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JURNAL PENDIDIKAN, SOSIAL, DAN AGAMA

Strengthening the Disciplinary Character Education of Santri through Discipline Development in Islamic Boarding Schools

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Abstract	Strengthening disciplinary character education through disciplinary development is an inseparable part of Islamic boarding schools. As traditional Islamic educational institutions, Islamic boarding schools have broader goals than simply transmitting religious knowledge. One of the main goals of Islamic boarding schools is to form an Islamic character in students. Discipline is a means of creating attitudes and behaviors that are contrary to the teachings of the Islamic religion, including obedience, patience, and responsibility. This research aims to find and explain discipline development activities in strengthening character education in Islamic boarding schools. The research method used was descriptive qualitative with a field focus at the Al-Istiqamah Ngatabaru Modern Islamic Boarding School, Central Sulawesi. Data collection methods are carried out through interviews, observation, and documentation. The data analysis method uses data reduction techniques, presentation, verification, and conclusions. The research found that strengthening disciplinary character education and developing disciplinary character were two important activities at the Al-Istiqamah Ngatabaru Modern Islamic Boarding School, South Sulawesi. Through these two activities, the disciplined character of students can be realized to support various religious activities in Islamic boarding schools. From this disciplined character in participating in religious activities, students become individuals who master a lot of religious knowledge and always behave well in everyday life.
Keywords	Character Education; Student; Discipline; Islamic Boarding School

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1. INTRODUCTION

Strengthening national character is one of the points of Nawacita launched by President Joko Widodo through the National Mental Revolution Movement (GNRM). This commitment was followed up by the President's direction to the Minister of Education and Culture of the Republic of Indonesia to prioritize and cultivate character education (Koesoema, 2015). On this basis, the Ministry of Education and Culture launched Strengthening Education Character (PPK) in stages from 2016 until now. Strengthening character education is an educational movement in Islamic boarding schools to

strengthen character through the process of formation, transformation, transmission, and development of students' potential by harmonizing the heart (ethics and spiritual), the feeling (aesthetics), the thinking (literacy and numeracy), and sports (kinesthetic) according to the Pancasila philosophy of life (Hidayatullah, 2020). For this reason, the implementation of character education requires support from public involvement and cooperation between Islamic boarding schools, families, and communities, which are part of the National Movement for Mental Revolution (GNRM) (Aunilah, 2011). Strengthening character education is the five main values : religion, nationalism, independence, cooperation, and integrity (Gunawan, 2012).

From here, the movement to strengthen character education must be developed and implemented in the world of education, one of which is Islamic boarding schools, which are based on the principle of measurability so that the process and results can be observed and known objectively (Muchlas, 2012). In this case, Islamic boarding schools must be able to internalize the main character values , which are priorities for development in Islamic boarding schools. In this Islamic boarding school, students' attitudes and behavior can be observed, and their character can be objectively measured. This shows that activities in Islamic boarding schools can develop programs that strengthen the values of character education. Islamic boarding schools must also be important in carrying out the transformation and internalization of character in students. This shows the important role of Islamic boarding schools in their responsibility for character education.

Strengthening disciplinary character education in Islamic boarding schools has become the mainstream of national development (Rohmadi, 2010). Without strengthening character education, national development cannot be realized. Therefore, strengthening character education in the current era is important, considering the many events that indicate a moral crisis among children, teenagers, and parents (Rusyan, 2013). One of them is the problem in terms of discipline and character education. The current phenomenon shows widespread undisciplined behavior by students in Islamic boarding schools. The emergence of undisciplined behavior in Islamic boarding schools shows that the knowledge related to character obtained by students in Islamic boarding schools does not positively impact changes in students' daily behavior (Irsan and Syamsurijal, 2020).

