

THE STRATEGY IN CHARACTER BUILDING OF STUDENT DISCIPLINE AT AL IHYA 'ULUMADDIN KESUGIHAN

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Abstract. Education is a conscious effort to humanize humans. This sentence is not unfamiliar to academics. This sentence is motivated by how important the character of Indonesian society is. Education is not only about the transfer of knowledge, certain knowledge from teachers to students or from teachers to students, but also about forming strong characters and creating individuals who have high integrity. In this context, character education plays an important role in forming students' personalities who are not only required to be intelligent and understand the learning material. The demand for character formation is not only in the family, but also in educational institutions where someone studies. Especially in Islamic boarding schools which are known to the public as having good and superior character. But it doesn't stop there and it's not as easy as people imagine, the process of character formation is very difficult and takes time. In this research, researchers focused on the disciplined character of students in Islamic boarding schools. The aim of this research is to provide an explanation regarding the implementation process and implementation to discipline students at the Al Ihya 'Ulumaddin Kesugihan Islamic boarding school. The research method used is qualitative research, by extracting data through interviews, observation and documentation. The triangulation technique is used to ensure the validity of the data. Additionally, the Miles, Huberman, & Saldana model. The research results show that in disciplining students, apart from using rules and regulations, it can also be done by; 1) habituation to participating in Islamic boarding school programs, 2) role modelling, and 3) punishment.

Keywords: strategy, character building, discipline

INTRODUCTION

Islamic boarding schools (pondok pesantren) are the oldest educational institutions in Indonesia that have managed to survive and continue to develop until today. The global movements of globalization and modernization have entered the walls of these boarding schools, which has become a challenge for them. However, on the other hand, pondok pesantren cannot avoid globalization and modernization with all the technologies offered. In facing this challenge, pondok pesantren are required to act wisely (Royani, 2018; Sadali, 2020). They cannot simply reject globalization by preserving old constructs and ignoring new developments. This approach would harm the pondok pesantren in the future, as modern individuals prioritize instrumental values. By adapting to the changing times, pondok pesantren have now opened up. Previously, pondok pesantren were only places for learning Islamic religious knowledge through systems such as sorogan, wetonan, and bandungan. Nowadays, however, they have embraced a classical education system and even introduced modern and formal programs such as madrasahs, schools, and even universities.

Pesantren education is an Islamic education that aims to guide students (santri) to become individuals with good character. It is oriented towards how the santri can understand, internalize, and practice the teachings of Islam and character education properly. To address these challenges, pondok pesantren must balance this by implementing an effective and efficient management system. The existence of pondok pesantren in the era of globalization, as the oldest Islamic educational institution in the country, must be managed more professionally so that it is not abandoned by the community as a key stakeholder (Fajrul, 2022; Gumilang & Nurcholis, 2018).

As one of the educational institutions, pondok pesantren has several objectives, including developing and building productive, effective, and efficient behaviors, as well as fostering wise behavior in understanding the meaning of life and one's role in society. Referring to these objectives, pondok pesantren can develop the behavior of santri, especially in terms of discipline (Faujiah et al., 2024; Hadisi et al., 2022; Maturidi, 2021). A policy is needed to improve the discipline of santri, and the policy implemented must be carefully considered and planned by the caretakers (romo kyai), the head of the madrasah, and their staff within the structure of the pondok pesantren.

Discipline is one of the good practices that is currently being discussed by many people. Every educator in each institution must strive to teach discipline by instilling behaviors that are considered good and avoiding behaviors that are deemed inappropriate. This will be easier to implement if children follow the guidance of teachers and become quality generations. To achieve this, an educational institution needs to carry out a good educational or teaching process to produce quality output, one of which is by instilling high discipline. This is what is practiced by the Al-Ihya 'Ulumaddin Kesugihan Pondok Pesantren in Cilacap. In fostering discipline among its santri, they use an appropriate educational method, one of which is *ta'zir*. *Ta'zir* is strictly enforced for santri who violate discipline rules.

