



Curiosity Unveiled: A Holistic Systematic Literature Review of Boarding School Students

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Abstract

This systematic literature review explores the diverse aspects of full-boarding school students worldwide. Despite its significance, there is a lack of a comprehensive synthesis of existing research on students in boarding schools. This review aims to bridge this gap by analyzing and structuring the available literature. The study employed the PRISMA approach and conducted systematic searches in academic databases such as Scopus and Web of Science to gather comprehensive studies, reviews, and articles related to students in boarding schools. The analysis was categorized into four themes that unveiled the objective of this study by utilizing advanced search techniques and keywords such as (1) "boarding schools," (2) "towards students," and (3) "for students." The final finding data (n=26) were distilled into four primary themes through expert validation: (1) practices and learning strategies, (2) social-emotional well-being and mental health, (3) cultivation of spiritual values and character, and (4) barriers and challenges. The study has produced significant insights and suggestions, but additional research is needed to understand the long-term effects of these educational experiences on students' lives and future chances. Educational frameworks must be continuously assessed for efficacy and equality, particularly in the 21st century's ever-changing world.

Keywords: boarding schools; fully residential schools; towards students; for students; teacher, leadership

1. Introduction

In the realm of education, boarding schools have long stood as enclaves of academic rigor and personal development, fostering a unique environment that blends academic excellence with a distinctive social fabric (Gire et al., 2023; Ismail et al., 2021; Koteswari & Kumar, 2022; Rezawana, 2020). These educational establishments have been welcoming students from various backgrounds for many years. They provide an immersive and comprehensive learning environment where students live on campus, participate in a wide

range of co-curricular activities, and form enduring relationships with mentors and peers (Huda et al., 2023; Septiawan, 2018; Zahroh et al., 2023). Parents, students, and teachers are captivated by the boarding school model, which offers them a world of disciplined schedules, common ideals, and unmatched chances for personal development (Fadhilah, 2022; Morley et al., 2022; Sangadah & Kartawidjaja, 2020; Saputra, 2020; Ubaidillah & Khooiri, 2020).

“Why is it that when one man builds a wall, the next man immediately needs to know what’s on the other side?” – George R.R. Martin. Curiosity is the insatiable human desire to learn more about what they do not already know, often driven by the desire to explore beyond existing boundaries. Despite the enduring appeal of boarding schools, their unique characteristics have often sparked curiosity and debate within the academic community (Morley et al., 2022; Sangadah & Kartawidjaja, 2020; Saputra, 2020; Ubaidillah & Khooiri, 2020).

Questions have arisen concerning the impact of this distinctive educational setting on students' academic achievement, social development, and overall well-being (Ismail et al., 2016; Martin et al., 2014; Rizkita, 2020; Zhang, 2023). Atasasih (2022) stated that a reconsideration of food rationing is required to synchronize it with the physical requirements of these students, thereby enhancing their overall health and academic performance (Atasasih, 2022). In contrast to the research conducted by Budiya and Al Anshori (2022), who identified the teacher's classroom management approach as a significant factor contributing to positive academic outcomes in a comprehensive educational setting (Budiya & Al Anshori, 2022). Contradictions and uncertainties in this research necessitate a thorough examination of the literature predicated on education in comprehensive shelter schools.

This curiosity has prompted a growing body of research aimed at unveiling the multifaceted experiences of boarding school students, shedding light on the unique challenges and opportunities they encounter, and exploring the ways in which boarding schools shape their lives (Laughton et al., 2021). Lester and Mander reported that both day and boarding school children had acceptable emotional, behavioral, hyperactivity, peer, pro-social, and general well-being and mental health effects (Lester & Mander, 2020). Meanwhile, Rudrum et al. (2022) found that boarding school students had increased depressive symptoms and a favorable view of isolation using multivariate analysis of variance (Rudrum et al., 2022). These conflicting results imply that complete boarding school experiences may affect students' emotional well-being and worldview differently.

While it is true that full boarding schools naturally demand students with robust resilience and self-reliance (Hariyani & Ferdian, 2021; Muzammil & Hamimi, 2021; Redman-Maclaren et al., 2021; Suryani, 2022), undoubtedly, there are still numerous issues and problems that need to be addressed for the common good. Besides, a boarding school is frequently used as a benchmark or demonstration school to illustrate what it means to be an exceptional institution, as opposed to merely a challenge (Arlin & Mulyani, 2021; Hidayat et al., 2022; Ibrahim & Wiza, 2021; Yamin et al., 2023).

