of text data and, hence, adhere to the naturalistic paradigm. The major differences among the approaches are coding schemes, origins of codes, and threats to trustworthiness. In conventional content analysis, coding categories are derived directly from the text data.

## **Findings and Interpretations**

Pesantren are traditional Islamic boarding schools in Indonesia, where students study Islamic teachings, Arabic, and traditional subjects. Implementing Anxiety/Uncertainty Management techniques in pesantren can be beneficial for students' mental well-being and overall development. Pondok Pesantren (Islamic Boarding Schools) are known for their focus on religious education and character building. Students typically live in close-knit, disciplined environments where spiritual, moral, and ethical development are emphasized.

The Pesantren environment instills values such as humility, respect for elders, patience, perseverance, and community service. Students are often taught in a collective living situation that encourages cooperation, empathy, and responsibility.

These institutions emphasize not only academic learning but also the development of good character (*akhlakul karimah*) through practices like communal prayers, Quranic recitation, and daily chores.

### *Intercultural Communication in Pesantren*

Intercultural communication within the context of Pesantren can occur between students from different regions, ethnicities, and cultural backgrounds. While these schools are grounded in Islamic teachings, students come from diverse subcultures within Indonesia or even from abroad, bringing different customs, languages, and social norms. Learning how to communicate effectively across these cultural boundaries becomes essential for Pesantren students, as they engage with peers who may have different ways of expressing ideas or practicing their faith. Anxiety/Uncertainty Management (AUM) Theory, developed by William Gudykunst, is used to understand how people manage the anxiety and uncertainty that comes with interacting with individuals from different cultural backgrounds. A moderate level of anxiety and uncertainty is necessary to foster curiosity and openness, leading to positive intercultural interactions. However, if anxiety is too high, it may lead to avoidance or negative stereotypes, while too little anxiety may lead to complacency or a lack of attentiveness to cultural differences. In a Pesantren, students might initially experience anxiety or uncertainty when interacting with peers from different cultural backgrounds. This could manifest in the form of misunderstandings, communication breakdowns, or discomfort in social situations. The structured and community-oriented environment of the Pesantren, however, can provide a supportive space for students to manage these anxieties and uncertainties. Teachers and religious leaders (*kyai* or *ustadz*) often play a key role in guiding students toward understanding and accepting cultural diversity within an Islamic framework. By participating in group activities, communal prayers, shared living spaces, and cooperative learning, students can gradually learn to manage their anxiety and uncertainty, thus improving their intercultural communication skills. Over time, students may develop greater empathy, tolerance, and communication competence by learning how to navigate different cultural contexts in ways that reduce conflict and promote mutual understanding. Through managing anxiety and uncertainty, Pesantren students may develop strong interpersonal and intercultural communication skills, which are essential for functioning in today's diverse and globalized world.

The application of Anxiety/Uncertainty Management (AUM) Theory to student character development and intercultural communication within the context of Pondok Pesantren (Islamic boarding schools) would yield valuable observation results based on how students navigate cultural diversity while developing moral and ethical character. Here's a breakdown of potential observation results from such a study of Initial Anxiety and Uncertainty. Observation: When students first arrive at the Pesantren, especially those from different cultural backgrounds or

regions, they often experience elevated levels of anxiety and uncertainty. This is due to unfamiliarity with the environment, peers from different ethnic or linguistic groups, and strict religious norms. Behavioral Indicators: Hesitancy in interacting with students from different regions or ethnicities. Misunderstandings in communication, often based on cultural or linguistic differences. A sense of isolation or withdrawal, especially among students who are far from home for the first time.

Coping Mechanisms for Anxiety/Uncertainty, through observation over time, students develop strategies to manage anxiety and uncertainty in communication. This often comes through guidance from Pesantren leaders (such as kyai or ustadz), peer support, and the structured religious routines that emphasize unity and cooperation.

