

Improving the Discipline Character of Students Through the Implementation of the Students' Handbook

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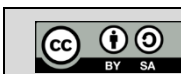
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Abstract

The issue of disciplinary practices among students in Islamic boarding schools (*pesantren*) is an important topic that needs to be examined. The phenomenon of student behavior that shows a lack of discipline or is far from the values of discipline has affected the teaching and learning process in *pesantren*. This study aims to describe the implementation of the student handbook as an effort to improve student discipline. This research uses a qualitative method with a case study approach, involving data collection techniques through interviews, observations, and documentation. The focus of this research is to understand how the student handbook is implemented and its effectiveness in improving student discipline. The implementation model used is the MUNASIR model, which includes Modelling, Universal, Natural, Action, Socialization, Internalization, Reward, and Punishment. The results of the study show that the implementation of the student handbook with the MUNASIR model is effective in improving student discipline in *pesantren*. Through this approach, students become more aware of the importance of discipline and show improved disciplined behavior in their daily lives at the *pesantren*. This study contributes to the development of more systematic and structured strategies for improving student discipline in Islamic boarding schools.

Keywords: Discipline Character, student handbook. Islamic Boarding School



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INTRODUCTION

The issue of disciplinary practices among students in Islamic boarding schools (*pesantren*) is a significant topic that warrants thorough investigation. Currently, student behavior that deviates from discipline, such as arriving late to classes, wearing untidy and incomplete uniforms, engaging in conversations while the teacher is instructing, and being outside the classroom during lesson hours, reflects a concerning trend. Discipline is essential for students' academic success and overall development. Religious teachings universally emphasize discipline, integrating it as an intrinsic element of religious practice. For example, adherence to discipline is

crucial for the validity of certain acts of worship, serving as a foundational aspect of religious adherence (Azra, 2006).

In the context of *pesantren* education, student discipline is a critical factor influencing the effectiveness of the teaching and learning process. Discipline is regarded as one of the primary keys to educational success. However, fostering discipline among students is not straightforward, as it requires self-awareness and consistent effort. Islamic boarding schools must implement structured measures such as setting clear rules, providing role models, and encouraging collaboration among school leaders, teachers, and parents to instill discipline (Fathoni, 2023; Abu Darda et al., 2023; Ubaidillah & Ulyan, 2023). Moreover, discipline is vital in the learning process, as students must adhere to rules and complete assigned tasks to meet their educational responsibilities effectively (Fajrin & Taufikurrohman, 2021).

Each student possesses unique traits, including talents, potentials, and characteristics, along with inherent strengths and weaknesses. Recognizing and accepting these individual differences is essential for personal development. However, not all students can maximize their strengths or accept their weaknesses. Discipline regarding one's abilities and limitations forms the initial foundation for further developing potential.

Discipline, as defined by Zailiyah (2023), is an attitude demonstrating a willingness to comply with rules, regulations, values, and norms. This attitude encompasses obedience and consistent behavior based on established principles. In the teaching and learning process, discipline serves as a preventive measure to maintain an environment conducive to learning and to avoid disruptions. Islamic boarding schools enforce various rules to sustain high levels of student discipline. Johan, as cited in Putri, highlights that student discipline is complex and multifaceted, involving knowledge, attitudes, and behaviors. This research focuses on the practice of discipline among students during their learning activities in *pesantren*.

Discipline in learning embodies compliance and adherence to established norms throughout the educational process. It plays a crucial role in student development, enabling them to direct their behavior, practice self-control, and demonstrate self-regulation. With discipline, students can approach their studies with determination, developing structured and goal-oriented learning habits. Students who maintain discipline exhibit consistent patterns of learning behavior characterized by punctuality, attentiveness, and commitment to their educational roles.

