



The Role of Teachers in Improving Student Discipline

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Abstract

The lack of discipline among students in the girls' dormitory of the Islamic boarding school was evident from the results of the researcher's observations. The Islamic boarding school enforced discipline through the role of teachers in the dormitory. This study aims to examine the extent of discipline in carrying out activities in the dormitory. This study uses a qualitative method with a descriptive qualitative approach. The data sources were fifteen informants consisting of three dormitory supervisors, eight teachers per room area, and four students living in the dormitory. The results of this study show that there are three forms of discipline in the girls' boarding school of the Islamic boarding school, namely: i) the form of student discipline in dormitory activities, ii) the role of teachers in improving student discipline in the girls' dormitory, iii) factors that hinder student discipline in the girls' dormitory. All of these findings are expected to serve as guidelines for dormitory administrators/teachers, particularly in improving student discipline, and as reference material for future researchers studying the same context and different issues.

INTRODUCTION

One of the traditional Islamic educational institutions that teaches students to understand, appreciate, and practice the teachings of Islam by emphasizing the importance of discipline and religious morals as guidelines for daily life in society is education in Islamic boarding schools (Alfath, 2020; Saputra, 2024). Pesantren are essentially educational institutions that provide dormitories as a place for students to live together and study under the guidance of kyai and ustadz/ah (Pulungan et al., 2021).

Islamic boarding schools are essentially educational institutions that provide dormitories as shared living quarters. The dormitories also serve as places of learning for students under the guidance of kyai and ustadz/ah. Discipline is essential in all activities (Ariawan et al., 2021).

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Islamic boarding schools teach students to be disciplined in their activities so that they can achieve good results, including in their daily worship and programs that apply in the dormitory (Afiati, 2018; Rohmatul Maula et al., 2025). Discipline, in the sense of following rules that aim to help a person adapt to their environment and develop good attitudes, teaches students to become true believers, that is, people with high intellectual qualities. Discipline is the main asset in preparing students to have an independent spirit.

Education in Islamic boarding schools is inseparable from the aspects of discipline and independence (A. Q. Aini, 2018). These two things are distinctive features and characteristics that must be constantly instilled and practiced in students from an early age (Supraha & Indra, 2021). During their time in the dormitory, students are provided with the necessary tools and confronted with the realities of life far from their parents/families. Living and obeying the rules and regulations in a new place, far from their parents, everything related to life in the Islamic boarding school will certainly be a source of pride, where the education system, characteristics, and life they experience will never be found anywhere else. Islamic boarding schools teach students to be disciplined in their activities so that they can achieve good results, including in their daily worship and programs at the boarding school. One of the advantages of Islamic boarding schools is the close and humanistic relationship between the kyai, ustadz/ah, students, and the students' parents and families (Nurul Romdoni & Malihah, 2020). From this interactive communication and positive relationship, positive things can arise which then become the character and traits of the students (Prihastama & Ahmad, 2024; Safradji, 2020; Yusran Syah Putra, 2022).

The boarding school has students from various regions and villages located near the boarding school itself, so this is where the need for dormitory supervisors arises to control the students in the dormitory. The dormitory program activities at the Islamic boarding school are: i) praying five times a day in congregation, ii) reciting prayers together after finishing prayers, iii) *mudzakarah* (religious discussion) after Isha prayers, and iv) fasting on Mondays and Thursdays. All of these activities are supervised by teachers.

Discipline is an attitude or behavior that is highly expected by every educator so that learning, whether in or outside the classroom, can proceed as expected, as well as meeting the expectations of parents at home. It is not only discipline in learning, but also discipline in carrying out activities or programs in the girls' dormitory of the Islamic boarding school, as well as discipline at home and in the community (S. Aini & Daulai, 2024). When discussing discipline, what comes to mind are rules, structure, cooperation, following procedures, and so on. The values of discipline among students in boarding school life, both internally and externally, are reflected in their attitude of obedience and compliance with the applicable rules and regulations. In practice, this means that they are willing to respect time, understand and respect differences of opinion, and obey orders in accordance with their position as students, especially obedience in carrying out the commands of Allah and His Messenger. Students in the girls' dormitory of the Islamic boarding school prioritize and always instill a sense of discipline, both when waking up and going back to sleep, with the help of dormitory supervisors called teachers (Rohili et al., 2024).

However, there are still some students who lack discipline and do not carry out activities at the appointed times, including not participating in congregational prayers, often arriving late at the mosque for congregational prayers, not participating in *mudzakarah* (religious discussions), and so on (Engkizar et al., 2025). Female students at the boarding school dormitory place a high priority on discipline and always instill a disciplined attitude, both when waking up and going back to sleep, with the help of dormitory supervisors called teachers. However, there are still some

students who lack discipline and do not carry out activities at the specified times, including not participating in congregational prayers, often arriving late at the mosque for congregational prayers, not participating in *mudzakaroh*, and so on (Janah et al., 2024).

Moreover, when it comes to worship, students must be disciplined in obeying the rules set by the kiai or administrators as representatives of the dormitory mother, such as scheduling students to actively participate in congregational prayers, tahajud prayers, reciting the Quran after the five daily prayers, reading Surah Yasin and Surah al-Kahfi every night and on Fridays, encouraging sunnah fasting, and so on (Ansori et al., 2021). If students do these things sincerely, insha Allah, they will receive the approval of their teachers and dormitory mothers, often referred to as “barokah,” so that students will gain knowledge that is beneficial in this world and the hereafter (Permana et al., 2024).