#### Behavioral Indicators

Increased participation in group activities such as communal prayers, study groups, and sports, which help break down social barriers, Willingness to ask questions or seek clarification in intercultural exchanges, showing growing comfort in communication, Teachers and religious leaders often play a role in mediation or facilitating communication between students from different backgrounds.

As students become more familiar with the intercultural environment, they display better communication competence. They learn how to engage with students from other cultures with reduced anxiety and greater understanding, often facilitated by the religious and ethical values taught in the Pesantren. More fluid and confident communication across cultural groups. Students begin to use inclusive language, ask about each other's cultural practices, and adapt their own communication styles. Shared religious practices (such as communal prayers and Quranic study) serve as a common ground, fostering cross-cultural bonding. Students become more empathetic listeners and show improved non-verbal communication (e.g., showing patience, smiling, or using respectful gestures during conversations).

A noticeable reduction in anxiety and uncertainty is observed as students progress through the Pesantren program. They become more confident in their social interactions and show resilience in situations that previously caused discomfort. Increased participation in leadership roles, such as leading prayers, organizing group events, or acting as mediators between peers. Students demonstrate an openness to learning about other cultures and are less prone to stereotypes or judgments. Less reliance on teachers for managing interpersonal conflicts, as students learn to resolve misunderstandings on their own.

#### *Character Development in Line with Islamic Values.*

The moral and character development of students is closely tied to their improved intercultural communication skills. The values instilled through Pesantren education—such as humility, patience, respect, and cooperation—serve as the ethical foundation for managing anxiety and uncertainty in intercultural contexts. Students display compassion and patience when

communicating with those from different backgrounds. They become more reflective, less reactive, and more understanding of differences. Stronger emphasis on community and service, where students voluntarily help their peers and engage in communal activities with greater enthusiasm. A deeper sense of brotherhood/sisterhood emerges, as students begin to see themselves as part of a diverse but unified religious community.

#### *Integration of Religious and Cultural Diversity*

Students begin to integrate their religious identity with an appreciation for cultural diversity, seeing it not as a source of division but as an opportunity for spiritual growth and learning. Positive discussions about different cultural practices within the broader Islamic framework, such as discussing regional differences in prayer styles or celebrations. Cross-cultural friendships become stronger, with students openly sharing cultural stories, food, and traditions, while maintaining their common religious identity. A noticeable shift in student leadership roles, where culturally diverse students begin to take on greater responsibilities, reflecting the institution's trust in their intercultural competence.

#### *Impact of Pesantren's Structured Environment*

The structured religious and social environment of the Pesantren plays a key role in reducing anxiety and uncertainty. The regularity of shared activities—like prayer, study, and communal living—provides students with predictable frameworks within which they can safely explore intercultural communication. Greater confidence in engaging with peers, as students feel secure within the routine and structure of daily Pesantren life. Increased collaboration in academic and non-academic activities, as students learn to rely on each other's strengths while respecting differences. A sense of spiritual unity where religious practices foster feelings of inclusivity, reducing the importance of cultural divisions.

From the analysis, some strategies that can be applied in pesantren to help manage anxiety and uncertainty, Encouraging Open Communication: Create a supportive environment where students feel comfortable sharing their concerns and fears. Encourage dialogue about emotions to reduce internalized stress. Providing Mental Health Support: Offer access to counselors or mental health professionals who can provide guidance and support to students facing anxiety or uncertainty.

#### *Practicing Mindfulness and Relaxation Techniques*

Introduce practices like deep breathing exercises, meditation, or yoga to help students relax and reduce anxiety levels. Promoting Physical Activity: Encourage physical exercise and outdoor activities to help students release pent-up energy and stress. Setting Realistic Expectations: Help students set achievable goals and manage their expectations to reduce feelings of uncertainty and stress. Teaching Problem-Solving Skills: Equip students with problem-solving techniques to help them navigate challenges they encounter, reducing anxiety stemming from uncertain situations.

Fostering a Sense of Community, build a strong sense of community within the pesantren to provide students with a support system and a sense of belonging. By incorporating these strategies into the daily activities and teachings of the pesantren, students can learn effective ways to manage anxiety and uncertainty, leading to improved emotional well-being and academic performance.

