



The Implementation of Character Education on the Discipline of Santri

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Abstract

Education is a fundamental component of human development, not limited to the transfer of knowledge from teachers to students, but also serving as a means to shape the character and personality of learners. In this regard, character education plays a pivotal role and must be carried out in a continuous, consistent, and integrated manner across all aspects of school life. This study aims to explore the implementation of character education at Pondok Modern Al-Barokah by employing a qualitative field research approach. Data were collected through observation, interviews, and documentation, and analyzed using a descriptive method. Both deductive and inductive reasoning were utilized to interpret qualitative data and derive meaningful insights. The findings reveal that character education at Pondok Modern Al-Barokah is realized through various strategic approaches. These include exemplary behavior by educators and caregivers (modeling), the creation of a disciplined and value-based environment, structured guidance and coaching, practical training activities, task assignments, and consistent supervision. All of these efforts are integrated into a holistic educational system that operates continuously throughout the day. The unique pesantren environment ensures that every aspect of students' daily lives—what they see, hear, experience, and practice within 24 hours—contributes to character formation. Thus, character education in this context is not confined to formal classroom instruction but permeates all interactions and experiences in the boarding school. The comprehensive and immersive nature of this educational model underscores its effectiveness in nurturing morally grounded, disciplined, and socially responsible individuals.

Keywords: Character Education, Discipline, Santri, Islamic Boarding School.



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INTRODUCTION

In the midst of a crisis of values within the education sector, the importance of character education has become increasingly evident. Character education, however, is not a process that yields immediate results; it requires continuous and consistent efforts over a long period. The cultivation of character values demands sustained engagement and cannot be achieved through a single activity. Thus, the



integration of character education into school life, both within and beyond the classroom, is of paramount importance. In this context of a values and character crisis within education, the role of Islamic boarding schools (pesantren) emerges as a vital alternative for implementing character education in shaping the morals and personalities of students (santri). The education process in pesantren is a 24-hour experience, encompassing formal, informal, and non-formal settings. Education is not merely the transfer of knowledge from teacher to student; it is also a crucial medium for character and personality development. Hence, education is a continuous process essential for the successful implementation of character education in schools.

Student self-discipline aims to help individuals discover themselves, overcome and prevent disciplinary problems, and create a safe, comfortable, and enjoyable learning environment. This atmosphere encourages students to adhere to established rules. To achieve school discipline, teachers must assist students in developing their behavioral patterns, enhancing their behavioral standards, and enforcing rules as tools to maintain discipline (Berkowitz, 2017; Elias, 2019).

One of the educational institutions in Nganjuk that prioritizes character education through a 24-hour process is Pondok Modern Al-Barokah. Unlike traditional pesantren, Pondok Modern Al-Barokah is more systematic and disciplined. Among the distinguishing features is its curriculum, which balances religious and general sciences. Additionally, students communicate in a bilingual environment and live in dormitories where discipline is strictly enforced (Rahman & Nasir, 2020; Ma'arif, 2021).

Given the aforementioned context, discipline is crucial in the educational process at pesantren, as it significantly influences students' ability to navigate their environment. Discipline arises from the necessity to maintain balance between the tendency to seek personal gain and the limitations imposed by the agreed-upon rules, supervision, and regulations. These are established by the individual who decides to become a student and live in the pesantren. Therefore, this study focuses on investigating the impact of character education on student discipline within the structured environment of Pondok Modern Al-Barokah Nganjuk, presented under the title: "The Implementation of Character Education on Student Discipline at Pondok Modern Al-Barokah Ngepung Patianrowo Nganjuk" (Al-Ghazali et al., 2020; Suryadi, 2022).

METHOD

This study employs a qualitative approach within the framework of field research. The type of research conducted is descriptive, aiming to provide a detailed narrative of an object, phenomenon, or social event. This means that the data and



facts collected are presented in the form of words or images rather than numbers (Creswell & Poth, 2018; Merriam & Tisdell, 2016). The qualitative nature of this research focuses on understanding and describing situations or conditions in detail, intending to make educational practices more effective and relevant to contemporary needs (Miles, Huberman, & Saldana, 2018). Given the title and focus of the study, this research is classified as a case study, utilizing a descriptive qualitative approach. Descriptive research is aimed at providing an accurate depiction of situations or events. According to Sugiyono (2017), descriptive research involves the study of independent variables without comparing or correlating them with other variables.

