

## STRATEGIES FOR DEVELOPING THE DISCIPLINARY CHARACTER OF SANTRI AT DAYAH JAMIAH AL-AZIZIYAH BATEE ILIEK SAMALANGA

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### Abstract

*This study analyzes teachers' strategies in shaping the disciplinary character of students (santri) at Dayah Jamiah Al-Aziziyah, Batee Iliek, Samalanga, Bireuen, Aceh. Character development in education emphasizes not only knowledge transfer but also moral and ethical growth. This qualitative research employs a case study design, utilizing in-depth interviews, participatory observation, and document analysis. Informants include teachers, santri, and Dayah administrators. Findings reveal that fostering discipline and responsibility involves routine practices, teacher role modeling, rule enforcement, and educational sanctions. Strong teacher-santri interactions significantly aid in internalizing these values. However, challenges such as diverse student backgrounds and limited parental support persist. The study concludes that teachers' strategies effectively develop santri discipline, though success depends on synergy among Dayah, teachers, students, and families. The findings contribute to character education models in Islamic institutions.*

**Keywords:** Teacher Strategies, Disciplinary Character, Santri, Dayah.

### مستخلص البحث

تحليل استراتيجيات المعلمين في تشكيل شخصية الانضباط لدى الطلاب في دايه جامع الأزيرية، باتي إليك، ساملانجا، بيريون، آتشيه. هدف هذا البحث إلى تحليل استراتيجيات المعلمين في تنمية شخصية الانضباط لدى الطلاب في دايه جامع الأزيرية. يركز تطوير الشخصية في التعليم ليس فقط على نقل المعرفة، ولكن أيضا على تعزيز القيم الأخلاقية والتربوية. اعتمد البحث على المنهج الكيفي باستخدام تصميم دراسة الحالة، مع جمع البيانات من خلال المقابلة المتعمقة، والملاحظة التشاركية، وتحليل الوثائق. يشمل المشاركون في البحث المعلمين، والطلاب، وإدارة الدايه. تكشف النتائج أن ترسيخ قيم الانضباط والمسؤولية يتم من خلال الممارسات الروتينية، وقدوة المعلمين، وتطبيق القواعد، والعقوبات التربوية. كما أن التفاعل القوي بين المعلمين والطلاب يساعد بشكل كبير في غرس هذه القيم. ومع ذلك، لا تزال هناك تحديات مثل الخلفيات المتنوعة للطلاب، وضعف الدعم الأسري. خلص البحث إلى أن استراتيجيات المعلمين فعالة في تطوير الانضباط لدى الطلاب، على الرغم من أن نجاحها يعتمد على التفاعل المتكامل بين الدايه، والمعلمين، والطلاب، والأسر. تسهم هذه النتائج في تطوير نماذج التربية الأخلاقية في المؤسسات الإسلامية.

**الكلمات المفتاحية:** استراتيجيات المعلمين وشخصية الانضباط والطلاب والدايه.

## INTRODUCTION

Character education is a crucial aspect in shaping a quality young generation, particularly within Islamic boarding schools (*pesantren*). *Pesantren* play a strategic role in fostering moral and ethical values based on Islamic teachings. As educational institutions that emphasize religious knowledge and ethics, *pesantren* serve as an effective environment for character formation among students. However, the implementation of character education in *pesantren*, particularly regarding the development of discipline and responsibility, requires further study on the strategies employed by teachers to achieve these objectives. Therefore, this study focuses on the strategies used by teachers to cultivate disciplinary and responsible character among students at Dayah Jamiah Al-Aziziyah Batee Iliék, Samalanga, Bireuen, Aceh.

Dayah Jamiah Al-Aziziyah Batee Iliék is an Islamic educational institution with a strong tradition in teaching Islamic knowledge and character formation. *Pesantren* employ specific methods and approaches to instill discipline and a sense of responsibility in students, both toward themselves, their families, and the broader society. The success of character education in *pesantren* is significantly influenced by the strategies implemented by teachers in managing the learning process<sup>1</sup>. Therefore, it is essential to conduct an in-depth examination of the strategies used by educators at Dayah Jamiah Al-Aziziyah in fostering discipline and responsibility among students. This research aims to provide a comprehensive overview of the character education process in this *pesantren*.