The internalization of discipline is fundamental in shaping student character. Discipline fosters the growth of other positive character traits such as responsibility, honesty, and cooperation. Curvin and Mendler (1999) identify three dimensions of discipline: (1) preventive measures to avoid potential issues, (2) interventions to manage problems before they escalate, and (3) strategies to handle students

displaying disruptive behavior. Living a disciplined life requires training and habituation, as regular practice enables individuals to develop habits that enhance their ability to manage daily tasks effectively. Such habits build trust and reliability among peers, reinforcing a sense of discipline and responsibility. However, despite the recognized importance of discipline, it is often overlooked in daily educational practices, making its effective implementation challenging.

Preliminary observations indicate that students at Al-Muhajirin 3 Islamic Boarding School exhibit behaviors that reflect a lack of discipline. These include arriving late for classes, appearing untidy, talking during formal gatherings or lessons, and being outside the classroom during instructional hours. This study aims to develop an effective model to enhance the discipline character of students at Al-Muhajirin 3 Islamic Boarding School, located in Kp Citapen, Sukatani, Purwakarta. The *pesantren* was officially recognized by the West Java Provincial Education Office in 2023 and operates under the Al-Muhajirin Foundation, sharing a unified vision and mission with its associated school, SMA 3 Al-Muhajirin. The institution is distinguished by its flagship programs in language studies, *Kitab Kuning* (classical Islamic texts), and *Tahfizh* (Qur'an memorization).

METHOD

This study employs a qualitative research methodology, which is characterized by its focus on generating descriptive data through observed behaviors, spoken words, and written accounts from participants (Furchan, 1992). Qualitative research aims to provide a deep understanding of a specific phenomenon through comprehensive data collection and analysis. According to Moleong (2005), qualitative methodology involves research procedures that produce descriptive data in the form of written or spoken words and observable behavior.

The data for this study pertain to the implementation of the student handbook at Al-Muhajirin 3 Islamic Boarding School in Purwakarta. Data collection was conducted using a combination of interviews, observations, and documentation, ensuring a comprehensive approach to gather rich and context-specific information. Interviews provided direct insights from participants regarding their experiences and perceptions, while observations allowed for an examination of real-time behavior and interactions. Documentation, such as school records and the student handbook itself, supplemented these data sources to provide contextual depth and validate findings.

Data analysis was performed through triangulation and member-checking techniques. Triangulation ensured the reliability and credibility of the findings by cross-referencing data from multiple sources, such as interviews and observations. Member-checking involved sharing the findings with participants to confirm the accuracy and interpretation of the data, enhancing the validity of the results.

RESULTS AND DISCUSSION

Islamic boarding schools, or *pesantren*, are one of the oldest types of educational institutions in Indonesia, providing religious education specifically for Muslims. These institutions are recognized under Law No. 20 of 2003 regarding the National Education System and Government Regulation No. 55 of 2007 concerning religious education (Badrudin et al., 2018). *Pesantren* maintain a unique traditional system that emphasizes the teaching of religious texts through conventional methods (Badrudin et al., 2023). These schools hold the responsibility of nurturing students in religious knowledge and instilling strong discipline. The educational objectives of *pesantren* focus on developing Muslim personalities that embody faith, moral integrity, discipline, independence, and a commitment to spreading and upholding Islamic values in society (Muttaqin et al., 2022).

Pesantren are generally classified into three types: (1) *salafi* (traditional), (2) *khalafi* (modern), and (3) integrated *pesantren*. Despite their differences, all types share five main components: (1) *santri* (students), (2) boarding facilities, (3) a mosque or *surau*, (4) instruction using classical Islamic texts or *kitab kuning*, and (5) a *Kyai* (Islamic leader) (Nugraha et al., 2021). These institutions aim to shape students' Islamic character, preparing them to navigate the challenges of modern society (Achmad Faruk et al., 2022).

Challenges in Student Discipline

Undisciplined behavior remains a common issue in *pesantren* environments. Such behavior can include arriving late, improper attire, violating school rules (e.g., stepping on restricted areas), littering, vandalism, skipping study sessions, and not adhering to assignment deadlines. Research by Waslah and Afifudin (2021) indicates that despite efforts to instill values of discipline, courtesy, and respect, undisciplined behavior persists among *santri*. The findings at Al-Masruriyyah show that some *santri* fail to attend scheduled activities even with mentor supervision, highlighting a gap between knowledge and actual behavior.