The problem of discipline in Islamic boarding schools cannot be separated from the problem of negative behavior of students. The negative behavior that has occurred among teenage students recently seems to be very worrying, for example, free sex, involvement in drugs, motorbike gangs, and various other criminal acts, which can not only harm oneself but also harm the general public. In the internal environment of Islamic boarding schools, violations of various Islamic boarding school rules and regulations are often found, ranging from minor to high level violations, for example, cases of truancy, fighting, cheating, robbery, theft, and other forms of behavioral deviation. Of course, all of this requires efforts to prevent and overcome it, and this is where the importance of Islamic boarding school discipline is emphasized (Interview and Observation Results).

However, based on observations made in Islamic boarding schools, students often experience various problems related to discipline. At the Islamic boarding school education level, the class teacher or homeroom teacher, apart from serving as a teacher, is also obliged to guide the students who will later be directed to become human beings with noble character. Teachers should take action against students for undisciplined behavior regarding Islamic boarding school rules and regulations. Cases that often arise regarding the discipline of Islamic boarding school students (santri) are low awareness of learning discipline and discipline towards existing rules and regulations in Islamic boarding schools (Zubaedi, 2021).

In general, students still do not realize the importance of self-discipline. This can be found at the Ngatabaru Islamic boarding school, where the students do not fully comply with the school's rules and regulations. Therefore, students who usually violate it will find it difficult to carry out boarding school activities because they are often punished. Some students even quit or move because they cannot carry

out the punishment or sanctions given by their ustadz or teachers (Tanshil, 2012). From here, this research will focus on developing the science of strengthening character education and teachers' efforts to improve the discipline of students in Islamic boarding schools. The boarding school that will be researched is the Al-Istiqamah Ngatabaru Modern Islamic Boarding School because the character formation process focuses on discipline and example in the context of learning, training, and coaching carried out by the Islamic boarding school.

2. METHODS

This qualitative descriptive research is based on a phenomenological approach that focuses on discussing character education in Islamic boarding schools to uncover the symptoms or phenomena of character education holistically and contextually (Muhadjir, 2022). Data was collected from student informants and teachers, the main subjects in character education material (Hadi, 2021). The source of the information comes from subjects who are directly involved in research activities based on researcher involvement as a key instrument (Mulyana, 2022). This research is located at the Al-Istiqamah Ngatabaru Modern Islamic Boarding School, Sigi Regency. The research focuses on strengthening students' character education through developing discipline at the Al-Istiqamah Ngatabaru Sigi Islamic boarding school. Apart from the phenomenological approach, the method used in research also uses a pedagogical and psychological approach (Moeleong, 2021). In collecting data in this research, researchers used several techniques, namely observation, interviews, and documentation (Prastowo, 2020). Observation of all events that express the character of the students. Interviews are used for data sourced directly from informants (Sugiyono, 2020). Data analysis was carried out by data reduction, data classification, and data verification on the results of character education studies in Islamic boarding schools.

3. FINDINGS AND DISCUSSIONS

One of the strategies for strengthening character education carried out by the Al-Istiqomah Ngatabaru Modern Islamic Boarding School in Central Sulawesi is through disciplinary development. Discipline development is used as a means and tool to strengthen students' character. For this reason, exploring the process of strengthening character education in students' disciplinary development activities can be identified through two things: efforts to strengthen disciplinary character and to develop disciplinary character. This happens because students' character is formed through two intense processes: the strengthening and the coaching processes (Febriyanto, 2020). This exploration of strengthening and fostering character education through discipline was done to internalize character education in students at the Al-Istiqomah Ngatabaru Modern Islamic Boarding School, Central Sulawesi.

Strengthening the Disciplinary Character of Santri

Naturally, every student as an individual human being already has the potential for good character (Haedari, 2016). The potential has become a natural thing in humans. However, the potential for good character in these students cannot be left alone because it will not give birth to good character; it must be strengthened so that they will be able to realize good character (Tanshil, 2012). From here, Islamic boarding schools became an important religious institution in strengthening character education for students. With this strengthening, public trust in Islamic boarding schools continues to be well-built because they can portray themselves as religious institutions that play a role in strengthening character education (Imron, 2021). From here, the Al-Istiqomah Ngatabaru Modern Islamic Boarding School, Central Sulawesi, then developed and explored strengthening character education in all its religious activities. It is not surprising that strengthening character education at the Al Istiqomah Ngatabaru Modern Islamic Boarding School, Central Sulawesi, has become a magnet for parents to enroll or send

their children to become students at the Al-Istiqomah Ngatabaru Modern Islamic Boarding School, Central Sulawesi. This happens because many parents want or expect their children to have noble characters (Masyhud and Khusnurdilo, 2020). Strengthening character education is carried out to create students whose quality is not just general and religious knowledge but also character education.