In the context of character education, discipline and responsibility are two fundamental values that must be instilled in students. Discipline refers to an individual's ability to adhere to established rules and norms, while responsibility encompasses the awareness to fulfill obligations and uphold trust (*amanah*).<sup>2</sup> These two values serve as the foundation for sustainable character development, not only in academic settings but also in daily life. At Dayah Jamiah Al-Aziziyah, disciplinary and responsible character formation is expected to be nurtured through various educational methods that align with the *pesantren's* culture and traditions. Hence, this study will also explore how these values are practiced in the daily lives of the students.

Teachers, as agents of change, play a crucial role in shaping students' character. The teaching strategies they employ significantly influence the effectiveness of character education, particularly

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<sup>1</sup> Yumidiana Tya Nugraheni and Agus Firmansyah, "Model Pengembangan Pendidikan Karakter Di Pesantren Khalaf (Studi Kasus Di Pondok Pesantren Modern Muhammadiyah Boarding School Yogyakarta)", *Quality* 9, no. 1 (2021): 39. <https://doi.org/10.21043/quality.v9i1.9887>.

<sup>2</sup> Nyayu Soraya et al., "Islam Disiplin Kerja Di Sektor Pendidikan", *Jurnal PAI Raden Fatah* 6, no. 2 (2024): 649–60. <https://jurnal.radenfatah.ac.id/index.php/pairf/article/view/23418>.

in fostering discipline and responsibility. Teachers are not merely knowledge transmitters; they also serve as role models who inspire students to internalize these values in their lives.<sup>3</sup> Therefore, selecting appropriate and applicable teaching methods is essential to support the development of discipline and responsibility at Dayah Jamiah Al-Aziziyah. This research will explore various strategies employed by teachers at the *pesantren* to cultivate these character traits among students.

The teaching strategies at Dayah Jamiah Al-Aziziyah can be observed through the approaches adopted by educators in providing role models, guidance, and motivation to students. The role-modeling approach, in particular, has a significant impact on character development. In *pesantren*, teachers not only impart academic knowledge but also exemplify a disciplined and responsible way of life. Therefore, this study will further investigate how the role-modeling approach implemented by teachers at Dayah Jamiah Al-Aziziyah Batee Iliék contributes to shaping students' discipline and responsibility.

The character education process implemented in *pesantren* often involves collaboration between teachers, parents, and the community. Cooperation among these various stakeholders is essential in creating an environment that supports students' character development.<sup>4</sup> At Dayah Jamiah Al-Aziziyah, effective communication between teachers, parents, and the community serves as one of the key factors in successfully fostering discipline and responsibility among students. This study will explore how this collaboration takes place and how it influences the strategies implemented by teachers in shaping students' character.

In the development of discipline and responsibility, the evaluation of both the process and outcomes of character education is crucial. Proper evaluation helps determine the extent to which character education goals have been achieved.<sup>5</sup> At Dayah Jamiah Al-Aziziyah, evaluations are conducted regularly to assess students' character development, including aspects of discipline and responsibility. This study will examine the evaluation methods employed in this *pesantren* and their impact on the process of shaping students' character.

The effectiveness of teaching strategies in fostering discipline and responsibility at Dayah Jamiah Al-Aziziyah is also closely linked to the curriculum applied. According to Nasution, a curriculum based on character values can enhance the effectiveness of teachers' instructional

<sup>3</sup> Agus Jayadi Siti Nurhasanah, *Strategi Pembelajaran* (Jakarta: Edu Pustaka, 2019).

<sup>4</sup> Kikik Windia Sari Khalisatun Nuriyah, Abu Hasan Agus R M, Putri Fahmadia Dinda Maulida Thohir, Nadira Rusdiah, "Adaptasi Strategi Pembelajaran Responsif Terhadap Dinamika Siswa", *Jurnal Basicedu* 8, no. 5 (2024): 3843–51. <https://doi.org/10.31004/basicedu.v8i5.8674>.

<sup>5</sup> Nugraheni and Firmansyah, "Model Pengembangan Pendidikan Karakter Di Pesantren Khalaf (Studi Kasus Di Pondok Pesantren Modern Muhammadiyah Boarding School Yogyakarta)".

efforts.<sup>6</sup> At Dayah Jamiah Al-Aziziyah, the curriculum is designed not only to focus on academic achievement but also to emphasize students' character development. This study aims to identify how the curriculum implemented in this *pesantren* supports the formation of disciplined and responsible character among students.