The root cause of such issues often lies in character education that has not fully translated from theoretical understanding to practical behavior. Suparno (2012) notes that educational systems in Indonesia tend to overemphasize cognitive outcomes, neglecting the affective and psychomotor domains necessary for holistic development. This is corroborated by Sugirin (2010), who stresses that success in education is frequently measured by academic achievements rather than the comprehensive development of moral and character education. Bloom (1979) asserts that learning should integrate cognitive, affective, and psychomotor domains to be effective.

Approaches to Character Education

To foster disciplined character among *santri*, *pesantren* must address three aspects of character education: *moral knowing*, *moral feeling*, and *moral action* (Lickona, 1991; Zakiyah & Rusdiana, 2014). Discipline, defined by Salahudin (2013) as behavior that demonstrates compliance with rules, must be instilled through consistent training and habitual practice (Samani, 2012). Ngainun Naim emphasizes that discipline reflects an individual's responsibility to adhere to established rules, indicating social maturity and effective study habits.

Indicators of Discipline in Learning

Daryanto (2013) outlines several indicators for measuring student discipline, including adherence to school regulations, participation in learning activities, completion of assignments, and disciplined study habits at home. According to Hurlock (1994), effective discipline comprises four elements: clear behavioral guidelines, consistent enforcement of rules, consequences for non-compliance, and rewards for adherence.

Implementation Model of the Student Handbook

At Al-Muhajirin 3 Purwakarta, the implementation of a student handbook serves as a structured guide for instilling discipline. This handbook outlines rules and expectations for all students and provides a framework for behavior management. The steps for implementing the handbook include:

1. **Modeling:** Teachers act as role models, demonstrating discipline by arriving on time and adhering to the handbook's standards. This is in line with findings by Prasetyo et al. (2022) and Rohman (2022), who highlight the significant influence of teachers' behavior on student discipline.
2. **Universal Application:** The handbook applies uniformly to all students, ensuring fair enforcement of rules regardless of social status. The enforcement of these regulations fosters an environment of order and impartiality.
3. **Natural Implementation:** Regulations are integrated into daily activities to create positive habits. Consistent application promotes a natural response to discipline among students.
4. **Action:** Students are expected to act according to the handbook's guidelines, with teachers reinforcing these standards through continuous monitoring and support.
5. **Socialization:** Information about the handbook is disseminated through various media, including websites, posters, and classroom sessions. This ensures that students are aware of the rules and their importance.
6. **Internalization:** Programs and extracurricular activities reinforce the internalization of discipline, helping students understand the value of rules and adherence.

7. Rewards and Punishments: Recognition for compliance and consequences for violations are essential for reinforcing behavior. Al-Muhajirin 3 employs a consistent system of verbal and written warnings, as well as parent involvement for serious infractions.

Islamic boarding schools, such as Al-Muhajirin 3, play a critical role in shaping students' character, particularly discipline. Effective discipline education must involve comprehensive strategies that integrate moral knowledge, feelings, and actions. The implementation of the student handbook, with its structured approach, supports the development of disciplined behavior essential for *santri* to succeed in both academic and social contexts.

CONCLUSION

The implementation of the student handbook has proven effective in enhancing student discipline in Islamic boarding schools. The MUNASIR approach—comprising Modeling, Universal application, Natural integration, Action, Socialization, Internalization, and the use of Rewards and Punishments—systematically and consistently instills the values of discipline among students. This comprehensive method not only raises students' awareness of discipline and their sense of responsibility but also fosters an environment conducive to the development of positive character traits. The findings of this study indicate that the student handbook serves as an essential tool for cultivating disciplined and responsible individuals within the educational framework of Islamic boarding schools.

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