There exists a cohort of individuals, including alumni, non-governmental organizations (NGOs), and government agencies, who often contemplate strategies to contribute to several

facets of the comprehensive full-boarding school education system and the well-being of its students (Jie et al., 2020; Sudrajat et al., 2022). The review aims to provide clarity on supplementary assistance for comprehensive student development within educational institutions, contributing to ongoing discourse on boarding school experiences.

This objective was accomplished by engaging in experts' dialogues to identify key themes for thorough investigation and analysis. The literature on boarding schools is rich and diverse, encompassing studies that explore academic performance, socio-emotional development, cultural and socio-economic diversity, and alumni success, to name a few (Bagaskorowati et al., 2023; Fredly Alfarraby et al., 2022; Kurniawan & Yuli, 2021; Yunindyawati et al., 2023). This article aims to provide a solid foundation for stakeholders to improve and contribute to the existing educational system by understanding its benefits and challenges.

The purpose of this study is to go beyond a simple compilation of previous research, as suggested by Lockwood and Oh (2017). Two prominent databases, Scopus and Web of Science, were utilized to achieve this. This contribution enhances the overall academic conversation on education by emphasizing the necessity of comprehensive and empirically supported approaches within various educational environments.

2. Material and Methods

2.1 Identification

For this study, the pertinent publications were selected using the three fundamental stages of the systematic review approach. The initial stage in the identification phase involves determining keywords relevant to the research issue posed in this study. To select appropriate keywords, a thorough inquiry is conducted using a specific approach or source, such as the thesaurus, dictionaries, encyclopedias, and prior research. The next process involves searching for articles in Scopus and Web of Science databases using advanced search techniques. This includes constructing a search string by utilizing field codes, phrase searching, and boolean operators. Search results found 213 related articles in the Scopus database, while 139 were obtained from the Web of Sciences database (see Table 1). The current research endeavor effectively retrieves **352** papers from both databases throughout the first stage of the systematic review process.

Table 1: The search string from Scopus and Web of Science's database

P HASE	DATABASE	SEARCH STRING	ARTICLE OBTAINED
Identif ying	Scopus	TITLE-ABS-KEY ("boarding schools" OR "fully residential schools" OR "prep schools" OR "seminary" AND "to students" OR "towards students" OR "for students" OR "students with")	213

	Web of Science	((TS=("boarding schools")) OR TS=("fully residential schools")) AND TS=("for students")) OR TI=("towards students")	139
Screening	Scopus	TITLE-ABS-KEY ("boarding schools" OR "fully residential schools" OR "prep schools" OR "seminary" AND "to students" OR "towards students" OR "for students" OR "students with") AND PUBYEAR > 2019 AND PUBYEAR < 2024 AND (LIMIT-TO (DOCTYPE , "ar")) AND (LIMIT-TO (SUBJAREA , "SOC")) AND (LIMIT-TO (LANGUAGE , "English"))	43
	Web of Science	((TS=("boarding schools")) OR TS=("fully residential schools")) AND TS=("for students")) OR TI=("towards students") AND 2020 or 2021 or 2022 or 2023 (Publication Years) AND Article (Document Types) AND English (Languages) AND Education Educational Research OR Education Special OR Psychology Educational (Web of Science Categories)	20

2.2 Screening

Researchers screened 71 articles using inclusion and exclusion criteria, focusing on research articles in English, covering 2020-2023, and 'boarding school students' domain in Scopus database.

We searched for 2020-2023 articles focusing on Education Educational Research, Education Special, and Psychology Educational. Scopus and Web databases yielded 43 and 20 articles respectively, with three duplicates identified.

2.3 Eligibility

The study analyzed 60 articles, excluding 34 for lack of relevance, significant titles, or abstracts. Only 26 remained for review, providing valuable insights for fostering student motivation in hostel settings.