The findings from this research are expected to offer a comprehensive overview of the implementation of character education and its impact on student discipline at Pondok Modern Al-Barokah Ngepung Patianrowo Nganjuk, East Java.

Researcher's Presence

The researcher plays a crucial role as an observer, carefully monitoring the research subjects since the permission was granted to conduct the study, both during scheduled and unscheduled times. As the primary instrument in this research, the researcher employed passive participation, meaning that the researcher was present in the field but did not directly engage in the activities being studied. Additionally, the researcher observed specific school activities to gather the necessary information for the research. In this context, the researcher aimed to establish good relationships with the informants to ensure the validity of the collected data (Yin, 2018).

Data Sources

Data sources refer to the subjects from which data are obtained. In qualitative research, the primary data sources are words and actions, with additional data coming from documentation and other sources. The data sources for this study are divided into two categories:

1. *Primary Data Sources*: Primary data consist of verbal expressions and behaviors gathered through interviews with the caretakers of Pondok Modern Al-Barokah, as well as with teachers directly involved in the teaching and learning process (Stake, 2017).
2. *Secondary Data Sources*: Secondary data support the primary data and are obtained from literature, preliminary research, books, and other supporting materials. This includes religious programs and activities of the students at Pondok Modern Al-Barokah, along with various literatures relevant to the research topic (Guest, Namey, & Mitchell, 2017).



The researcher also documented the activities of the students during the learning process, ensuring that no relevant data sources were overlooked during interviews.

Data Collection Techniques

Data collection techniques involve the methods used by the researcher to gather data. Each technique, whether observation, interview, or documentation, has its strengths and weaknesses. Therefore, this study utilized multiple data collection methods to ensure that they complement each other:

1. *Observation Method*: Observation is a human activity involving the use of the senses, particularly sight, to gather data. In this study, the researcher not only observed the study object but also took notes on relevant aspects. This method was used to obtain data on the universal situation and condition of the research object, including the geographic location, facilities, and organizational structure of Pondok Modern Al-Barokah (Spradley, 2016). During the initial observation, the researcher noted the intense activities of the students, particularly those fostering self-confidence through Public Speaking in Three Languages. This activity trains students to be confident in expressing themselves and to be responsible for their tasks and assignments.
2. *Interview Method*: Interviews involve direct face-to-face questioning to obtain information for research purposes. The researcher conducted interviews using a structured guide to delve deeper into the internalization of character education at Pondok Modern Al-Barokah. Interviews were conducted with the caretakers and teachers to explore various aspects of character education and student discipline (Patton, 2018).
3. *Documentation Method*: Documentation involves the collection of historical data through various documents such as books, notes, magazines, newspapers, and online resources. This method was chosen to gather and complement the data obtained through observation and interviews, specifically regarding the internalization of character education at Pondok Modern Al-Barokah (Bowen, 2017).

Data Analysis Techniques

The researcher employed qualitative analysis techniques, which are directed toward answering the research questions. Data analysis involves systematically organizing, synthesizing, and interpreting the data collected from interviews, field notes, and other materials. The goal is to produce findings that are understandable and useful to others (Braun & Clarke, 2019). The data analysis process in this research includes:



1. *Data Collection Analysis*: In this stage, the researcher gathered data from various sources, focusing on key aspects, directing questions toward the research focus, and developing further inquiries.
2. *Post-Collection Analysis*: After the data collection, the raw data were organized into patterns, categories, and themes, resulting in a clear, detailed, and systematic description (Maxwell, 2019).

Data Validation Techniques

To ensure the credibility of the qualitative data, the researcher employed various validation techniques such as prolonged engagement, persistent observation, triangulation, peer debriefing, negative case analysis, and member checking (Creswell & Creswell, 2018). Triangulation, in particular, was applied by comparing data from different sources, methods, and times to ensure the reliability of the findings. Triangulation involved comparing interview data with observations and documentation. Data validation was further ensured by employing techniques such as:

1. *Persistent Observation*: This involved identifying and focusing on the elements being studied.
2. *Prolonged Engagement*: This included extended involvement in the field to enhance data accuracy.
3. *Triangulation*: This method involved cross-checking data from various sources using multiple methods and at different times (Denzin, 2017).