Furthermore, this research is crucial as it provides a more comprehensive insight into how *pesantren* can serve as agents of change in shaping a young generation that is well-prepared to face life's challenges. Many *pesantren* have yet to fully explore their potential in implementing character education strategies based on discipline and responsibility. Therefore, this study on teachers' strategies in character formation at Dayah Jamiah Al-Aziziyah is essential in offering practical solutions that can be adopted by other *pesantren* across Indonesia. Additionally, this research is expected to make a positive contribution to the overall development of character education at the *pesantren* level.

## METHOD

This study employs a qualitative approach to gain an in-depth understanding of teachers' strategies in cultivating discipline and responsibility among students at Dayah Jamiah Al-Aziziyah Batee Iliék, Samalanga, Bireuen, Aceh. Qualitative research emphasizes the exploration of phenomena within their natural context, where researchers seek to understand the meanings and perceptions embedded in teacher-student interactions.<sup>7</sup> Qualitative research aims to explain social phenomena by delving into individuals' subjective experiences within specific social contexts.<sup>8</sup> Therefore, this study prioritizes data collection through interviews, observations, and documentation, allowing the researcher to obtain a holistic view of how teaching strategies are implemented and perceived within the *pesantren* environment.

The data collection techniques used in this study include interviews, observations, and documentation, each playing a critical role in obtaining valid and comprehensive data regarding teachers' strategies in shaping discipline and responsibility at Dayah Jamiah Al-Aziziyah Batee Iliék, Samalanga, Bireuen, Aceh. Interviews serve as one of the primary techniques employed in this research. According to Creswell (2014) in *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*, interviews are a highly valuable data collection method in qualitative research

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<sup>6</sup> Muhsinin Muhsinin, "Model Pendidikan Karakter Berbasis Nilai-Nilai Islam Untuk Membentuk Karakter Siswa Yang Toleran", *Edukasia: Jurnal Penelitian Pendidikan Islam* 8, no. 2 (2013): 205–28. <https://doi.org/10.21043/edukasia.v8i2.751>.

<sup>7</sup> Ratnaningtyas; Karimuddin; Endah Marendah, *Metodologi Penelitian Kualitatif* (Sigli Pidie: Yayasan Penerbit Muhammad Zaini, 2023).

<sup>8</sup> Sugiyono, *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, Dan R&D* (Bandung: Alfabeta, 2016).

as they enable researchers to explore participants' perspectives, experiences, and insights directly.<sup>9</sup> These interviews are conducted with teachers, students, and *pesantren* administrators to understand the strategies implemented in character education and to examine their understanding of the significance of discipline and responsibility.

In this study, thematic analysis is employed as the data analysis technique, aligning with the qualitative approach taken. Thematic analysis involves identifying, analyzing, and reporting patterns (themes) within the data.<sup>10</sup> This technique allows the researcher to highlight recurring themes from interviews with teachers, students, and *pesantren* administrators concerning the formation of discipline and responsibility. The use of thematic analysis provides the researcher with an opportunity to gain an in-depth understanding of the participants' experiences while identifying common patterns related to the research topic.

## RESULTS AND DISCUSSION

### Teacher Strategies and Learning Outcome Implications

An effective educational strategy involves thorough planning, consistent implementation, and periodic evaluation. Fullan emphasizes the importance of teacher professional development as an integral part of a comprehensive educational strategy. In the educational context, teacher strategies refer to a series of steps taken by educators to manage and optimize the teaching and learning process in the classroom. These strategies do not solely focus on academic achievement but also on character development. An effective educational strategy must consider students' needs holistically, including their moral and ethical aspects. Character education is an inseparable element of a comprehensive teaching strategy. This theory examines how teachers can design and implement strategies that focus not only on academic success but also on instilling noble values such as discipline and responsibility. According to Fullan, an understanding of classroom dynamics and a teacher's ability to motivate students are crucial aspects of this strategy.<sup>11</sup>

Systematic changes in educational strategies that focus on improving the quality of teaching and learning are essential. These changes include innovations in teaching approaches and the integration of character-building as part of the curriculum. The proposed teacher strategy involves engaging students in activities that foster the development of discipline and responsibility through

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<sup>9</sup> Creswell Jhon W, *Research Design: Pendekatan Kualitatif, Kuantitatif Dan Mixed*, Ed 3 (Yogyakarta: Pustaka Pelajar, 2010).

