Islamic Boarding School Management: A Comprehensive Analysis of a Special Program for Fostering Students' Disciplinary Character in Madrasah Ibtidaiyah

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Abstract: *This study investigates the role of Islamic Boarding School Management in fostering disciplined character among students at Madrasah Ibtidaiyah (MI) Al Ma'had An-Nur, utilizing a qualitative, descriptive approach. Data collection involved interviews, observations, and documentation, focusing on the disciplinary program's planning, implementation, and evaluation stages. The research highlights the Islamic Boarding School as a critical environment for continuous supervision and character development, embedding Quranic values in everyday life. The process involves three educational pillars: madrasah, family, and community, with learning experiences shaped through exemplary behavior and habituation. The study's findings show that at MI Al Ma'had An-Nur, disciplinary character development is executed through structured phases, incorporating goal setting, program implementation, continuous support, and rigorous evaluation. The school's approach integrates religious, educational, and communal elements, making it a powerful model for Islamic education. However, the study's focus on a single institution and reliance on qualitative data suggest broader research, including comparative studies and quantitative methods, to deepen understanding of Islamic Boarding School practices. The research serves as a reference for other Islamic schools in developing character development programs and contributes to the broader field of Islamic education.*

Abstrak: *Penelitian ini mengeksplorasi peran Manajemen Islamic Boarding School dalam membina karakter disiplin di kalangan siswa Madrasah Ibtidaiyah (MI) Al Ma'had An-Nur, menggunakan pendekatan deskriptif kualitatif. Pengumpulan data melibatkan wawancara, observasi, dan dokumentasi, berfokus pada tahapan perencanaan, implementasi, dan evaluasi program disiplin. Penelitian ini menyoroti Pondok Pesantren sebagai lingkungan kunci untuk pengawasan berkelanjutan dan pengembangan karakter, memasukkan nilai-nilai Quran dalam kehidupan sehari-hari. Proses ini melibatkan tiga pilar pendidikan: madrasah, keluarga, dan komunitas, dengan pengalaman belajar yang dibentuk melalui perilaku teladan dan pembiasaan. Temuan penelitian menunjukkan bahwa di MI Al Ma'had An-Nur, pengembangan karakter disiplin dilaksanakan melalui fase terstruktur, termasuk penetapan tujuan, implementasi program, dukungan berkelanjutan, dan evaluasi ketat. Pendekatan sekolah mengintegrasikan elemen agama, pendidikan, dan komunal, menjadikannya model pendidikan Islam yang efektif. Namun, fokus penelitian pada satu lembaga dan ketergantungan pada data kualitatif menunjukkan kebutuhan akan penelitian yang lebih luas, termasuk studi komparatif dan metode kuantitatif, untuk memperdalam pemahaman praktik Islamic Boarding School. Penelitian ini berfungsi sebagai referensi bagi sekolah-sekolah Islam lainnya dalam mengembangkan program pembinaan karakter dan memberikan kontribusi bagi bidang pendidikan Islam yang lebih luas.*

1. Introduction

Education in Indonesia is considered ineffective in shaping students with noble character and discipline. Observing the current phenomena in Indonesia, there are still many

students engaging in criminal activities, skipping school, cheating, fighting with teachers, consuming alcoholic beverages, and using drugs.[1] The moral crisis in the country has led to the establishment of schools utilizing carefully designed formal, non-formal,[2] and informal education methods to shape students' religious attitudes.[3] These institutions play a crucial role in the broader discourse of education, especially given their unique emphasis on student character and discipline development.[4] The goal is to instill character values in students, encompassing intelligence, strength of character, and, most importantly, the formation of disciplined character, becoming excellent and beneficial habits in society.[5]

According to the Ministry of Education, 18 character values must be instilled in students, including discipline. Rusdinal and Elizar also explain that discipline is an essential educational tool for children, as its application helps them self-regulate and adhere to societal norms. Therefore, discipline should be instilled in children from an early age.[6] This is relevant to the significant role character education plays for the country. Through character education, improvements in one's personality and mental well-being can be achieved, both physically and mentally. Hence, the researcher conducts an in-depth exploration of relevant studies to understand the scope of this research and the latest findings.