Select keywords

Table 2: The selection criterion is searching

CRITERION	INCLUSION	EXCLUSION
Language	English	Non-English
Timeline	2020 – 2023	< 2020
Literature type	Journal (Article)	Conference, Book, Review
Subject Area	Social science	Besides Social science

Web of Science Categories	Education Research, Psychology	Education Education Educational	Educational Special,	Besides Educational Research, Special, Psychology	Education, Education Educational
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2.4 Data Abstraction and Analysis

This study utilized integrative analysis to analyze various research designs, identifying relevant topics and subtopics. Data collection involved examining 26 publications, assessing research outcomes and methodologies, and working with co-authors to develop themes. The criterion for evaluation should be a consensus among all parties (Charrois, 2015; Kraus & Dasí-rodírguez, 2020). During the data analysis, all pertinent analyses, perspectives, enigmas, and other ideas that impacted the interpretation of the data were documented in a log. The authors then contrasted the outcomes to identify any inconsistencies in the process of designing the themes. It is noteworthy that in the event of any divergences of opinion regarding the concepts, the authors engaged in internal deliberations. In the end, modifications were made to the generated motifs to achieve uniformity. The analysis selection was carried out by two experts, both in Educational Leadership (Yusoff M. Nor, an expert in Leadership & Education Policy) and (Jamalullail A. Wahab - an expert in Education Administration) to determine the validity of the problems. At this stage, the two appointed experts researched and refined all the filtered articles. The expert review phase helped ensure the sub-theme's clarity, importance, and adequacy by establishing domain validity. Adjustments were made based on the discretion of the author based on feedback and comments by experts.

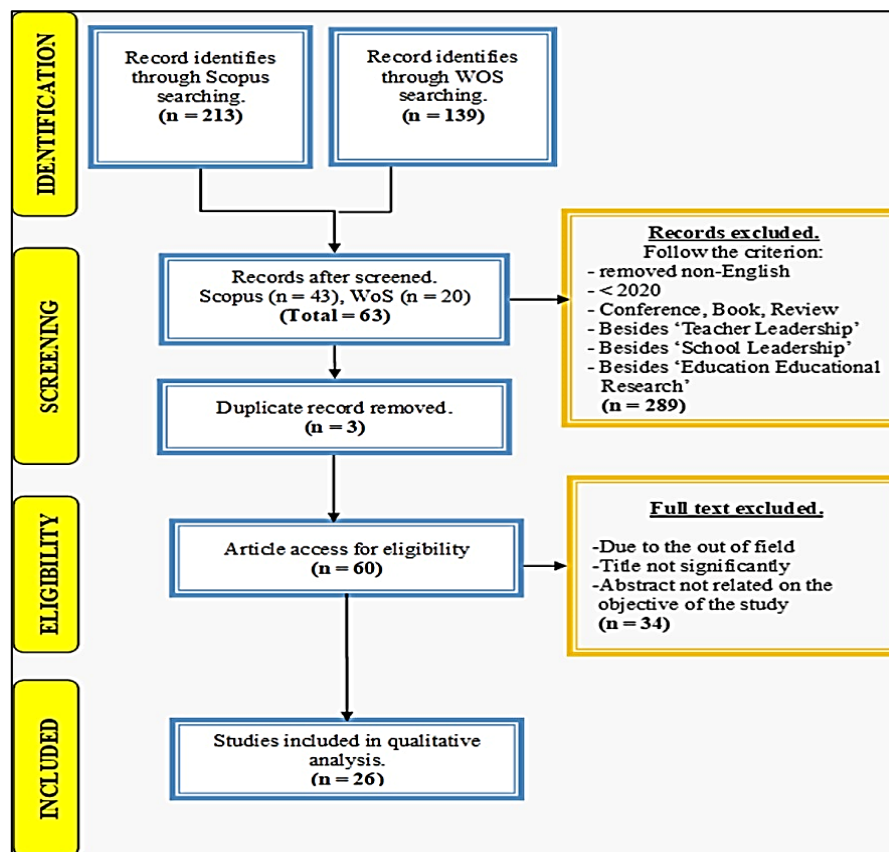


Figure 1: Flow diagram of the proposed searching study (Moher et al., 2009)

3. Result

Based on expert analysis, 26 articles were categorized into four themes in response to the research questions. Indonesia conducts extensive research on full-boarding schools, focusing on Islamic religious instruction. These institutions are rapidly developing as collaborative Islamic educational establishments. The Training Cottage, with its chaplain, dormitory, and mosque, is a notable example. There are 27,218 Pondok Pesantren institutions in Indonesia, with 13,446 being Pondok Pesantren. Bandung has 97 dormitories, including 97 cottage salafi/khalafiah establishments (Suparto et al., 2021). The articles were classified according to four overarching themes: "practices and learning strategies" (6 articles), "social-emotional well-being and mental health" (5 articles), "cultivating spiritual values and character" (7 articles), and "barriers and challenges" (8 articles). The analysis found that these articles were conducted in 15 countries and territories (see Figure 2 and Table 3).