<sup>10</sup> S. Ardiawan, K. N., Sari, M. E., Abdullah, K., Jannah, M., Aiman, U., & Hasda, *Metodologi Penelitian Kuantitatif* (Sigli Pidie: Yayasan Penerbit Muhammad Zaini, 2022).

<sup>11</sup> Khairuddin Alfath, "Pendidikan Karakter Disiplin Santri Di Pondok Pesantren Al-Fatah Temboro", *Al-Manar* 9, no. 1 (2020): 125–64. <https://doi.org/10.36668/jal.v9i1.136>.

various learning methods. This concept is highly relevant to the strategies implemented in Islamic boarding schools (*pesantren*), where teachers not only serve as instructors but also as moral mentors for students. Consequently, students' character development is expected to be holistic.

The theoretical assumption underlying teacher strategies is that education is not merely about transferring knowledge but also about shaping students' attitudes and behavior. Character education is an integral part of teaching that must be carried out by teachers as a responsibility for shaping morally upright individuals. The underlying principle is that continuous improvement in learning can be achieved if teachers actively develop strategies that align with students' social and cultural contexts. This assumption is particularly significant in implementing teacher strategies in *pesantren*, where education is based on Islamic values. Therefore, *pesantren* teachers are expected to apply these principles to instill discipline and responsibility in their students.

The implications of this theory for research lie in the importance of teacher-designed strategies to develop student discipline and responsibility. Teachers must design instructional methods that integrate character values with academic processes in alignment with the Islamic education context. This research contributes to understanding how teacher strategies can be applied to create an environment conducive to character formation.

Teaching strategy theories examine how teachers design and implement various approaches to create effective learning experiences. A teaching strategy comprises techniques used by teachers to help students develop a deeper understanding of the subject matter. These strategies include diverse teaching techniques, approaches, and media to ensure that each student can learn according to their preferred learning style.<sup>12</sup> In *pesantren*, teacher strategies play a crucial role in fostering students' discipline and responsibility. These strategies focus not only on academic achievements but also on shaping students' moral character and behavior in accordance with Islamic values.

In the context of character education, effective teaching strategies must involve diverse approaches, whether direct, indirect, or experience-based. Nurhadi (2004) states that teaching strategies emphasizing direct experience are more effective in instilling character values. Various studies have demonstrated that students actively engaged in activities that reflect discipline and responsibility exhibit significant behavioral changes.<sup>13</sup> In *pesantren*, teachers employ various approaches, including role modeling, project-based learning, and the integrative teaching of

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<sup>12</sup> Khalisatun Nuriyah, Abu Hasan Agus R M, Putri Fahmadia Dinda Maulida Thohir, Nadira Rusdiah, "Adaptasi Strategi Pembelajaran Responsif Terhadap Dinamika Siswa".

<sup>13</sup> Siti Nurhasanah, *Strategi Pembelajaran*.

religious values, to nurture these character traits. These strategies enable students to observe and directly experience the values being taught in their daily lives.

In *pesantren* education, the teaching strategies applied prioritize exemplary behavior, active learning, and the reinforcement of Islamic values in daily life. Teachers function not only as educators but also as role models who demonstrate discipline and responsibility. They use methods that integrate religious teachings with students' daily activities, such as congregational prayers and group task management. This approach ensures that students not only understand the theoretical aspects of discipline and responsibility but also practice these values in their daily lives.

### Teacher Strategies in Shaping the Disciplinary Character of *Santri* at Dayah Jamiah Al-Aziziyah Batee Iliak

A teacher's strategy is an approach or method implemented by educators to achieve specific learning objectives, particularly in shaping students' character. Strategy refers to various techniques employed by teachers to enhance student engagement and ensure effective learning outcomes.<sup>14</sup> In the context of character education, teacher strategies focus on methods used to shape students' behavior and attitudes, particularly in fostering positive values such as discipline and responsibility. For instance, applied strategies may include role modeling, affirmative approaches, or experiential learning that facilitates students' understanding of the importance of discipline and responsibility in daily life.<sup>15</sup> Therefore, this study explores various strategies employed by teachers at Dayah Jamiah Al-Aziziyah in instilling disciplinary character through interviews with the leadership, deputy leadership, and ustazah (female teachers) who serve as educators at the institution.

Interview with Dayah Leader, Ayah Muntasir:

*Question* : What is the primary philosophy applied in fostering discipline among *santri* at Dayah Jamiah Al-Aziziyah?