The observations from applying AUM Theory in the context of Pondok Pesantren suggest that students experience an initial phase of high anxiety and uncertainty due to cultural diversity. However, through the structured religious environment, supportive community, and emphasis on moral character development, students gradually learn to manage these feelings. Over time, they develop intercultural communication skills, reduce their anxiety and uncertainty, and cultivate moral virtues that align with Islamic teachings. These outcomes contribute to their overall character development, making them more empathetic, resilient, and socially adept individuals capable of navigating diverse cultural landscapes.

The application of Anxiety/Uncertainty Management (AUM) Theory in the character development and intercultural communication of male students in Pondok Pesantren (Islamic boarding schools) presents unique observations and dynamics. Male students, like their female counterparts, undergo significant personal growth in a culturally diverse environment. However, their responses to anxiety and uncertainty, as well as the impact of gender roles and expectations within the Islamic boarding school setting, can shape their experiences differently. Initial Anxiety and Uncertainty Among Male Students, Upon entering the Pesantren, male students may experience anxiety and uncertainty due to being away from their families, adapting to new cultural environments, and conforming to strict religious rules. This is especially true if they are from different regions or ethnic groups, In male-dominated environments, there may be more visible expressions of anxiety, such as restlessness or aggression due to social pressure to appear strong or self-reliant Some male students may initially struggle with emotional vulnerability, as cultural expectations often discourage them from openly expressing feelings of anxiety or insecurity. In interactions with peers from different regions or cultural backgrounds, male students may show hesitancy or avoidance behaviors, especially if they perceive these differences as a threat to their social standing.

Gendered Coping Mechanisms for Anxiety/Uncertainty, Male students often employ specific coping mechanisms to manage anxiety and uncertainty in intercultural communication, influenced by their gendered experiences and societal expectations Male students may rely more on peer group dynamics for support. They often form close-knit groups with others from similar backgrounds, which can initially limit cross-cultural interaction. Humor and competition can become tools for managing anxiety. Male students may use humor to deflect uncomfortable feelings or engage in competitive activities (sports, debates, or Quran recitations) to assert dominance or distract from feelings of uncertainty. Physical activities such as sports or communal work are commonly used by male students as a way to channel anxiety in a productive manner, providing a break from the pressures of academic and religious

obligations. Influence of Pesantren's Structured Environment on Male Students. The structured environment of the Pesantren, with its strict schedules for prayers, study, and communal activities, helps male students manage anxiety and uncertainty by providing routine and predictability. Over time, male students begin to show reduced anxiety as they become accustomed to the routine of the Pesantren. The regularity of activities such as communal prayers and religious study helps them feel grounded. Leadership roles are often given to older or more experienced male students (e.g., leading prayers, supervising younger students), which fosters a sense of responsibility and confidence in managing uncertainty. Younger students look up to these leaders as models for how to handle intercultural and social challenges. The emphasis on discipline and self-control in the Pesantren helps male students develop emotional regulation skills, which are crucial for managing anxiety and uncertainty in communication.

#### *Intercultural Communication and Peer Dynamics Among Male Students*

Male students in the Pesantren gradually improve their intercultural communication skills as they are exposed to peers from diverse cultural, linguistic, and regional backgrounds. However, the process may be influenced by social norms around masculinity. Initially, male students may gravitate toward peers from similar cultural or regional backgrounds, creating in-groups that can act as a buffer against anxiety in intercultural interactions. Over time, as male students become more comfortable, they are more likely to engage in cross-cultural dialogues during group discussions, religious study circles, or collaborative activities, such as sports or community service. The Pesantren's shared religious values provide a unifying foundation for male students from different backgrounds, helping to ease tension in intercultural communication. As they participate in group prayers and religious rituals, cultural differences become less significant, and a collective identity as Muslim brothers strengthens their communication.