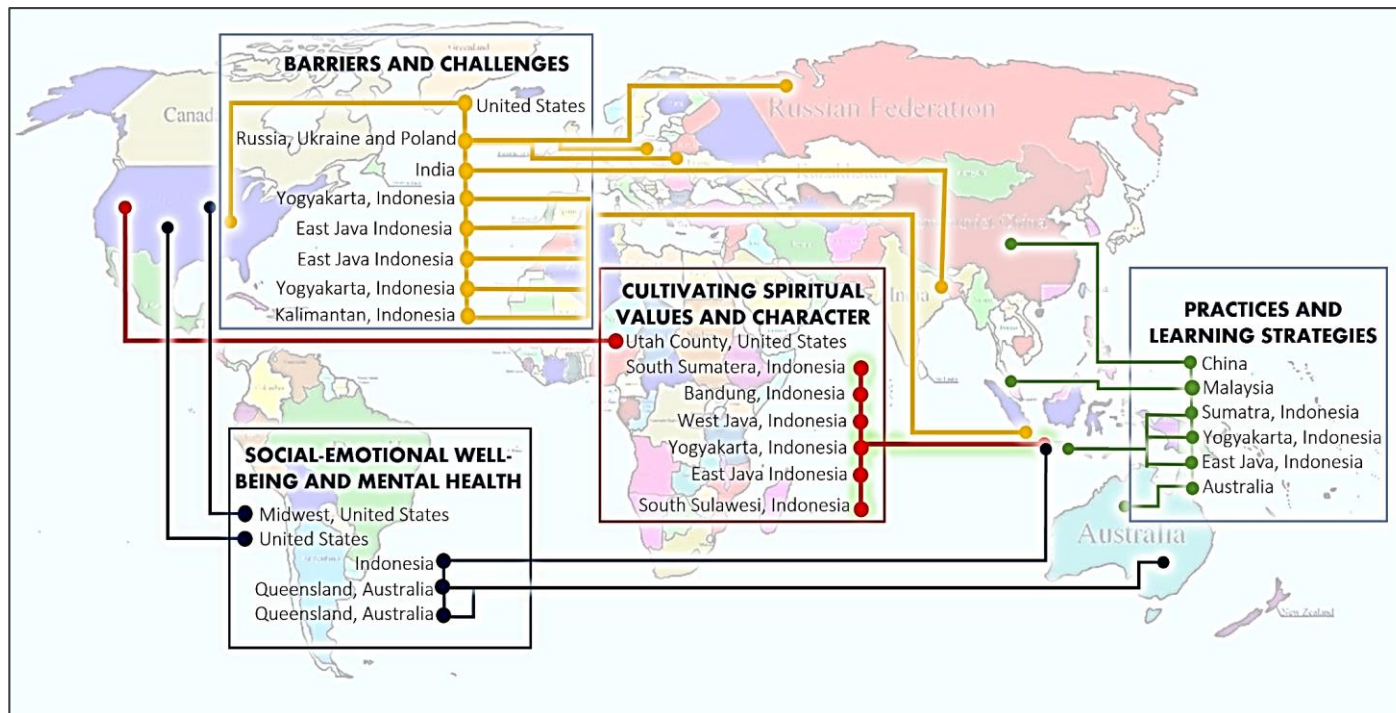


Figure 2: Themes based on countries and territories

Table 3: The findings were based on the proposed search criterion

Theme: Practices and Learning Strategies

Author	Title	Year	Journal	Methodology	Advantages and Findings
Jorgensen (2020)	Creating opportunities for vulnerable indigenous learners to succeed in vocational education	2020	ZDM - Mathematics Education	The ethnographic project aimed to explore the practices of schools and their impact on the success of numeracy and mathematics.	The case study explores the success of a remote boarding school, focusing on vocational education and training, and its impact on student achievement.
Su and He (2020)	Exploring factors linked to the mathematics achievement of ethnic minority students in China for sustainable development: A multilevel modeling analysis	2020	Sustainability (Switzerland)	The study surveyed 1873 12th-grade Xinjiang students from 31 randomly selected schools across 14 provinces and cities using a questionnaire survey and online mathematics test.	The study surveyed 1873 12th-grade Xinjiang students from 31 randomly selected schools across 14 provinces and cities using a questionnaire survey and online mathematics test.
Shamsulbahri and Zulkiply (2021)	Examining the effect of Directed Activity Related to Texts (DARTs) and gender on student achievement in qualitative analysis in chemistry	2021	Malaysian Journal of Learning and Instruction	A study involving 120 secondary science students from two residential schools utilized experimental methods to conduct qualitative salt analysis, testing their knowledge.	The study demonstrates that the DARTs method enhances learning of qualitative analysis in chemistry when combined with experimental methods, offering practical insights into its benefits.
Apduludin and Martinisyamin (2022)	Modeling Analysis, Findings, Development, Organizing the Material and Learning for Students in Islamic Boarding Schools	2022	Jurnal Pendidikan Islam	The study involved 12th-grade students at Pesantren in Jambi, with one group as the control and one as the experimental.	The AFDOL learning model enhances students' critical thinking skills in learning Islamic traditional books, enabling a systematic learning process and enhancing their understanding and critical thinking abilities.
Pamungkas et al. (2023)	Teaching of the Quran and Hadiths Using Sign Language to Islamic Boarding School Students with Hearing Impairment	2023	International Journal of Learning, Teaching and Educational Research	The study employed a qualitative approach, employing observations, interviews, and documentation, with five teachers and five students selected through purposive sampling.	Sign language can assist children with hearing impairments in Islamic boarding schools in learning the Quran and Hadiths, potentially addressing learning challenges in other educational institutions.

Author	Title	Year	Journal	Methodology	Advantages and Findings