With the implementation of discipline character education in pesantren, santri can become responsible and obedient in following regulations. Pesantren that have effective and efficient management strategies can improve the discipline character of their santri, leading to positive changes by producing disciplined future generations in various aspects and enabling them to develop alongside the advancement of time and technology. To achieve this goal, pesantren institutions play an important role as a platform for providing early character education in discipline (Fatimah, 2019). There are several aspects of discipline, such as during worship, studying, dressing, and activities. With the discipline character instilled in the santri, they can create a conducive and organized environment in the pesantren, making it an effective educational space, thereby successfully producing santri as superior human resources (Sari et al., 2024).

The activities at the Al Ihya 'Ulumaddin pesantren to enhance the discipline character of the santri include various activities aimed at fostering positive character and discipline, such as congregational mandatory prayers, diniyah school activities, routine activities, and other related events. Al-Ihya 'Ulumaddin pesantren has a unique feature, where it balances Islamic religious education with general knowledge. This approach aims to meet the needs of the santri in the era of modernization. All santri at Al-Ihya 'Ulumaddin pesantren, in addition to being santri, are also students at a university (UNUGHA). With an education infused with disciplinary teachings, Al Ihya 'Ulumaddin pesantren has succeeded in instilling a disciplined character in its santri. The implementation of the management of santri life at Al-Ihya 'Ulumaddin pesantren in shaping the santri's discipline character is not without problems. The issues encountered by the researcher include failure to participate in mandatory congregational prayers at the mosque, not attending diniyah classes, and some santri not participating in other activities. Additionally, there are obstacles in the process of implementation and the management system of the santri. Therefore, to address these issues, Al-Ihya 'Ulumaddin pesantren is working through santri management to build the discipline character of the santri and ensure the successful, effective, and maximum implementation of activities.

Based on the background presented by the researcher, it can be understood how important pesantren is in implementing activities for the management system and processes to enhance the disciplined character of the 'santri'.

RESEARCH METHOD

A qualitative case study methodology was employed in this study. The present investigation employed a field research methodology at Al Ilya 'Ulumaddin, Kesugihan, Cilacap. Techniques for gathering data include documentation, interviews, and observation. The triangulation technique is used to ensure the validity of the data. Additionally, the Miles, Huberman, & Saldana model—which consists of three stages—is used for data analysis (Miles et al., 2014). These stages are data condensation, data display, and data verification. Data condensation is the process of simplifying, selecting, or transforming raw data into a more focused and meaningful form. Data display is the

step of presenting the results of data condensation in a systematic and organized format, helping to understand and analyze the information. The final stage involves interpreting the displayed data to identify meaning, patterns, or relationships, as well as verifying the conclusions drawn.

RESULT AND ANALYSIS

Management is used to manage pesantren institutions, one of which is to shape the disciplined character of the santri. In shaping the disciplined character of the santri at Al-Ihya 'Ulumaddin Pesantren, Kesugihan, there are several stages, including the stages of habituation, role modeling, and punishment.

1.1 Habituation Method

The disciplined character of the santri can be improved through habituation by participating in the programs and activities available at the pesantren. By adhering to the rules and attending all activities on time, the level of discipline among the santri can be trained. As stated by KH. Charir Mucharir, the head of the diniyah madrasa, as follows:

“ The implementation of management to improve the disciplined character of the santri at Al Ihya 'Ulumaddin pesantren is through participating in certain activities that can train the discipline of the santri. All activities can train the santri to be disciplined because the activities at the pesantren are scheduled with specific times, and the santri must follow them on time and take responsibility for attending them. Therefore, it is expected that all santri will be disciplined with time and in following the rules. However, in daily life, there are still some santri who are irresponsible in following activities, such as not attending madrasa (Madin) without permission”

As experienced by the santri after participating in the programs at the pesantren for a long period of time, it can have a positive impact. In addition to the knowledge gained, the santri can also train themselves to be disciplined in carrying out their duties and responsibilities in daily life. This was expressed by Azni Zuhrafa Maulidi, who stated that:

“ The activities at the pesantren to enhance the santri's discipline can be seen in various programs, such as the congregational obligatory prayers at the mosque. Congregational prayers are a form of discipline and responsibility towards oneself as a servant of God, helping the santri to develop a sense of responsibility by performing the prayers together. Waking up early at the pesantren also trains discipline, ensuring that activities run effectively and in a conducive environment”

Based on the data obtained by the researcher, the implementation carried out by Al-Ihya 'Ulumaddin Pesantren in shaping the discipline character to address the santri who still often violate the rules and regulations by not following the scheduled activities is through habituation by implementing various programs designed to familiarize the santri with discipline in various aspects. All santri are required to participate in all activities, and if they violate the rules, they will be subject to ta'zir/punishment as a follow-up action by the administrators. All activities are conducted under the guidance of the caretakers, central santri administrators, as well as the complex and room administrators. The programs at Al-Ihya 'Ulumaddin Pesantren Kesugihan that help train santri to improve discipline are as follows:

1.1.1. Congregational Five Daily Prayers

In the congregational prayer activities, all santri, including the santri administrators and female caretakers, participate. Congregational prayer is a form of discipline and responsibility towards oneself as a servant of God. Through this, santri can hone their sense of responsibility by performing the congregational prayers. The researcher found that the implementation of this habituation through this activity is still lacking. In practice, the santri need to be directly guided by the administrators, going around all the rooms in the pesantren. One of the factors causing this is that sometimes the santri stay up late, especially during the early morning (subuh) prayer, where the number of participants is small because some of the santri have not yet woken up or take a long time to get ready for the prayer.

1.1.2. Madrasah diniyah

Al-Ihya 'Ulumaddin Kesugihan Islamic Boarding School, as a modern salafi pesantren, has a program for studying classical texts and also offers a madrasah diniyah. The madrasah diniyah is held every day except Friday, starting from 16:15 to 17:15 WIB. It consists of two levels: the Wustho class and the 'Ulya class, with each level having classes 1, 2, and 3. In addition to studying foundational texts, the students also study various books on Sufism, Fiqh, and Tafsir.



Figure 1. Madrasah Diniyah activity

The teachers at the madrasah diniyah are the asatidz and asatidzah who are part of the pesantren and have graduated from the diniyah program, as well as asatidz and asatidzah from outside, specifically alumni of Al Ihya 'Ulumaddin Kesugihan Islamic Boarding School. In practice, the role of daily duty personnel is still needed to patrol and ensure the discipline of all students' attendance. According to the researcher's findings, there are still students who are found in their rooms when lessons have already started, with reasons such as just finishing a bath or just waking up. To address this issue, the madrasah diniyah has implemented attendance checks in all classes before starting the lesson. According to the regulations in place, students who are absent without explanation more than twice within two weeks will receive a punishment, such as reciting istighfar, sholawat munjiyat, and cleaning the diniyah classroom. Based on the researcher's findings from observations in June, the results showed that discipline among students was not consistent across all students, as some students were absent without permission, and others were absent with unclear excuses.

1.1.3. Recitation of Juz 'Amma and the Qur'an

Al Ihya 'Ulumaddin Islamic Boarding School also implements the recitation of Juz 'Amma and the Qur'an. This activity is held every night except on Tuesday and Friday evenings, starting from 7:00 PM WIB. The recitation is conducted by the students reading the Qur'an, which is then listened to by the ustadzah/dewan nyai khafidzoh. This activity is mandatory for all students, and the responsibility for monitoring attendance lies with the Education Department and the complex administration. Attendance is recorded during each Qur'anic recitation session.



Figure 2. Recitation of Juz 'Amma and the Qur'an activity

Based on the research results, the habituation method has been proven effective in instilling discipline in the students. This result is consistent with previous research, which found that the habituation method is an appropriate approach to enhance disciplinary character (Anggraeni et al., 2021; Fatimah et al., 2022).