Research Stages

This study followed four stages:

1. *Pre-Field Stage*: This initial stage involved conducting a field reconnaissance, determining the research focus, preparing the research proposal, and undergoing proposal defense and revisions.
2. *Fieldwork Stage*: During this stage, the researcher gathered data and information in the field related to the research focus, directly participating as the main instrument in this qualitative study.
3. *Data Analysis Stage*: This stage involved the meticulous analysis of data, ensuring careful observation and interviewing to acquire relevant data, interpret findings, and validate the data (Miles et al., 2018).
4. *Completion Stage*: The final stage involved compiling, processing, and summarizing the data into a research report, followed by validation checks to ensure the credibility of the research findings. The last step was writing the research report according to the academic writing guidelines at the Faculty of Tarbiyah and Teacher Training, Islamic Higher Education Institute Miftahul 'Ula (STAIM) Nganjuk.



RESULTS AND DISCUSSION

Implementation of character education for the students of Pondok Modern Al-Barokah Ngepung Patianrowo Nganjuk is carried out by the teachers (ustadz and ustadzah). In interviews, Ustadz MM highlighted that the inculcation and formation of student character at Pondok Modern Al-Barokah is implemented through several methods, as outlined below: The implementation of character education at Pondok Modern Al-Barokah is deeply embedded in its daily activities, with a strong emphasis on informal learning methods. Exemplary leadership plays a foundational role, where character values are transmitted through the direct example of role models such as the Kyai, teachers, and senior students, whose behavior is constantly observed and emulated within the 24-hour boarding environment (Ismail et al., 2020). Complementing this, the creation of a disciplined environment is prioritized to ensure that all educational elements function cohesively in shaping student character (Huda et al., 2021). Structured guidance is provided before any student activity begins, aiming to instill a deep sense of purpose, responsibility, and idealism (Zarkasyi & Hasanah, 2021). Through continuous training, students develop attitudes and thought patterns aligned with Islamic teachings, enhancing their learning spirit and skills (Hendrawan, 2018). Furthermore, specific assignments help reveal individual potential while cultivating responsibility and discipline through practical experience (Rahman & Nasution, 2019). Character values are reinforced through habit formation, where repeated activities nurture a disciplined lifestyle, whether through formal learning programs or daily routines (Kusuma & Anwar, 2020). Active supervision ensures that all activities remain aligned with the pesantren's educational goals, maintaining the integrity of the character-building process (Wahid, 2021). Finally, the optimization of strengths such as resilience, adaptability, and creativity contributes to the holistic development of students, enabling them to grow into disciplined, ethical, and capable individuals.

Ustadz MFN further emphasized that character education is integrated into all activities from the moment students wake up until they go to bed. This holistic approach ensures that everything seen, heard, felt, and done by the students at the pesantren contributes to character education (Nasir, 2019).

The values instilled at Pondok Modern Al-Barokah are summarized in five core values known as Panca Jiwa: The character formation at Pondok Modern Al-Barokah is grounded in five core values that guide students' daily lives and personal development. Sincerity (Jiwa Keikhlasan) is instilled through numerous selfless activities, encouraging students to contribute without expecting material rewards, thereby fostering a genuine attitude in serving others and fulfilling responsibilities (Zarkasyi, 2019). Simplicity (Jiwa Kesederhanaan) permeates all aspects of life at the pesantren—from the way students dress and speak to their behavior and mindset—creating a humble and egalitarian environment that discourages



extravagance and promotes modesty (Mubarak, 2018). Independence (Jiwa Berdikari) is nurtured by encouraging students to manage daily routines and organizational tasks on their own, empowering them to become self-sufficient and capable of handling real-life responsibilities (Fauzan & Rizki, 2020). Meanwhile, Islamic Brotherhood (Jiwa Ukhuwah Islamiyah) fosters a strong sense of unity and solidarity among students, promoting mutual respect and deep bonds grounded in shared faith and values (Ridwan & Syahputra, 2017). Finally, Freedom (Jiwa Kebebasan) is practiced within a framework of responsibility, allowing students to explore their ideas and express themselves while being mindful of Islamic ethics and the collective well-being of the community (Abdullah, 2022). These five values form the ideological foundation of character education at the pesantren, preparing students to become morally upright, responsible, and socially conscious individuals.

These values are instilled through both in-class and out-of-class activities, integrated into every aspect of student life from the time they wake up until they go to bed.

Student Discipline at Pondok Modern Al-Barokah

The discipline education at Pondok Modern Al-Barokah has been meticulously planned to align with the school's vision, mission, and goals. Discipline is considered a critical element in shaping the students' militant character. The objective is to cultivate thinking patterns, attitudes, and behaviors in students that adhere to both written and unwritten rules at the pesantren, ultimately fostering responsibility and punctuality (Zarkasyi, 2021).