Muhlis et al. (2023)	Implementation Of the Andragogy Approach to Improve Students' Arabic Understanding	2023	Ijaz Arabi Journal of Arabic Learning	The qualitative approach, employing natural methods, provides a comprehensive understanding of the Islamic boarding school Pasuruan School in Indonesia and reveals its unique values and teaching methods.	The study at Ngalah Islamic boarding school in Pasuruan emphasizes developing tasawuf values, respect in muroqabah, riyadhoh, mujahadah, contemplation, creativity, and knowledge, suggesting andragogy can enhance language comprehension.

Theme: Social-Emotional Well-being and Mental Health

Author	Title	Year	Journal	Methodology	Advantages and Findings
McCalman et al. (2020)	"It's all about relationships": The place of boarding schools in promoting and managing health and wellbeing of Aboriginal and Torres Strait Islander secondary school students	2020	Children and Youth Services Review	Using semi-structured interviews, qualitative grounded theory methods were used to sample and collect data from the healthcare and well-being support staff of eight Queensland boarding schools.	Boarding school health staff collaborate with students, families, and external providers to provide Indigenous students with access to healthcare services, health education, and quality healthcare, promoting student participation and responsibility.
Redman-Maclaren et al. (2021)	Through the eyes of students: The satisfaction of remote Indigenous boarding students with a Transition Support Service (TSS) in Queensland, Australia	2021	Australian Journal of Indigenous Education	A survey involving 22 questions was conducted among 294 students across 21 sites to gauge their satisfaction with TSS.	The study revealed that 86% of secondary Indigenous students are highly satisfied with TSS's service, emphasizing the importance of an Indigenous-specific bridging service for remote students.
Fredrick et al. (2021)	Perceptions of Emotional and Physical Safety Among Boarding Students and Associations with School Bullying	2021	School Psychology Review	A study of 358 students from a boarding school examined the relationship between school-wide bullying and safety, examining school mental health support as a moderator.	The study reveals a link between physical and emotional discomfort in male school-wide bullying, while those who perceive the school as promoting mental health feel more emotionally secure.

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Author	Title	Year	Journal	Methodology	Advantages and Findings
Fredrick et al. (2022)	Boarding students' perceptions of school climate and well-being across gender and sexual orientation	2022	Psychology in the Schools	A survey was conducted on 309 boarding students, comprising 60% females and 36% sexual minorities.	The study reveals a significant negative correlation between school safety, conduct issues, peer issues, and hyperactivity/inattention, with differences across gender and sexual orientation.
Kusumawaty et al. (2022)	Experience of Victims Bullying Among School Students with Dormitory Facilities	2022	Eurasian Journal of Educational Research	A study on 13 Indonesian students who experienced bullying was conducted using in-depth interviews and observation techniques, with approval from dormitory managers and teachers.	The study found that dormitory life significantly impacts excelling, socializing, innovation, and fighting abilities and recommends synchronizing cooperation and stricter rules.