*Answer* : Discipline is the key element in education at Dayah because, without discipline, the acquired knowledge will not be optimally beneficial. We implement an education system based on 'ukhuwah' (brotherhood) and 'ta'dib' (educational ethics). *Santri* not only learn about *fiqh* and the *Qur'an* but are also taught how to lead an orderly and responsible life. Discipline is not merely about adhering to rules but also about shaping good character so that, upon leaving the Dayah, *santri* become individuals who contribute positively to society.

Ayah Muntasir's statement indicates that the strategies applied at the Dayah are not solely focused on regulations but also on the internalization of ethical values and brotherhood. This

<sup>14</sup> Mawardi Mawardi, "Optimalisasi Kompetensi Guru Dalam Penyusunan Rencana Pelaksanaan Pembelajaran", *Jurnal Ilmiah Didaktika: Media Ilmiah Pendidikan Dan Pengajaran* 20, no. 1 (2019): 69. <https://doi.org/10.22373/jid.v20i1.3859>.

<sup>15</sup> Desi Ratna Sari, "Meningkatkan Karakter Tanggung Jawab Melalui Model Pembelajaran Kooperatif Tipe Jigsaw Pada Siswa Kelas IV/D SD Negeri 13/1 Muara Bulian", *FKIP Universitas Jambi* 1, no. 1 (2017): 1–13.

approach aligns with the concept of *ta'dib* in Islamic education, where character formation is not solely enforced through rigid rules but through the comprehension of moral and social values.

Interview with Deputy Leader of the Dayah, Abi Muhibuddin:

*Question* : What role does the leadership play in overseeing the discipline of santri at the Dayah?

*Answer* : The leadership of the Dayah has a significant responsibility in ensuring that the entire educational system operates in alignment with Islamic values and pesantren traditions. We instill the concept of 'dakwah bil hal', meaning educating through actions rather than mere words. Santri must see that discipline is not only a requirement for them but also for the ustaz and Dayah leadership. Therefore, we always strive to set an example in punctuality, orderliness, and devotion in worship. Additionally, we implement community-based control, where santri do not perceive discipline as a burden but as a necessity for their self-development.

The approach employed by Abi Muhibuddin reflects a transformational leadership model in Islamic education. In Islamic leadership theory, a leader must serve as *uswatun hasanah* (a good role model) for their students. The 'dakwah bil hal' model also reinforces the idea that character education is more effective when santri witness real-life examples in daily interactions. Furthermore, the concept of community-based control illustrates that discipline at the Dayah is not derived solely from rigid rules but from collective awareness that regulations are essential for personal development.<sup>16</sup>

Interview with Ustazah Bunda Izzah:

*Question* : What role does teaching play in shaping the disciplinary character of santri?

*Answer* : In teaching, we do not merely convey theoretical knowledge but also train santri's mindset to develop disciplined thinking patterns. For example, in studying classical Islamic texts (*kitab kuning*), we emphasize the importance of *muraqabah* (the awareness that Allah is always watching). If santri understand the concept of *muraqabah*, they will develop internal discipline that does not rely on human supervision. Moreover, we apply the 'daily muhasabah' method, where santri are encouraged to reflect before sleeping and evaluate how they conducted themselves throughout the day. This method helps them learn to take responsibility for their actions.

From the interview with Ustazah Bunda Izzah, it is evident that the strategy for instilling discipline is not solely rule-based but also involves the internalization of spiritual values. The concept of *muraqabah* acts as an internal control mechanism that is more powerful than mere external punishment. Islamic psychology theory suggests that individuals who are aware of Allah's presence tend to be more disciplined and responsible in their actions. Additionally, the *muhasabah* method aligns with self-regulation theory, where individuals learn to control themselves through reflection and self-evaluation.<sup>17</sup>

<sup>16</sup> Mawardi, "Optimalisasi Kompetensi Guru Dalam Penyusunan Rencana Pelaksanaan Pembelajaran".

<sup>17</sup> Avin Fadilla Helmi, "Konsep Dan Teknik Pengenalan Diri", *Buletin Psikologi* 3, no. 2 (2016): 13–17.