Strengthening disciplinary character is one model of strengthening character education at the Al-Istiqomah Ngatabaru Modern Islamic Boarding School, Central Sulawesi. This means that strengthening the character of discipline is positioned as a medium to strengthen students' religious knowledge. The transformation of religious knowledge among students is carried out through a disciplinary character-strengthening program. This confirms that discipline is the entry point for students to expand their religious knowledge and strengthen their character. This is characteristic of the Al-Istiqomah Ngatabaru Modern Islamic Boarding School, Central Sulawesi, which is committed to advancing religious education through strengthening disciplinary character education.

From here, the students of the Al-Istiqomah Ngatabaru Modern Islamic Boarding School, Central Sulawesi, have extensive religious knowledge and pious behavior that shows good literary character, strong students, an independent spirit, and noble personalities (Saleh, 2020). All parties or elements in Islamic boarding schools carry out strengthening disciplinary character education at the Al-Istiqomah Ngatabaru Modern Islamic Boarding School, Central Sulawesi, and strengthening character education is carried out totally and comprehensively by all groups from the Islamic boarding school environment and students' families to the surrounding community and society. All of this involvement strengthens character education at the Al Istiqomah Ngatabaru Modern Islamic Boarding School, Central Sulawesi, and makes it able to be implemented well.

Strengthening students' character education at the Al-Istiqomah Ngatabaru Modern Islamic Boarding School, Central Sulawesi, which is carried out through enforcing discipline, is essentially mandatory and an appropriate means of strengthening character education. This happens because discipline is essentially a serious obedience supported by awareness of carrying out obligations and behaving appropriately according to the rules that apply in Islamic boarding schools (Sumarni and Harianto, 2023). Strengthening Disciplinary character education at the Al-Istiqamah Ngatabaru Modern Islamic Boarding School, Central Sulawesi is carried out through activities to instill discipline by arriving on time; advise students who are late; instill the values of independence, logical thinking, creativity, and cooperation; instilling the values of courtesy, cooperation, and mutual respect (Observation and Interview Results).

These activities are carried out on a disciplinary basis. Discipline can then strengthen students' character education at the Al-Istiqamah Ngatabaru Modern Islamic Boarding School, Central Sulawesi. The students' expression and actualization of strengthening character education is then not only manifested in their daily attitudes (Hidayatullan, 2020), but also in activities at Islamic boarding schools, including: introductory week, where students are introduced to boarding school rules and discipline as well as boarding school guidebooks; Kultum activities from ustadz and ustadzah after every evening prayer; provide advice and motivation to students after each learning activity; etiquette events by the class teacher every time he goes on holiday and by the head of the boarding school on the eve of the homecoming of female and female students; Students are required to read the Qur'an before praying and after the Maghrib prayer they are required to read al Qur'an together (Interview and Observation Results) This confirms that strengthening character education at the Al-Istiqamah Ngatabaru Modern Islamic Boarding School, Central Sulawesi can be done through a foundation of discipline. It is through this disciplined activity that students can have self-respect, discipline, independence, patience and steadfastness, simplicity, honesty, good manners, optimism, empathy, no and arrogance, noble character, istiqamah, tough, responsibility, and love of the Koran. 'an. Strengthening this disciplinary character education can be used as a fundamental foundation in realizing the mission of educational institutions in educating and developing generations of believers, Muslims, and Mukhlis who are highly virtuous (akhlakul karimah), healthy, knowledgeable, free-thinking, and devoted to society. They are

taught religious and general knowledge in a balanced manner towards forming intellectual scholars and various skills, especially mental skills, towards forming useful people in society. Educating the next generation is to create citizens of high virtue, faith, and devotion to Allah SWT.