Theme: Cultivating Spiritual Values and Character

Author	Title	Year	Journal	Methodology	Advantages and Findings
Purwanto et al. (2021)	Optimization of Student Character Education through the Pesantren Program at the Islamic Boarding School of the Universitas Islam Indonesia	2021	Review of International Geographical Education Online	This qualitative-descriptive field research surveyed students, Ustadzs and Islamic boarding school leaders at the Islamic University of Indonesia, using semi-structured interviews and documentation.	The Islamic University of Indonesia Islamic Boarding School has effectively tailored its character education to cater to both academic and non-academic needs, incorporating incidental character education through spiritual, worship, and extracurricular activities.
Wibowo et al. (2022)	The role of entrepreneurial education and Islamic values matter	2022	International Journal of Evaluation and Research in Education	The study utilized PLS-SEM to analyze the connectivity among variables among 381 students in Islamic boarding schools who practiced entrepreneurial practices.	The study reveals that Islamic values significantly influence entrepreneurial intention, education, and mindset in Islamic boarding schools, with mindset playing a crucial role in mediating this relationship.
Kaloi et al. (2022)	Exploring the Relationship between Science, Religion & Attitudes toward Evolution Education	2022	American Biology Teacher	The article detailed a professional development event for science teachers and religious educators, focusing on teaching human evolution using a science inquiry approach and reconciling science and religion.	The event improved understanding of evolution and religion among faith groups, reduced conflict, and increased confidence in teaching evolution through human examples. Differential impacts on each group are discussed.

Author	Title	Year	Journal	Methodology	Advantages and Findings
As'ad and Hakim (2022)	Nurturing Life Skill Education in An Environment-Based Pesantren	2022	Jurnal Pendidikan Islam	The study employs a qualitative method involving observation, interviews, documentation, and triangulation techniques and conducts data analysis through reduction, presentation, and conclusion drawing.	The boarding school implemented an integrative curriculum based on Quranic teachings and local wisdom values for life skills education, enhancing students' personal, social, academic, and vocational skills.
Damopolii et al. (2023)	The Phenomenon of Punishment at Pesantren in South Sulawesi: An Islamic Law and Islamic Education Approaches	2023	Samarah	This qualitative research explores Islamic law and education approaches among teachers and students, collecting data through observation, interview, and documentation.	Islamic boarding schools use a range of sanctions, such as assignments, physical and psychological ta'zīr, and reprimands, to improve the moral and scientific character of their students and discourage criminal activity.
Amilda et al. (2023)	Patterns of Character Education for Vocational School Students through Non-Academic Programs: Paradigm and Implementation	2023	International Journal of Learning, Teaching and Educational Research	The study uses an explanatory case study method involving 11 informants, including school officials, students, and teachers, to investigate a specific phenomenon through interviews, observations, and documentation.	The report suggests incorporating non-academic character education in schools through extracurricular activities like sports and reading the Qur'an to foster moral character and promote religious principles.
Yusuf et al. (2023)	The role of Anak Jalanan At-Tamur Islamic Boarding School in Internalizing the Values of Religious Moderation to College Students in Bandung	2023	Jurnal Ilmiah Islam Futura	This article employs field research methods, observation, interviews, and documentaries as data collection techniques, and data condensation, presentation, and conclusion-drawing techniques.	The study revealed that students' success in internalizing religious moderation values can be attributed to the indicators or values of religious moderation.

Theme: Barriers and Challenges

Author	Title	Year	Journal	Methodology	Advantages and Findings
Shi (2020)	Who benefits from selective education? Evidence from elite boarding school admissions	2020	Economics of Education Review	The study uses regression discontinuity analysis to examine the causal effect of selective public boarding school attendance on academically gifted students' outcomes and college application patterns.	Research shows elite US secondary schools yield minimal gains for students. Selective public boarding schools shift college application patterns, reducing disparities and challenges faced by under-represented students.