Interview with Ustazah Intan:

*Question : How do you, as an educator, contribute to shaping students' disciplinary character in the Dayah?*

*Answer : As a teacher at Dayah Jamiyah Al-Aziziyah, I strive to instill discipline through habituation and role modeling. Students must witness firsthand how discipline is applied in daily life. For instance, we teach time discipline by ensuring that all students attend congregational prayers, recitations, and classes punctually. If a student is late or neglects their duties, we remind them with a firm yet gentle approach.*

From the interview with Ustazah Intan, it is evident that habituation and role modeling serve as the primary strategies for instilling discipline. Character education theory suggests that students internalize values more effectively when they observe real-life examples in daily practice.<sup>18</sup>

Interview with Ustazah Irma:

*Question : What rules or policies are implemented to cultivate students' discipline?*

*Answer : We enforce clear and consistent rules, such as a strict daily schedule, the obligation to perform the five daily prayers in congregation, and regulations regarding cleanliness and neatness. We also have a system of reprimands for students who violate rules, but these are applied in an educational manner rather than through excessive punishment. Additionally, we frequently hold special study sessions on the importance of discipline in Islam so that students understand the values behind the rules they must follow.*

The strategy outlined by Ustazah Irma reflects a regulatory and educational approach. By enforcing structured yet constructive rules, students develop a habitual sense of order. This aligns with Islamic education principles, which emphasize that discipline should not only be enforced through sanctions but also by instilling a deep understanding of the meaning behind those regulations.

Interview with Ustazah Yanti:

*Question : How do you handle students who are difficult to manage or lack discipline?*

*Answer : Each student has a different background, so we tailor our approach accordingly. If a student is difficult to manage, we use a personal approach, engaging in dialogue to understand the reasons behind their behavior. Sometimes, students require additional guidance because they are not yet accustomed to the strict discipline of the Dayah. If a personal approach does not work, we collaborate with senior students to help mentor them.*

The method applied by Ustazah Yanti highlights a personalized approach and senior mentorship. In Islamic education theory, this reflects the *tarbiyah bil hikmah* (education with

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<sup>18</sup> Husaini Usman, "Kepemimpinan Berkarakter Sebagai Model Pendidikan Karakter", *Jurnal Pendidikan Karakter* 4, no. 3 (2015): 265–73. <https://doi.org/10.21831/jpk.v0i3.2749>.

wisdom) method, where educators understand the individual characteristics of students and adjust their teaching methods accordingly.<sup>19</sup>

Interview with Ustazah Bunga:

*Question* : What role does habituation play in shaping students' disciplinary character?

*Answer* : One of our main strategies is gradual habituation. New students often struggle to adjust to the strict regulations of the Dayah. Therefore, we implement a staged introduction to discipline, where they initially receive intensive guidance and are gradually encouraged to independently follow the rules. Additionally, we employ a mentorship system where senior students act as mentors to help new students understand the culture of discipline in the Dayah.

The gradual habituation approach aligns with the habituation theory in character education, which emphasizes that character is formed through repeated, progressive processes. In this context, the mentorship strategy also aligns with Albert Bandura's social learning theory, which posits that individuals learn more effectively through observation and interaction with role models.<sup>20</sup>

Interview with Ustazah Fitri:

*Question* : How do you deal with students who frequently violate the rules?

*Answer* : Every student who breaks the rules has a different reason, so our approach must also be adapted. If the violation stems from a lack of understanding, we engage in discussions and provide explanations. However, if a student repeatedly violates the rules deliberately, we implement educational disciplinary measures, such as memorizing hadiths on discipline or participating in social activities within the Dayah. We also apply the *targhib wa tarhib* principle, using motivational approaches with rewards for discipline and warnings for violations.

The educational disciplinary strategies employed by Ustazah Fitri exemplify positive discipline, an approach that prioritizes learning over mere punishment. The *targhib wa tarhib* method aligns with behaviorism theory, which suggests that discipline can be reinforced through positive and negative reinforcement. This approach also reflects the *tanzhîr* (admonition) concept in Islam, where punishments are not intended to harm but to educate and correct behavior.<sup>21</sup>

Based on interviews with educators and Dayah leaders, various strategies are implemented to shape students' disciplinary character, including: Role Modeling and Transformational Leadership. The Dayah leaders and teachers serve as real-life examples of discipline. The *dakwah bil hal* concept is applied, demonstrating that discipline is an integral part of daily life rather than

<sup>19</sup> Yulia Sikunanti Karimuddin Abdullah Lawang, Dian Saputra, Ibnu Mukti, "Peningkatan Kemampuan Santriwati Dalam Kegiatan Ekstrakurikuler Di Dayah Jamiah Al-Aziziyah Batee Iliék Samalanga", 1, no. 2 (2022): 373–87.