#### *Reduction of Anxiety and Uncertainty Among Male Students.*

Male students gradually experience a reduction in anxiety and uncertainty in their intercultural interactions as they grow more familiar with the Pesantren environment and develop confidence in their communication abilities. Male students show more confidence in public speaking and leadership, particularly in religious contexts (e.g., leading prayers or delivering sermons), which requires effective intercultural communication. Increased participation in intercultural activities, such as engaging with students from different backgrounds in informal discussions, group learning sessions, or cooperative projects. Reduced reliance on cultural stereotypes, as male students begin to appreciate the diversity of their peers and show more openness to understanding different cultural perspectives.

#### *Character Development and Leadership in Male Students.*

The development of moral character and leadership is a central focus of Pesantren education for male students. As they manage anxiety and uncertainty, they also develop qualities such as humility, patience, and empathy. Male students are encouraged to take on leadership roles

within the Pesantren community, which fosters responsibility, discipline, and moral integrity. These roles often involve guiding younger students and resolving interpersonal conflicts, requiring strong intercultural communication skills. Self-discipline is a key aspect of character development for male students, as they are expected to regulate their emotions, behavior, and communication in accordance with Islamic values. Brotherhood (ukhuwah) is a central value promoted in the Pesantren, which helps male students develop close bonds with their peers across cultural divides, reinforcing their sense of unity and shared purpose.

#### *Impact of Gender Norms on Anxiety/Uncertainty Management*

Traditional gender norms in some Pesantren environments may influence how male students manage anxiety and uncertainty. These norms may emphasize self-reliance and emotional restraint, which could initially hinder open communication. Male students may feel pressure to appear strong or unemotional, which can delay their ability to seek help or express their anxieties in intercultural situations. Peer support is crucial in helping male students manage these challenges. Male students who find trusted peers or mentors within the Pesantren community are more likely to open up and seek guidance on how to navigate difficult situations. Over time, as male students gain confidence in managing their emotions, they are more likely to engage in constructive conflict resolution and empathetic communication, which helps to reduce intercultural tension.

Female students experience character development and intercultural communication within a framework that not only emphasizes religious values but also societal gender norms. Managing anxiety and uncertainty in communication, especially in culturally diverse environments, becomes an essential part of their personal and moral growth. Like male students, female students often experience anxiety and uncertainty when they first enter the Pesantren, particularly if they come from different regions or cultural backgrounds. This can be heightened by traditional gender roles that may emphasize modesty, restraint, and obedience. Female students may initially exhibit shyness, hesitation to speak up in group settings, or reluctance to assert themselves in interactions with peers from different backgrounds. Anxiety may manifest in feelings of isolation or withdrawal during the adjustment period, particularly if the students come from areas with different cultural practices, languages, or educational backgrounds. Female students may initially express their uncertainty through non-verbal cues, such as avoiding eye contact or lowered voices, reflecting cultural norms around modesty and propriety.

#### *Coping Mechanisms for Anxiety and Uncertainty Among Female Students.*

Female students often develop coping mechanisms that are reflective of their gender-specific socialization. The close-knit, supportive environment of female Pesantren students helps them manage anxiety and uncertainty in ways that differ from male students. Peer support networks play a crucial role in helping female students cope with anxiety. Close friendships and sisterhood bonds within the Pesantren foster a sense of belonging, easing feelings of uncertainty. Female students often use collaborative and supportive communication styles,

relying on cooperation rather than competition to navigate the social hierarchy of the Pesantren. This helps them reduce uncertainty when interacting with students from different backgrounds. Group activities, such as communal prayers, Quranic studies, or shared chores, provide structured opportunities for female students to gradually engage with peers from different cultural backgrounds, fostering more natural and less intimidating intercultural exchanges.

