



DISCIPLINE AS A CONTROLLING FACTOR IN THE LEARNING OF AN-NUR 2 AL-MURTADLO MALANG SANTRI

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ABSTRACT

Islamic boarding schools are non-formal educational institutions that are essential in shaping the character of students through discipline, which is vital for the effectiveness of learning. This study investigates the mediating role of santri discipline in controlling learning at An-Nur 2 Al-Murtadlo Islamic Boarding School in Malang. Using a descriptive qualitative approach and a single case study, data were collected through observation, in-depth interviews with key informants and santri, and documentation. Data analysis was carried out by reduction, presentation, and verification, supported by source triangulation. The results showed that santri discipline has a strategic role as a link in controlling learning. Discipline is formed from daily habituation, adherence to rules, and exemplary management. Systematic learning planning contributes to a disciplined environment. Control through supervision and coaching encourages orderly and responsible behavior. Strengthening discipline through educational *rewards* and *punishments* has proven effective. Thus, diniyah discipline is not only the result, but also the main driver for the achievement of effective and meaningful pesantren education goals.

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1. INTRODUCTION

Pondok pesantren is a non-formal educational institution with a long history that plays a crucial role in Indonesia's national education structure, spreading and strengthening Islamic religious education, as well as shaping character, morals, and values important for the nation's progress (Tafsir, 2005). Discipline is an important aspect and a strong foundation for santri in living their daily lives, both in pesantren and in the wider community (Lotulung, Mareike Sesca Diana, 2024). Diniyah discipline not only affects the behavior of individual students, but also the effectiveness of the learning process in pesantren Research (Farida & Ma'ruf, 2022). shows that the discipline behavior of students contributes 65.1% in character building. The development of disciplinary attitudes in boarding schools also has a significant impact on compliance with regulations, increased discipline in completing study assignments, and adherence to activity schedules.

Nevertheless, the implementation of the vision and mission of Islamic educational institutions still faces obstacles, which can lead to low quality compared to other educational institutions (Sa'diyah, 2023). The density of activities in pesantren, such as congregational prayers, mujahadah, and madrasah diniyah, sometimes makes santri discipline less consistent, with some santri tending to be lazy or not able to manage time well (Miftahul, 2022). Therefore, pesantren instill the importance of time discipline so that students are accustomed to

maintaining discipline and order after returning home or becoming alumni (Scientific Journal of Islamic Studies, 2022).

The diverse backgrounds of santri when entering pesantren, whether due to parental encouragement, their own desires, or family problems, can affect their compliance with the rules (Az Zaini & Maula, 2022). Indiscipline can cause santri to fall behind in activities and lead to ta'zir (Wabula et al., 2018). Ta'zir is a form of responsibility that aims to train santri discipline (Setyawan, 2023). Although corporal punishment as a method of ta'zir is often criticized and is not in line with the principles of child protection (BASRI, 2023), discipline and strict rules are still needed to optimally achieve educational goals. Ta'zir punishment in Islamic boarding schools contains educational elements that have been deliberated by the management and masyayikh (Maulana Maslahul Adi, 2020). If the parents do not accept the application of ta'zir, they have the right to take the child home. Ta'zir is applied to provide a deterrent effect so that students do not repeat offenses (Syahfitriah, 2022).

However, there are still challenges in enforcing discipline in pesantren, such as low awareness of santri, less strict supervision, and the application of punishment that is not maximized (Manshur, 2019). In the context of An-Nur 2 Al-Murtadlo Islamic Boarding School, the effectiveness of controlling santri learning is not only determined by the planning, implementation, and evaluation of learning programs, but also influenced by the level of discipline of diniyah santri, which acts as a mediator.

2. RESEARCH METHOD

This research uses descriptive qualitative research. This method aims to provide an overview of the research focus through data in the form of written or spoken words (Sugiyono, 2020). The researcher acts as a key instrument, and data analysis is inductive by emphasizing meaning (Safrudin et al., 2023). Field research with a single case study approach is used to understand phenomena in depth in a natural environment, with researchers going directly to the location to observe the behavior and dynamics that occur (Lexy J. Moleong, 2013).