<sup>20</sup> Lilik Nur Kholidah, "Improving Students' Social Responsibility via Islamic Religious Education and Social Problem-Based Learning", *Jurnal Pendidikan Agama Islam (Journal of Islamic Education Studies)* 10, no. 2 (2022): 163–82. <https://doi.org/10.15642/jpai.2022.10.2.163-182>.

<sup>21</sup> Nurwahyudin Nurwahyudin and Supriyanto Supriyanto, "Strategi Penanaman Karakter Disiplin Santri", *Zawiyah: Jurnal Pemikiran Islam* 7, no. 1 (2021): 164. <https://doi.org/10.31332/zjpi.v7i1.2757>.

just written regulations. The concept of *muraqabah* (awareness that Allah is always watching) is implemented to develop internal discipline among students. The *mubasabah* (self-reflection) method encourages students to evaluate their behavior daily. A phased introduction to discipline is provided for new students. Senior students play a mentorship role in helping newcomers understand the Dayah's discipline culture. *Tarhib wa Tarhib* (Encouragement and Deterrence) Method. Motivational reinforcement is used to encourage discipline. Educational disciplinary measures, such as memorizing hadiths or engaging in social activities, are applied for rule violators. These strategies demonstrate that character formation in Dayah Jamiah Al-Aziziyah is not merely about enforcing rules but involves a holistic approach incorporating spiritual, educational, social, and psychological dimensions.

### **Analysis of Strategies and Challenges in Developing Disciplinary Character Among *Santri* at Dayah Jamiah Al-Aziziyah Batee Iliék**

The strategies for shaping the disciplinary character of *santri* at Dayah Jamiah Al-Aziziyah Batee Iliék reflect a holistic approach involving aspects of leadership, internalization of spiritual values, gradual habituation, as well as an educational reward and punishment system. These strategies demonstrate that discipline formation is not merely based on rigid regulations but also on the internalization of Islamic values, which cultivate students' self-awareness in their daily lives.

The leadership approach applied by the Dayah's leaders, as conveyed by Abi Muhibuddin, emphasizes the importance of exemplary conduct in fostering *santri* discipline. The concept of *dakwah bil hal* or educating through actions serves as a primary strategy to ensure that discipline is not only an obligation for students but also an integral part of the daily lives of teachers and leaders. This approach aligns with transformational leadership theory in Islamic education, where leaders act as role models who inspire *santri* to follow rules consciously and voluntarily. This model creates a more effective learning environment as students perceive discipline as part of the work ethic and *pesantren* culture rather than merely an external demand.

In addition to exemplary conduct, the internalization of spiritual values through the concept of *muraqabah* (awareness that Allah is always watching) serves as a fundamental strategy in shaping the disciplinary character of *santri*. As explained by Ustazah Izzah, the implementation of *muraqabah* helps students develop internal discipline that does not rely on external supervision. When individuals firmly believe that Allah constantly observes their actions, they tend to be more cautious in their conduct and fulfill their responsibilities with a greater sense of accountability. This aligns with Islamic psychology theories, which emphasize that strong internal control is more effective in shaping long-term behavior compared to external enforcement alone.

The daily *mubasabah* (self-evaluation) method also plays a crucial role in shaping the disciplinary character of *santri*. Nightly self-reflection allows students to assess their daily activities and determine areas for improvement the following day. In learning theory, this method falls under the category of self-regulation, where individuals consciously monitor and evaluate their own behavior. This reflective process is essential in fostering self-awareness and cultivating sustainable positive habits.

The gradual habituation strategy applied at the Dayah is another critical aspect of character formation. Ustazah Bunga explained that the introduction to discipline is carried out progressively to ensure that students can adapt effectively to the Dayah environment. In character education, gradual habituation is part of the habituation theory, which states that an individual's behavior can be shaped through consistent practice over time. The mentorship system involving senior students is also an essential component of this strategy. Albert Bandura's social learning theory asserts that individuals learn through observation and interaction with role models. In the context of the Dayah, senior students act as mentors, providing guidance and assisting new students in adapting to the *pesantren's* discipline culture.