Disciplinary Character Development for Santri Students

Strengthening focuses on efforts to strengthen the character potential that students already have, while coaching focuses on developing disciplined character through routine activities that are fostered and accustomed to (Istikomah, 2018). This is based on the meaning of discipline, as all activities are carried out in an orderly, without any violations either directly or indirectly (Tanshil, 2012). Students must be accustomed to sustainable disciplinary attitudes to realize this disciplined character. From here, Discipline will be able to develop students' character education. With continuous development, discipline can manifest in the students' daily attitudes.

This causes coaching to become the main factor in realizing student discipline (Haedari, 2016). Students can become good individuals with this disciplined character and distance themselves from negative attitudes and actions. Therefore, students' awareness of the importance of discipline needs to be internalized. Santri will grow and develop well if they can live in order and regularity, especially when daily routines are carried out consistently (Pertiwi, 2019). Efforts to foster discipline carried out by the Al-Istiqamah Ngatabaru Modern Islamic Boarding School, Central Sulawesi, are as follows.

First, enforcement of cottage rules. Enforcement of the Al-Istiqamah Ngatabaru Modern Islamic Boarding School rules is always implemented in every activity (Rusyan, 2020). This can be seen in several disciplines, such as worship discipline, study discipline, language discipline, cleanliness discipline, sports discipline, and others (Interview Results). As educators and mentors, teachers have an important role in fostering student discipline (Istadi, 2018). The learning discipline of students at Islamic boarding schools is more related to section assignmentstarbiyah muallimiin al-Islamiyyah(TMI). Al-Istiqamah Ngatabaru Modern Islamic Boarding School, Central Sulawesi, is an institution that handles intracurricular activities or learning activities in the classroom (Istarani, 2021). Therefore, the care unit collaborates with TMI institutions in handling student learning discipline, especially in repeating lessons outside the classroom at night (Results of Interviews and Observations).

Santri discipline is also actualized in congregational prayers, which are the santri's obligation. All students must be disciplined in praying five times a day in congregation. By diligently carrying out congregational prayers on time, you can be sure that the students concerned are enthusiastic about their activities at the Islamic boarding school (Muin, 2021). The discipline of congregational prayer at the mosque is quite good; almost everyone is there when prayer time arrives. Discipline in congregational prayer among students is also quite well-developed. In enforcing the discipline of congregational prayer, the care unit gives many warnings and punishments without being followed by awareness and advice about the importance of worship, especially congregational prayer (Fauzan, 2021). Another form of discipline is discipline using language. Al Istiqamah Ngatabaru Modern Islamic Boarding School, South Sulawesi, requires its students to use Arabic and English in their interactions within the boarding school so that they can have the ability to speak foreign languages well. Likewise, in the learning process, all boarding school lessons from second grade to final grade are taught using direct methods in Arabic or English without translation. The inability of Santri to use the official language causes them to have difficulty adapting to the boarding school environment (Interview and Observation Results). However, these tasks become important motivations for strengthening disciplinary character education (Sucipto, 2021).

Second, licensing discipline. Discipline development is always implemented in every activity (Imron, 2021), such as the discipline of leaving the boarding school. Regulations at the Al-Istiqamah Ngatabaru Modern Islamic Boarding School, South Sulawesi, prohibit students from leaving the boarding school without a recommendation for permission from the student care unit. Students permitted to leave the boarding school must bring a permit and return home on time according to the

specified time (Observation Results). However, based on the results of interviews between researchers and students, different things were revealed, namely that some of our friends left the hut without permission. Some did not return to the hut on time according to the specified time and were often late when permitted to go home even though the permitted limit was only up to 5.00 pm. Apart from that, some students are late but provide information before the day they leave for certain reasons (Nisa, 2021). If students violate the discipline of permission to leave the boarding school, it is due to a lack of control from the student care unit. For example, by holding attendance at certain times, there is sloppy record keeping and administration from the student care unit relating to permits. The care unit usually permits without recording it in the permit book so that students do not need to report to the care unit after returning to the boarding school. This is why there are still violations of discipline regarding permits for leaving the cottage.