1.2. Role Modelling

Management in the implementation process to enhance the disciplinary character of students uses role modeling. The role models demonstrated in everyday life are directly carried out by the caretakers, such as giving special attention to students and setting an example through actions first, so that students can automatically imitate or follow the behaviors demonstrated. The data obtained by the researcher reveals that the role model from Mrs. Nyai Wardah Shomitah, the caretaker of Pondok Pesantren Al Ihya 'Ulumaddin for girls, is to always provide an example of time discipline in performing congregational prayers, discipline in actions by wisely using time, striving to keep promises, and discipline in studying. Based on the findings from the researcher in the field, the facts show that the increase in disciplinary character using role modeling is still insufficient. The role modeling method can only be applied to students who already have a sincere intention to follow the activities program and are aware that these activities are important to implement. However, for some students who lack awareness of this, they will not make an effort to improve their discipline. Therefore, as a final measure, the caretakers and administrators must implement rules and sanctions as a follow-up to give a deterrent effect to encourage students to reflect on and correct their behavior. However, the research emphasizes that the role modeling method can be used as a strategy in developing students' discipline. This result is relevant to previous research, which found that the role modeling method is effective in character development in children (Cahyaningrum et al., 2017; Fatimah et al., 2022).

1.3. Punishmen

Al Ihya 'Ulumaddin Kesugihan enhances the disciplinary character of its students by implementing rules that must be followed and punishments. All activities at the pesantren require students to be orderly and disciplined. One such activity is the students' participation in the programs available at the pesantren. These activities will not run smoothly without a set of rules that regulate the students' time during implementation. Therefore, in order to ensure that everything goes as expected, the administrators organize it into a schedule. The creation of this activity schedule by the administrators is expected to be a solution for organizing the various activities at the pesantren and also to improve the students' discipline in following all activities, especially in the scheduled programs. The implementation of improving the students' disciplinary character through the enforcement of rules and punishments involves the following elements of discipline:

1.3.1. Rules and Regulations

The rules and regulations implemented by the student administrators have a significant impact on the success of the implementation at Pondok Pesantren Al Ihya 'Ulumaddin Kesugihan. Before being applied and communicated to the students, the rules and regulations need to be innovated to be more flexible with the needs and demands of the students. The regulations created must be in line with

the students' activities. So far, the existing regulations have been adjusted as much as possible to reduce the potential for violations committed by students at Al Ihya 'Ulumaddin Kesugihan.

1.3.2. Punishment

The implementation of character-building discipline for students at Al Ihya 'Ulumaddin Kesugihan through the imposition of punishments or sanctions is a follow-up for students who deviate from the established regulations. The imposition of punishment is not always bad when applied. This is because the enforcement of rules without sanctions will weaken the regulations. This causes some students to pay less attention to the importance of discipline. The main principle in applying punishment is that it should be a last resort and should be implemented in a limited way that does not harm the students. The primary goal of this approach is to make students aware of the mistakes they have made. In administering punishment, the administrators should consider certain conditions, such as the punishment must be educational and not in the form of physical punishment, aimed at making the students feel remorse so they do not repeat the behavior. The punishment method is an effort that can be applied to discipline students. This result is consistent with research conducted by several researchers, indicating that the punishment method is an effective approach to improving student discipline (Aulia & Ni'mah, 2024; Dammanik et al., 2023; Rianti et al., 2024).

CONCLUSION

The research results show that in disciplining students, apart from using rules and regulations, it can also be done by; 1) habituation to participating in Islamic boarding school programs, 2) role modelling, and 3) punishment. Recommendations for research on strategies for schools to instill discipline character: Develop Comprehensive Character Education Programs, Schools should create and implement structured character education programs that include regular activities, lessons, and discussions focusing on discipline, responsibility, and self-control. These programs should integrate disciplinary values into everyday lessons and school activities. Involve Teachers and Staff in Character Development: The role of teachers and school staff in character development should be emphasized. Training programs should be organized to help teachers model disciplined behavior and guide students in building these traits. This approach will ensure a more holistic implementation of discipline across all school activities.

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