As explained by Sheikh Az-Zarnuji in his book *Ta'limul Muta'allim*:

اعْلَمْ، بِأَنَّ طَالِبَ الْعِلْمِ لَا يَنَالُ الْعِلْمَ وَلَا يَنْتَفِعُ بِهِ إِلَّا بِتَعْظِيمِ الْعِلْمِ وَأَهْلِهِ وَتَعْظِيمِ الْأُسْتَاذِ وَتَوْفِيرِهِ

Meaning: “Know that students will not be able to gain knowledge and utilize it unless they respect knowledge and scholars, and respect and revere their teachers.”

Teachers, also known as female dormitory supervisors at Islamic boarding schools, play an important role in directing and guiding students in carrying out their daily routines in accordance with the rules and programs established in the dormitory. Not only that, the teachers are also assisted by other teachers, with each area led by three teachers to guide their respective areas in carrying out the activities of the program in the dormitory because of the large number of students to be taken care of (Engkizar et al., 2025). Teachers have different strategies and methods for improving student discipline, especially when dealing with unruly and difficult students who are still childish in nature. This is where the dormitory supervisors play a role in enforcing student discipline in the girls' dormitory of the Islamic boarding school (Duta et al., 2024; Sintasari & Lailiyah, 2024).

METHODS

This study used a qualitative method with a case study approach (Ambarita, 2020; Assyakurrohim et al., 2022; Haryono, 2023). Data sources were taken from one student representative, seven dormitory supervisors, and sixty students. The selected informants met four criteria, namely, they had a good understanding of the issues being studied, were still active in the field being studied, had time to provide information to the researchers, and provided information in accordance with the facts in the field (Nurpadilah et al., 2024; Siregar, 2021). After the data collection through interviews with all informants was completed, data reduction was carried out by selecting data in certain categories, then the data was presented and conclusions were drawn (Fadhila et al., 2024). Then, the author collected documentation relevant to the research needs.

The research process began by determining the research topic to identify the focus of the study, followed by choosing an appropriate research method that aligned with the objectives. After that, the researcher developed research instruments to collect relevant data and determined suitable informants who could provide accurate information (Engkizar et al., 2023). The instruments were then validated by two experts to ensure their accuracy and reliability, after which necessary revisions were made based on the experts' feedback. Once the instruments were finalized, the researcher conducted data collection, analyzed the collected data systematically, and finally presented the research findings as the outcome of the study.



Fig 1. Steps of the research method

RESULT AND DISCUSSION

Based on the researcher's interviews with teachers, there are several elements of discipline in the girls' dormitory of the Islamic boarding school, namely academic discipline (Engkizar, Jaafar, Hamzah, et al., 2025). Academic discipline is when a student is punctual in carrying out activities related to their studies, for example, not being late for school and always actively studying additional subjects in the dormitory. Secondly, there is time discipline, which is when students can divide their time for rest, meals, bathing, and other activities, considering that in the dormitory there are long queues everywhere (for the bathroom, the place for wudu, the canteen, and the mosque). Worship discipline is also very important, because there are penalties for those who are not disciplined or late. For example, if a student is late to the mosque, the punishment is to read four to five surahs of the Quran until completion. Social discipline in the girls' dormitory is when they gather on Monday evenings. During these gatherings, the head of the association delivers messages or words of motivation, and there are also talent shows so that students can be useful to the community during semester breaks.

Regarding the role of teachers in improving the discipline of students in the girls' dormitory, the researcher interviewed several teachers, who expressed opinions as seen in the following interview excerpts.

...As a teacher, one must be able to serve as a role model and fulfill their role in guiding, educating, nurturing, caring for, and instilling a high spirit of learning in students. After all, all student activities are the responsibility of the administrators who have been entrusted with this mandate and task. This is especially true given that there are thousands of students in the girls' dormitory (informant 1)

The success of teachers in improving the discipline of students in the girls' dormitory of Islamic boarding schools cannot be separated from the existence of factors that hinder its implementation, which then led to the creation of solutions to improve discipline. The factors that hinder student discipline in the dormitory include the students' habit of procrastinating when doing something on time, the habit of waking up late at the specified time, peer influence, and a lack of personal responsibility in complying with existing rules. Based on interviews with teachers, as seen in the following interview excerpts.

...When students have free time, they do not use it for more important things such as taking a nap, they prefer to chat and joke around, causing them to miss qailullah time. During the noon prayer, when they should be reciting prayers together, they feel sleepy and

even fall asleep, which makes them less disciplined. At night, during their sleeping hours, they also use their sleep time to study, chat all night long, and some even gather in rooms to discuss problems. The common obstacles are peer influence, some of which are positive, such as studying, while others are negative, such as gathering together, gathering in rooms, snacking while telling stories, which are not beneficial (informant 2)

CONCLUSION

Based on the data and information obtained, in accordance with the research questions, research results, and discussion, it can be concluded that the forms of discipline among students in the girls' dormitory are academic discipline, religious discipline, time discipline, and social discipline. The role of teachers in improving student discipline is to set an example for students, educate them, and punish students who are late and do not carry out the boarding school program in accordance with the rules given by the teachers. Factors that hinder student discipline are a lack of responsibility and a tendency to procrastinate.

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