To ensure the successful implementation of discipline education, all aspects related to student discipline are governed by the established regulations. Students are treated equally, and those who violate the rules are subject to appropriate, positive sanctions designed to be corrective rather than punitive (Yusuf & Sari, 2020).

The structured approach to discipline at Pondok Modern Al-Barokah is supported by the Tengko (Teng Komando), which outlines the rules and regulations that must be adhered to by the students throughout their studies. The student discipline regulations at Pondok Modern Al-Barokah are a deliberate effort by the Student Affairs department, under the guidance of the Kyai, with the assistance of teachers and senior students, to maintain proper student behavior and encourage adherence to the norms and rules of the pesantren (Halimah, 2022).

Students are required to maintain discipline in several areas: Discipline at Pondok Modern Al-Barokah is systematically enforced through various structured aspects of daily student life, ensuring comprehensive character development. Time management is a fundamental focus, as students adhere to a tight schedule that



cultivates punctuality and responsibility. Dormitory conduct emphasizes cleanliness, order, and respectful coexistence, promoting self-regulation in shared living spaces. In the realm of worship practices, students consistently perform obligatory and recommended religious rituals, reinforcing spiritual discipline and routine. Bilingual communication—using both Arabic and English—encourages linguistic proficiency while enforcing rules that require consistent application of language use in daily conversation. The dress code reflects Islamic values of modesty and uniformity, while also fostering a sense of identity and order. Eating etiquette is guided by Islamic manners, with rules surrounding timing, prayer, and table behavior that instill gratitude and discipline during meals. Classroom learning demands active participation and adherence to academic protocols, ensuring focus and seriousness in the pursuit of knowledge. Meanwhile, extracurricular activities such as sports, arts, and organizational programs serve as platforms to apply leadership, teamwork, and self-discipline in dynamic contexts. Lastly, permission protocols regulate student movement and ensure accountability whenever a student needs to leave or engage in special activities. These nine interconnected aspects function cohesively to instill a culture of discipline, shaping santri into individuals who are structured, responsible, and guided by Islamic ethics in all areas of life.

Discipline is the cornerstone of pesantren education, serving as the most effective means of instilling values in students. It must be upheld by all individuals involved in the pesantren, including students, teachers, and the Kyai (Fatimah & Hasan, 2022).

Obstacles in the Character Education Process Related to Student Discipline at Pondok Modern Al-Barokah

Several factors impede the character education process aimed at developing student discipline at Pondok Modern Al-Barokah. Based on the data collected, these obstacles include: Here is the paragraph rewritten in formal academic English:

Despite the comprehensive disciplinary system implemented at Pondok Modern Al-Barokah, several challenges remain in its execution. One of the primary issues is the lack of student awareness regarding the importance of discipline, which often results in violations of established rules. This problem can be addressed by fostering student motivation and cultivating a deeper appreciation for discipline, particularly through enhanced time management education (Nasution & Purba, 2018). Another significant factor is peer influence, where interaction with undisciplined peers negatively impacts students' character development. To mitigate this, students should be encouraged to associate with peers who demonstrate disciplined behavior, thereby reinforcing positive social norms (Sholeh, 2020). A further challenge is inadequate supervision from key supervisory



figures such as the student council (OPPM), dormitory supervisors, and teachers. Addressing this issue requires strengthening monitoring mechanisms and ensuring consistent oversight to maintain the effectiveness of the disciplinary framework (Lestari & Priyanto, 2022). These challenges highlight the need for a holistic and sustained effort to support the successful implementation of discipline-based character education.

Evaluation of the Implementation of Character Education on Student Discipline at Pondok Modern Al-Barokah

Table 4.6: *Evaluation of Research Observation Results*

Month	Description
April	In the first month, extracurricular activities were not yet effective, and the creation of a disciplined environment was minimal. Many students violated the rules due to a lack of follow-up actions for offenders. The contributing factors include a lack of awareness, peer influence, and insufficient supervision by OPPM, dormitory leaders, and teachers.
May	This month marked the annual sports and arts event (Porseni) at Pondok Modern Al-Barokah, aimed at identifying students' potential and talents in various extracurricular activities. Recommendations were provided to the OPPM, dormitory leaders, and teachers on how to minimize violations and enhance daily discipline.
June	There was a continuous improvement in character education and student discipline, with increased supervision, exemplary leadership, control, and optimization efforts by dormitory leaders, OPPM, and teachers.