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Purwati et al. (2020)	Educational management objectives in the liberal market: A case from Muhammadiyah Boarding School	2020	International Journal of Innovation, Creativity and Change	This research employs a qualitative management science approach, utilizing the Management by Objectives (MbO) theory.	The article discusses Muhammadiyah Boarding School Yogyakarta's successful management of quality education despite its Islamic affiliation, raising questions about the integration of capitalist principles.
Az-Zahra and Lawanda (2021)	Information Seeking Behavior of As-Syifa Boarding High School Students in Fulfilling Academic Tasks	2021	Library Philosophy and Practice	The study employed descriptive quantitative methods, utilizing questionnaires, literature studies, and documentation for data collection, and random sampling for sampling.	The study reveals that Islamic-based boarding school students have significant information needs, relying heavily on the internet for academic content, but face challenges in accessing necessary information.
Kurniawati et al. (2022)	Informational and instrumental support related to menstruation: adolescents' perspective	2022	International Journal of Public Health Science	A descriptive study was conducted at a boarding school in East Java, Indonesia, involving 236 junior high school students who completed a questionnaire.	35 students experienced menstrual absences, with 50% receiving information from teachers. The school lacks menstrual hygiene materials, clean water, and sanitary pads. Schools need improvement in support.
Bystrova (2022)	Development of Social and Psychological Readiness for Professional and Working Life in Students with Intellectual Disabilities (ID)	2022	Cultural-Historical Psychology	The study involved 742 graduates with IDs from general education and special boarding schools residing in Russia, Ukraine, and Poland.	The study reveals that psychological mechanisms limiting students with ID's ability to perform tasks and accept discipline in a homogeneous learning environment do not work in the open labor market.
Finnan (2022)	Affective experiences and Expressions in institutional context: the case of a boarding school for Indigenous students in India	2022	Ethnography and Education	Ethnographic data was collected through campus observation, village visits, interviews, and analysis of institutional messaging on social media and the school's website.	Indigenous students in Indian boarding schools face sacrifices for education, balancing sacrifices with opportunities. Institutions of hope and total institutions shape their aspirations and trade-offs.
Yasin and Khasbulloh (2022)	Constructing Ethical Critical Thinking at Pesantren	2022	Jurnal Pendidikan Islam	This research employs sociological-phenomenological techniques along with a qualitative methodology. information gathered by interviews and observation.	The research reveals that the patron-client pattern in Pesantren can have both positive and negative impacts, with positive effects resulting from good relations and mutual respect. However, negative impacts include students' fatalistic attitudes and uncritical scientific views.

Author	Title	Year	Journal	Methodology	Advantages and Findings
Fitriani et al. (2023)	Applying The Psychological of Space In Islamic Boarding School (Case Study: Pesantren Al Mahshyar Nurul Iman)	2023	Journal of Islamic Architecture	This qualitative case study uses a survey, literature review, and data analysis to understand negative psychological conditions in Pesantren Al Mahsyar Nurul Iman, focusing on 12-to 15-year-old students.	Pesantren Al Mahsyar Nurul Iman should cater to students' psychological and cognitive development needs by providing a calm, comfortable environment, promoting social activities, and enhancing privacy.

4. Discussion

Based on the analysis and research of 26 articles relating to students in full hostel schools, we refined all these articles based on themes that have been constructed and validated.

4.1 Theme: Practices and Learning Strategies

- 4.1.1 A case study in remote professional schools in Australia reveals that gender, class organization, learning strategies, and self-efficacy significantly affect student math achievement, emphasizing the need for specialized education. Utilizing a consistent quantitative research design, Mahathir and Norehan's investigation examines the impact of employing DARTs strategies on student achievement in qualitative analysis chemistry among boarding school students in Malaysia.
- 4.1.2 Islamic boarding schools in Indonesia prioritize academic knowledge, personal and spiritual development, and inclusive learning. AFDOL learning strategy fosters critical thinking and religious text analysis, using sign language for deaf students.

The study reveals inconsistencies in boarding school education, emphasizing Islamic studies, vocational education, and science, emphasizing the need for gender-specific strategies, innovative methods, and inclusive measures. Nevertheless, when examined from the perspective of modern educational techniques, this particular approach to learning might be expanded by including the 21st-century learning method or project-based learning (Muhlis et al., 2023; Xu & Zhou, 2022), along with the recommendations outlined in the Principles of the Fourth Industrial Revolution.

4.2 Theme: Social-Emotional Well-being and Mental Health

- 4.2.1 Two Australian studies highlight the importance of collaboration among healthcare personnel, students, families, and external providers in providing indigenous students healthcare and health education services, with 86% satisfied with the TSS body.
- 4.2.2 By using a quantitative research method, the boarding school in the US highlights the importance of a supportive educational environment in boosting students' mental health. Physical and mental pain and bullying are linked, and a supportive school environment leads to emotional safety. However, there is an inverse relationship between school safety, behavioral difficulties, peer troubles, and hyperactivity/discomfort, with differences based on gender and sexual orientation. Specialized measures are needed to ensure the overall well-being of all students.
- 4.2.3 A qualitative study by Kusumawaty, Yunike, Noviadi, Cahyati, and Jayadi identified five themes: inner torment, focus difficulties, nightmares, loneliness, and self-surrender, suggesting hostel living in Indonesian boarding schools enhances student growth.