The educational reward and punishment system implemented by Ustazah Fitri is also an integral part of shaping *santri* discipline. The *targhib wa tarhib* method (motivation through rewards and warnings) is used to instill an understanding that every action has consequences. This approach aligns with behaviorism theory, which posits that behavior can be reinforced through positive and negative reinforcement. The educational punishments applied at the Dayah, such as memorizing hadiths on discipline or engaging in social activities, aim to instill the understanding that discipline is not merely a set of rules to be followed but also a means of self-improvement. By maintaining a balance between rewards and warnings, students gain a deeper understanding of the importance of discipline in their lives.

However, in implementing these strategies, several challenges arise in shaping the disciplinary character of *santri*. One of the main obstacles is resistance from some students who are not accustomed to the strict educational system of the Dayah. New students from different educational backgrounds often struggle to adapt to the strict discipline culture enforced at the Dayah. Some may not be familiar with a highly regulated lifestyle, such as waking up early for *tabajud* prayers, adhering to a rigorous study schedule, and following strict daily routines. In this context, the role of mentors or senior students is crucial in assisting new *santri* in adapting and understanding that discipline is an essential part of their educational journey.

Another challenge is the lack of individual awareness regarding the significance of discipline in personal development. Some students may perceive rules as restrictive rather than as a means of character formation. To address this challenge, a dialogical and educational approach serves as an effective solution. Teachers and Dayah administrators must provide a deeper understanding of the benefits of discipline in both religious and social contexts. Consequently, students will perceive discipline not as a burden but as a fundamental part of their journey toward success.

Another challenge in shaping the disciplinary character of *santri* is the environmental factor. Some *santri* come from families with less disciplined lifestyles, requiring more time to adjust to the rules and routines of the Dayah. In this case, a personalized approach and close mentorship are crucial. Teachers and mentors at the Dayah must understand each *santri*'s background and provide more intensive guidance for those in need. By adopting a more individualized approach, the internalization of disciplinary values can be more effectively achieved.

Another significant obstacle is the influence of technology and social media. In today's digital era, many *santri* have access to gadgets and social media, which can be distractions in developing a disciplined character. Uncontrolled use of social media can reduce their concentration in studying and worship. Therefore, clear regulations regarding technology usage in the Dayah environment are necessary. One possible solution is to integrate technology positively into the learning process, for example, by utilizing digital media for interactive learning that supports character development.

Considering the various strategies and challenges discussed above, it can be concluded that shaping the disciplinary character of *santri* at Dayah Jamiah Al-Aziziyah Batee Iliék requires a comprehensive and continuous approach. Strategies involving exemplary leadership, spiritual value internalization, gradual habituation, as well as an educational reward and punishment system have proven effective in shaping *santri* discipline. However, challenges such as *santri* resistance, lack of individual awareness, environmental factors, and the influence of technology must be addressed through more adaptive and innovative approaches. With strong commitment from Dayah leaders, teachers, and all stakeholders involved, it is hoped that the formation of *santri* discipline can be optimized and have a positive impact on their future.

## CONCLUSION

The strategy for shaping the disciplinary character of *santri* at Dayah Jamiah Al-Aziziyah Batee Iliék demonstrates that the success of discipline formation depends on a holistic and integrated approach. The key strategies implemented include exemplary leadership by the Dayah's leaders and teachers, the internalization of spiritual values through the concept of *muraqabah*

(awareness of Allah's constant supervision), the application of *mubasabah* (daily self-evaluation), gradual habituation supported by a mentorship system, and an educational reward and punishment system aimed at character development. This approach emphasizes that discipline is not merely about compliance with rules but also about self-awareness in leading an organized and responsible life. However, several challenges must be addressed in its implementation. Resistance from *santri* unfamiliar with the strict educational system of the Dayah, lack of individual awareness regarding the importance of discipline, the diverse family environments of *santri*, and the challenges posed by technology and social media use are factors that may hinder character development. Therefore, more adaptive approaches are needed, such as personalized mentorship, dialogical education, and well-regulated technology use, to ensure that the strategies implemented are more effective. With strong commitment from Dayah leaders, teachers, and all involved stakeholders, the formation of *santri* discipline can continue to be enhanced. The integration of formal education, Islamic values, and a supportive environment will shape *santri* who are not only disciplined academically but also in their social and spiritual lives. The success of these strategies is expected to serve as a model for other Islamic educational institutions in fostering a generation of individuals with strong character and integrity.

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