Third, provide reprimands, advice, warnings, and punishments. Discipline is instilled in Islamic boarding schools by reprimands, warnings, and punishments (Muwafik, 2022). With the development of discipline at the Al-Istiqamah modern Islamic boarding school, previously, less disciplined students have become more disciplined (Rahmadi, 2020). This is because students in Islamic boarding schools are always encouraged to apply discipline in their daily lives. During this day, this discipline is driven by the security department, assisted by other departments, and supported (Haedari, 2016). The teacher gives warnings and punishments to foster discipline by managing communication between the students and people outside the boarding school via digital devices, moving the students through the bell at each activity, and supervising the students' daily activities.

This is by the opinion expressed by Madani that in disciplining children, it is necessary to determine rules and enforce them so that children are required to do what they must. There are forms of educational punishment, such as memorizing the Al-Qur'an, hadith, prayers, vocabulary, and writing several times. Other punishments include social work such as sweeping, mopping, cleaning bathrooms, drying in the sun, and pulling grass (Andi, 2021). In addition, if there is a serious violation, students are usually given a statement letter or a red violation headscarf according to the type of violation they committed.

Punishment must be given to children so they do not repeat their mistakes and can learn lessons or wisdom and consistency from an agreement. The types of violations committed by santri are divided into (1) minor violations, such as not signing during congregational prayers and entering the mosque late; (2) violations, such as being late when allowed to go home, at the time late congregational prayers (masbuk), and not going to class; (3) grave violation. Serious violations are leaving the lodge without permission, accepting guests who are not guests, fighting, having relationships with Santriwati or vice versa, and stealing and insulting friends (Ibnu, 2021).

One of the techniques for building discipline in children is the inner control technique, where students are made aware of the importance of discipline. So they will be introspective and discipline themselves. Several things that need attention are the discipline of the Student Organization management at the Al-Istiqamah Ngatabaru Modern Islamic Boarding School because the discipline of the management greatly influences the discipline of the students. The following are several disciplines: the discipline of being Permitted to Leave the Lodge, Study Discipline and Congregational Prayer Discipline, Official Language Discipline, Discipline of Cleanliness, and Discipline in sports (Rahmat Hidayat, 2021).

From these various opinions, it can be understood that several efforts in fostering student discipline at the Al-Istiqamah Ngatabaru Modern Islamic Boarding School are enforcing the boarding school's rules or regulations, giving reprimands, warnings and punishments, coaching through approaches or giving advice, giving good examples, motivating and guiding students. Discipline does not happen automatically or spontaneously to a person; rather, this attitude is formed based on several factors that influence it. Many interrelated factors influence student discipline, so no single factor stands alone.

Factors within the students include intentions, motivation, understanding, and awareness of the students, while external factors include guidance from ustdz and ustadzah, the Islamic boarding school environment, and cultural factors. In this context, many problems related to students' obedience to the rules and regulations in Islamic boarding schools can still be determined. To improve student discipline, the dormitory system is quite helpful for the care unit in preparing and carrying out its activities because all the students and the teacher council are in one campus environment (Zubaidi, 2021).

4. CONCLUSION

The model for strengthening character education at the Al-Istiqamah Ngatabaru Modern Islamic Boarding School in Central Sulawesi is carried out through two activities, namely strengthening disciplinary character education and fostering disciplinary character education. These two activities are the basis for strengthening disciplinary character education, namely character, which is an important basis for students participating in various religious activities in Islamic boarding schools to have a broad mastery of religious knowledge and good attitudes. From here, discipline development becomes important in Islamic boarding schools, implemented through modeling, coaching, creating a conducive atmosphere, and character integration in Islamic religious activities. Efforts made to improve the disciplinary character of students at the Al-Istiqamah Ngatabaru Modern Islamic Boarding School are implementing and enforcing boarding school regulations, giving reprimands, warnings, and punishments to students, taking a moral approach or giving advice, and setting a good example (exemplary).

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