The research setting includes three dimensions: place, actors, and activities (Lexy J. Moleong, 2013). The research location is An-Nur 2 Al-Murtadlo Islamic Boarding School. Actors or informants are classified into key informants (caregivers, head teachers, boarding school administrators), main informants (active students), and additional informants (alumni or the surrounding community). The activities observed are related to the role of santri discipline as a mediator in controlling the learning process.

The research data consisted of primary and secondary data (Pius A Partanto & M. Dahlan Al-Barry, 2001). Primary data was obtained directly from informants through interviews, with the determination of informants using *purposive sampling* technique. Secondary data is obtained from supporting sources such as books, articles, and journals (Sugiyono, 2013). The data collection techniques used were observation, interviews, and documentation. Researchers used passive observation and interviews to explore in-depth information (Suharsimi, 2006). Documentation is used as a complement to strengthen data from observations and interviews (Sugiyono, 2015).

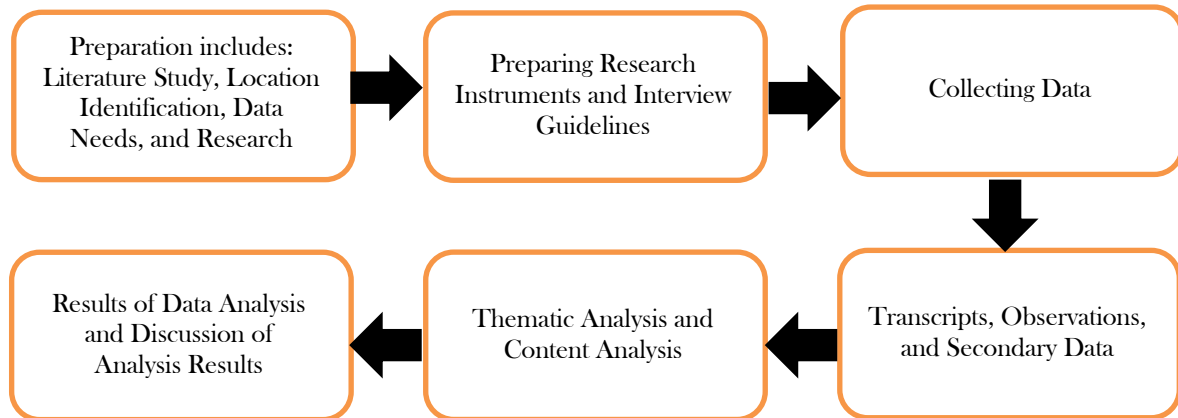
Table 1 Research Data Mapping

NO	INFORMANT CATEGORY	JOB	NUMBER	PURPOSE OF INTERVIEW
1	Key Informant	Boarding school caregiver	1 person	To obtain an understanding of policies in the philosophy of discipline and learning mechanisms in the pesantren environment.
2	Key Informant	head of diniyah	1 person	To find out the implementation of the learning system and how discipline is applied in the process of controlling santri learning.

3	Key Informant	Head of the room	2 people	To explore information related to the practice of daily discipline and its impact on the learning behavior of students
4	Key Informant	Active students	4 people	To obtain direct perspectives from santri regarding their experiences in undergoing learning and the role of discipline in daily life.

The data analysis technique uses Miles and Huberman's theory, which includes data reduction, data presentation (data display), and data verification (Sugiyono, 2013). In addition, data source triangulation techniques were used to combine various methods and data sources (interviews, observations, and documentation) to ensure the truth and reliability of the data (Norman K. Denzin, 1978). The research stages generally follow the three qualitative stages according to (Lexy J. Moleong, 2009), the pre-field stage, the work stage, and the data analysis stage.

Figure 1. Stages of Research Data Analysis



3. RESULT AND ANALYSIS

This study reveals that discipline has a strategic role as the main mediator in controlling santri learning at An-Nur 2 Al-Murtadlo Islamic Boarding School in Malang. This role can be seen from santri compliance with daily schedules, learning responsibilities, and *ta'zir* mechanisms as a form of accountability for rule violations (Muttaqin et al., 2023). This finding is consistent with behavioristic theory which emphasizes the importance of stimulus and response to form the desired behavior, where regulations, *ta'zir*, and habituation of daily activities serve as concrete reinforcement (Maulana Maslahul Adi, 2020).