The research underscores the intricate interplay between residential institutions, safety, social dynamics, mental health, and healthcare for Indigenous students, suggesting interventions addressing gender and sexual orientation. The literature often references research on the mental health and well-being of kids enrolled in

comprehensive boarding schools (Duarte de Queiroz et al., 2022; Fredrick et al., 2021; Liu & Villa, 2020). Nevertheless, the study's results have yet to be translated into the development of applicable educational models to address and enhance this aspect.

4.3 Theme: Cultivating Spiritual Values and Character

4.3.1 The Islamic University of Indonesia emphasizes character education in academic and non-academic spheres, fostering holistic growth. Islamic values and local wisdom values enhance life skills education, while discipline and extracurriculars shape moral and scientific character.

4.3.2 Another study by Kaloi M., Hopper J.D., Hubble G., Niu M.E., Shumway S.G., Tolman E.R., Jensen J.L. revealed that the event aimed to integrate scientific principles with religious beliefs among students in Utah, United States involving religious educators and professors. It improved understanding of evolution and religion, reduced internal conflict, and increased self-confidence among seminary schools while also enhancing lesson plans.

Collectively, the research indicates that Islamic cottage schools and schools of other religious affiliations contribute to the development of young children. Research on student character development should encompass ethical values, patriotism, cultural appreciation, leadership, and responsible stewardship, highlighting the need for a broader scope. These factors contribute to the development of an individual with a strong sense of social consciousness and responsibility, enabling them to have a good effect on their local communities and the global society (Dimitrijević, 2014; Kotyza & Smutka, 2021).

4.4 Theme: Barriers and Challenges

4.4.1 The article examines the challenges Islamic residential institutions face in Indonesia, focusing on security, psychological welfare, privacy, and amenities. A study found that a boarding school in East Java, Indonesia, lacks period hygiene products, sanitary napkins, and water. Despite its Islamic affiliation, the superior education provided by Muhammadiyah Boarding School Yogyakarta raises concerns about capitalist principles.

4.4.2 In a separate study, Bystrova Y.A. seeks to provide insight into the psychological elements that impose constraints on students with intellectual disabilities (ID) in the uniform learning environments of students boarding schools in Russia, Ukraine, and Poland. This suggests that these approaches lack effectiveness in the context of the unrestricted labor market, emphasizing the need for comprehensive and adaptable education that empowers students with the essential abilities to overcome practical challenges outside the limitations of conventional academic environments.

4.4.3 The article discusses the challenges Indigenous students face in Indian boarding schools, balancing education with cultural and traditional values. The significance of culturally responsive institutions and the need to honor Indigenous people is underscored in Finnan C.'s research. This research sheds light on the issue of

heightened expectations within these communities, stemming from the promises made by educational institutions that attending full-boarding schools would lead to a better future for their children.

4.4.4 Meanwhile, Shi, Y. examines the effects of academically exceptional students attending selective public residential institutions in the United States. According to the study, attending these schools is associated with substantial increases in math scores and a shift in college application and enrollment preferences toward more competitive institutions. Minority students, pupils from low-achieving institutions, those with lower academic achievement, and individuals residing in rural areas experience the impacts to a greater extent.

The resolution of educational difficulties in boarding schools necessitates the active involvement of several stakeholders. Future research should investigate the specific characteristics of school leaders' leadership practices and their potential to effectively address the issues (Agbenyega & Klibthong, 2022; Ciotti et al., 2019; Röhl et al., 2022). Additionally, it is important to explore how collaborative approaches can be implemented to ensure transparency in the education system, facilities, the student's physical and mental health, and the overall quality of education.

5. Conclusion

In summary, this comprehensive systematic literature review explores the intricate realm of boarding school education, elucidating its many topics and the distinct obstacles it presents. The study examines several aspects that influence the lives of boarding school students, including specialized learning methodologies, social-emotional well-being, mental health, the development of spiritual values and character, and the identification and resolution of hurdles and problems. These results provide insight into the complex interplay of elements that contribute to the experiences of boarding school students. Although the study has yielded essential insights and suggestions, it is apparent that more investigation is necessary to fully comprehend the enduring effects of these educational experiences on students' lives and prospects. This necessitates a persistent investigation of educational frameworks in order to ascertain their efficacy and fairness, particularly in the dynamic context of the 21st century.

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