#### *Influence of the Pesantren's Structured Environment on Female Student*

The structured, disciplined environment of the Pesantren provides female students with a stable framework that helps them manage anxiety and uncertainty. The routines, such as daily prayers, religious studies, and community work, offer a sense of predictability that reduces stress. Female students display greater comfort and confidence as they settle into the structured routine of the Pesantren. The predictability of the daily schedule helps them feel secure, particularly in a setting where social interactions may initially cause anxiety. Religious practices, such as collective prayers and Quranic memorization, offer a shared cultural and religious foundation that unites students from diverse backgrounds. This reduces anxiety by providing a common ground for interaction. Over time, female students develop a stronger sense of self-discipline and self-control, which helps them manage the emotional aspects of uncertainty in social and intercultural communication. Intercultural Communication and Gendered Expectations Observation: Intercultural communication in the Pesantren is shaped by the gendered expectations placed on female students, who are often taught to be more modest, reserved, and respectful in their interactions. However, these expectations also foster an environment where empathy and listening skills are emphasized. Female students may initially be more cautious in communicating with peers from different cultural backgrounds, especially when cultural differences relate to modesty, religious practice, or gender roles. As they adjust, female students become more comfortable engaging in open dialogue during religious study groups, discussions with teachers, or informal conversations with peers. They often rely on empathetic listening and non-confrontational communication styles, which help bridge cultural divides. Group study sessions and communal activities allow female students to learn from each other's cultural practices while managing anxiety and uncertainty. These activities help foster tolerance and understanding through shared religious values.

#### *Reduction of Anxiety and Uncertainty in Female Student.*

As female students grow accustomed to the Pesantren environment, their anxiety and uncertainty in intercultural communication gradually decrease. Over time, they become more confident and proactive in managing differences. Female students show increasing confidence in group discussions, particularly when discussing religious or ethical topics that provide a common ground for students from different backgrounds. There is a noticeable shift in social interaction patterns, with female students forming friendships across cultural lines. These relationships help them manage uncertainty by fostering deeper interpersonal understanding and trust. Female students begin to engage in more assertive yet respectful communication,

particularly in situations that require them to navigate cultural differences (e.g., resolving conflicts, leading group prayers, or collaborating on projects).

*Character Development in Female Students.*

Female students in the Pesantren undergo significant character development, shaped by the religious and moral values of the institution. This development is closely linked to their ability to manage anxiety and uncertainty in intercultural communication. Female students develop qualities such as patience, humility, and compassion, which are reinforced through religious teachings and daily interactions with peers from different backgrounds. These traits help them navigate intercultural communication with greater ease and empathy. The emphasis on modesty and ethical conduct within the Pesantren shapes female students' character in ways that align with Islamic values, promoting self-discipline and emotional regulation. As they become more confident in their communication skills, female students are often encouraged to take on leadership roles, such as guiding younger students or organizing religious and social activities within the community. These roles further develop their sense of responsibility and moral integrity.

Impact of Gender Norms on Anxiety/Uncertainty Management, Gender norms in the Pesantren influence how female students manage anxiety and uncertainty in communication. Traditional expectations around modesty and propriety may initially restrict open communication, but they also create opportunities for female students to develop unique interpersonal skills. Female students are often expected to maintain a respectful and modest demeanor, which can limit their assertiveness in intercultural communication. However, this also fosters the development of listening skills, empathy, and emotional intelligence, which are crucial for managing uncertainty. The safe and supportive environment of the Pesantren allows female students to gradually express themselves more openly, without the fear of violating cultural or religious norms. This creates a space where they can manage anxiety and uncertainty in a socially acceptable way. Over time, female students become more adept at balancing modesty with confidence, learning how to navigate both intercultural and gender-specific expectations in ways that align with their religious values.

In Pondok Pesantren, male students face unique challenges in managing anxiety and uncertainty related to intercultural communication. Initially, they may experience heightened anxiety due to cultural diversity and the expectations placed on them to conform to gender norms that emphasize emotional restraint. However, as they adapt to the structured environment and engage with peers from different backgrounds, they develop self-discipline, leadership, and communication skills. The religious framework of the Pesantren, combined with opportunities for intercultural dialogue and character development, helps male students gradually reduce their anxiety and uncertainty. By fostering empathy, respect, and patience, the Pesantren prepares male students to navigate diverse social and cultural environments effectively.