DISCUSSION

The findings of this study reveal that the implementation of character education at Pondok Modern Al-Barokah Ngepung Patianrowo Nganjuk is deeply embedded in the pesantren's daily life through consistent integration of informal and formal educational practices. As emphasized by Ustadz MM, character development is facilitated through several strategic methods, including exemplary leadership, environmental discipline, structured guidance, ongoing training, and habit formation. These methods are supported by active supervision and the optimization of students' strengths. The constant presence of teachers and the Kyai within the 24-hour residential system allows for intensive modeling of desired behaviors, making character education a lived experience rather than a discrete curriculum component. This is consistent with the view that informal learning environments provide fertile ground for internalizing values (Ismail et al., 2020; Wahid, 2021).



In alignment with Ustadz MFN's statement, character education is not restricted to classroom settings but spans all student activities—from waking to sleeping—demonstrating a holistic educational approach. This immersive method reinforces the five core values, or Panca Jiwa, that form the foundation of the pesantren's ideological and educational philosophy: sincerity, simplicity, independence, Islamic brotherhood, and freedom. These values guide daily interactions and behaviors, contributing to the development of morally upright, self-disciplined, and socially responsible individuals (Zarkasyi, 2019; Mubarak, 2018; Fauzan & Rizki, 2020).

Furthermore, the pesantren's structured discipline system, governed by written and unwritten rules, reflects a deliberate and systematic effort to build student responsibility, punctuality, and internalized moral conduct. The Tengko (Teng Komando) serves as the operational framework that unifies disciplinary regulations across all facets of student life, from time management and worship practices to dormitory behavior and permission protocols (Zarkasyi, 2021; Yusuf & Sari, 2020; Halimah, 2022). These components function synergistically to instill discipline through both routine and reflective practice.

However, the study also identifies several challenges that hinder the optimal implementation of discipline-based character education. These include a lack of student awareness about the importance of discipline, negative peer influence, and inadequate supervision by key stakeholders such as the student council (OPPM), dormitory leaders, and teachers (Nasution & Purba, 2018; Sholeh, 2020; Lestari & Priyanto, 2022). These issues underscore the importance of strengthening both internal motivation among students and external monitoring mechanisms to reinforce consistent behavioral expectations.

An evaluation across three months (April–June) demonstrates a gradual improvement in the effectiveness of character education and disciplinary enforcement. Initially, a lack of follow-up on rule violations and limited environmental control contributed to poor discipline. However, targeted efforts during the May extracurricular events (Porseni) and increased supervision in June led to notable progress. Enhanced involvement from the OPPM, dormitory leaders, and teachers—especially in terms of modeling and monitoring proved essential in reinforcing discipline and character values among students.

In summary, the research affirms that character education at Pondok Modern Al-Barokah is effectively implemented through a comprehensive, values-based, and community-supported system. Despite initial challenges, sustained collaboration and strategic improvements can significantly enhance the effectiveness of discipline and character development efforts in Islamic boarding school contexts



CONCLUSION

Based on the research findings, it can be concluded that the implementation of character education at Pondok Modern Al-Barokah is both comprehensive and continuous, encompassing all aspects of students' lives throughout a full 24-hour cycle. Character education is not limited to formal learning environments but is integrated into every facet of daily activities within the pesantren. From religious worship and academic instruction to dormitory routines and extracurricular programs, each activity serves as a medium through which character values are instilled. This includes values such as sincerity, simplicity, independence, Islamic brotherhood, and responsible freedom. The pesantren's environment is deliberately structured to provide students with constant exposure to these values, allowing them to be internalized through lived experience.

A core component of this educational model is discipline, which plays a vital role in shaping students' patterns of thinking, emotional resilience, and daily behavior. Discipline is implemented through a variety of structured practices, such as adherence to time schedules, dress codes, worship routines, communication rules, and behavioral guidelines. These systems collectively aim to foster responsibility, self-control, and a strong moral foundation in students, preparing them for life both within and beyond the pesantren community.

However, the process of implementing character education also faces several obstacles. These include a general lack of awareness among some students about the importance of discipline, the influence of peers who do not model disciplined behavior, and inadequate supervision from figures responsible for enforcing rules and guidance. Addressing these challenges requires increased collaboration among school leaders, teachers, and student organizations, as well as the development of more effective strategies to enhance student awareness, strengthen peer influence, and improve oversight mechanisms. With consistent effort and structured improvement, the goals of character and discipline education can be more fully realized.

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