3.1. The Influence of Planning on Discipline and Learning

The planning prepared by pesantren caregivers and administrators, including the diniyah schedule, rules, division of tasks, and management structure, directly affects santri discipline. Socialization and a thorough understanding of the plan increase santri compliance, making it easier for them to adjust to pesantren activities. This careful planning not only creates structure, but also becomes the foundation of disciplinary behavior, so the quality of planning is directly proportional to the formation of discipline that supports the effectiveness of the learning process (Miftahul, 2022).

3.2. Control and Discipline Patterns

Learning control at An-Nur 2 Al-Murtadlo Islamic Boarding School is carried out through learning activities, monitoring attendance, habituation of congregational worship, and supervision by the head of the room. This routine encourages the formation of disciplinary characters that develop into internal awareness, not just compliance due to regulatory pressure (Wabula et al., 2018). The educational approach applied,

with the head of the room as an example and guide, reflects the integration of behavioristic and cognitivist approaches. Consistency and exemplary management have been proven to increase santri involvement in learning and create a positive academic atmosphere.

3.3. Strengthening Discipline

Discipline reinforcement is carried out periodically through deliberations between the caregivers and pesantren administrators (Sa'diyah, 2023). This form of reinforcement includes an assessment of attitude, discipline, and compliance, as well as an evaluation followed by a follow-up in the form of a warning or award. The combination of *reward* and *punishment* is proven to strengthen santri's commitment to obedience and discipline. c. Evaluation also functions as a managerial control tool that enables continuous improvement of the learning system, increasing the effectiveness of learning control.

3.4. Symbiotic Relationship Between Variables

Overall, this study found a symbiotic relationship between internal factors, external factors, and discipline with learning control, where santri discipline is a determining element of successful learning management. High discipline allows the education plan to be implemented according to the scenario, learning control runs smoothly, and evaluation is more accurate. Conversely, low discipline makes the entire learning control system ineffective. Discipline acts as a link between the managerial system and the behavior of santri as learning subjects. This finding supports the model which states that discipline is an internal factor that strengthens the performance of external systems (regulations, schedules, supervision), so that the educational process runs optimally when internal and external factors are balanced (Lotulung, Mareike Sesca Diana, 2024)

3.5. Discussion of Findings Based on Previous Research

The consistency of these findings is reinforced by previous research that confirms the role of Islamic education management and consistent supervision in shaping santri discipline (Miftahul, 2022), the importance of strengthening discipline as the main value of character education (Sa'diyah, 2023), as well as the influence of the rules and structure of pesantren activities in fostering discipline and learning effectiveness (Az Zaini & Maula, 2022). This study not only strengthens previous conclusions, but also emphasizes that discipline is an important factor mediating learning control in Islamic boarding schools.

4. CONCLUSION

Based on the results of qualitative research at An-Nur 2 Al-Murtadlo Islamic Boarding School, it can be concluded that santri discipline has a strategic role as a mediating factor in controlling learning. The discipline of santri is formed through the habituation of daily activities, compliance with the rules, and exemplary behavior of the pesantren caregivers and administrators.

There are three main points that support this conclusion:

1. Systematic and structured learning planning contributes to the creation of an environment that supports the formation of discipline.
2. Learning control through direct supervision, implementation of daily schedules, and character building succeeds in encouraging santri to be orderly and responsible.
3. Learning control that is carried out regularly is able to strengthen discipline through *reward* and *punishment* mechanisms that are educational, not *punitive*.

This finding reinforces that the control of santri learning does not only depend on the pesantren managerial system, but is also largely determined by the internal quality of santri in complying with the rules and carrying out activities consistently. Thus, diniyah discipline is not only the result of learning control, but also the main driver in achieving effective and meaningful pesantren education goals.

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