For female students in Pondok Pesantren, the process of managing anxiety and uncertainty in intercultural communication is influenced by both the structured religious environment and traditional gender norms. Initially, female students may experience heightened anxiety due to cultural differences and societal expectations around modesty. However, through peer support networks, shared religious practices, and the development of empathetic communication skills, they gradually become more confident in navigating intercultural interactions. The Pesantren's emphasis on character development—particularly qualities such as patience, humility, and compassion—helps female students grow both morally and socially. Over time, they learn to manage their anxiety and uncertainty in ways that are aligned with their faith and cultural expectations, becoming resilient, empathetic, and competent communicators in diverse environments.

## References

- Barlow, D. H., & Craske, M. G. (1984). Panic and generalized anxiety disorders: Nature and treatment. *Behavior Therapy*, 15(3), 231–250. [https://doi.org/10.1016/s0005-7894\(84\)80042-0](https://doi.org/10.1016/s0005-7894(84)80042-0)
- Beck, A. T., Emery, G., & Greenberg, R. L. (1974). Ideational components of anxiety neurosis. *Archives of General Psychiatry*, 31(3), 319–325.
- Butler, G. (1985). Exposure as a treatment for social phobia: Some instructive difficulties. *Behaviour Research and Therapy*, 23(5), 651–657. [https://doi.org/10.1016/0005-7967\(85\)90097-9](https://doi.org/10.1016/0005-7967(85)90097-9)
- Butler, G., Fennell, M., Robson, P., & Gelder, M. (1987). Anxiety management for persistent generalized anxiety. *British Journal of Psychiatry*, 151(1), 535–542. Clark, D. M. (1986). A cognitive approach to panic. *Behaviour Research and Therapy*, 24(4), 461–470. [https://doi.org/10.1016/0005-7967\(86\)90011-2](https://doi.org/10.1016/0005-7967(86)90011-2)
- Clark, D. M., & Salkovskis, P. M. (1985). Respiratory control as a treatment for panic attacks. *Journal of Behavior Therapy and Experimental Psychiatry*, 16(1), 23–30. [https://doi.org/10.1016/0005-7916\(85\)90003-4](https://doi.org/10.1016/0005-7916(85)90003-4). <https://doi.org/10.1192/bjp.151.4.535>
- Hamid, A. (2017). Pendidikan karakter berbasis pesantren (pelajar dan santri dalam era IT dan cyber culture). Surabaya: [Publisher Name].
- Hasmayni, B. I., & Simatupang, H. (2012). Perbedaan minat sekolah dan motivasi belajar ditinjau dari pola asuh orangtua. *Jurnal Magister Psikologi UMA (Analitika)*, 4(1), 24–30.
- Hendriyanti. (2014). Pelaksanaan program boarding school dalam pembinaan moral siswa di SMA Taruna Indonesia Palembang. *Ta'dib*, 19(2), 203–226.
- Kaelani. (2010). *Pendidikan Pancasila* (Edisi Reformasi). Yogyakarta: Paradigma.
- Kurnia, D. A. (2014). *Implementasi nilai kejujuran di Sekolah Dasar Negeri Kota Gede 5 Yogyakarta*. [Undergraduate thesis, Universitas Negeri Yogyakarta]. Fakultas Ilmu Pendidikan.
- Lestari, S. (2014). *Psikologi keluarga* (Penerapan nilai dan penanganan konflik dalam keluarga). Jakarta: Kencana Prenadamedia Group.
- Lubis, R. (2015). *Metode penelitian kualitatif*. Medan: Fakultas Psikologi UMA.
- Mas'ud, A. (2002). *Dinamika pesantren & madrasah*. Yogyakarta: Pustaka Pelajar.

Khalidy, S., et al. (2014). Pengelolaan pendidikan karakter berbasis boarding school di SMP. *Jurnal Manajemen Pendidikan*, 9(1), 77–84.