Several studies, such as Fiera Laela Rahmawati's research in 2019, reveal that discipline education for students in the MTs Muallimaat Muhammadiyah Yogyakarta dormitory is carried out through carefully implemented activities and rules.[7] Similar research by Budi Sunanda in 2021 emphasizes the importance of a dormitory guardian having methods to enhance student discipline, requiring an understanding of each student's background and character.[8] Another study by Rutmeni in 2020 reveals strategies employed by boarding school administrators in fostering discipline, including mandatory disciplined behavior, counseling, and penalties for violations. [Jessica] M. Salerno's 2014 research on retributive motives for biases against gay youth in ambiguous punishment contexts also sheds light on punishment schemes for rule violations.[9]

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[1] Annisa Nurussholihah and Kusmajid Abdullah, "Strategi Pembentukan Karakter Disiplin Dan Bertanggung Jawab Melalui Penerapan Model Pembelajaran Blended Learning," *Jurnal Cakrawala Pendas* 8, no. 4 (October 26, 2022): 961–74, https://doi.org/10.31949/jcp.v8i4.2751.

[2] Resdati and Rizka Hasanah, "Kenakalan Remaja Sebagai Salah Satu Bentuk Patologi Sosial (Penyakit Masyarakat)," *Jurnal Cakrawala Ilmiah* 1, no. 3 (November 25, 2021): 343–54, https://doi.org/10.53625/jcijurnalcakrawalaindonesia.v1i3.614.

[3] Glory Islamic et al., "Character Education through Philosophical Values in Traditional Islamic Boarding Schools," *Kasetsart Journal of Social Sciences* 45, no. 1 (2024): 31–42, doi:10.34044/j.kjss.2024.45.1.04.

[4] Joy Andre Joy Andre, "Diduga Tawuran Tengah Malam, 4 Pelajar Ditangkap Tim Patroli Presisi Di Cikarang," accessed November 4, 2023, https://megapolitan.kompas.com/read/2023/02/07/12084601/diduga-tawuran-tengah-malam-4-pelajar-ditangkap-tim-patroli-presisi-di.

[5] Yasin Nurfalah, "Penanaman Nilai-Nilai Agama Islam Terhadap Anak Didik," *Tribakti: Jurnal Pemikiran Keislaman* 29, no. 1 (September 7, 2018): 85–99, https://doi.org/10.33367/tribakti.v29i1.567.

[6] Rusdinal dan Elizar, *Pengelola Kelas Di Taman Kanak-Kanak* (Jakarta: Akademi Manajemen Perusahaan, 2005), 34.

[7] Fiera Laela Rahmawati, "Pendidikan Kedisiplinan Bagi Santri di Asrama," *Spektrum Analisis Kebijakan Pendidikan* 8, no. 2 (December 10, 2019): 78–86, https://doi.org/10.21831/sakp.v8i2.15847.

[8] Budi Sunanda, "Peran Pembina Asrama Dalam Meningkatkan Kedisiplinan Ibadah Santri Di Asrama Putra Pondok Pesantren Modern Nurul Ikhlas Tanah Datar Skripsi," 12, accessed November 5, 2023, https://123dok.com/document/qmkv4o4z-pembina-meningkatkan-kedisiplinan-pondok-pesantren-modern-ikhlas-skripsi.html.

[9] Jessica M. Salerno, Mary C. Murphy, and Bette L. Bottoms, "Give the Kid a Break—but Only If He's

Previous research has highlighted the diverse landscape of Islamic Boarding Schools, each contributing uniquely to educational paradigms and social contexts. In particular, adapting the Al-Azhar curriculum in the eLKISI Boarding School demonstrates a commitment to Arabic language learning, involving teacher preparation, lectures by foreign guests, and continuous evaluation for optimized learning outcomes.[10] However, amidst these contributions, there are limitations and controversies, such as the need for intervention to prepare adolescent girls for family life in Indonesian Islamic Boarding Schools.[11] Therefore, this research aims to explore this complexity and provide a mature understanding of character development, specifically focusing on student discipline in Islamic Boarding Schools.

The research aims to bridge existing gaps by delving into character development programs and elaborating on methods, challenges, and outcomes of discipline-focused character development programs for boarding school students. By explaining these aspects, the research addresses existing literature gaps and provides insights applicable to education practitioners, policymakers, and researchers interested in the dynamics of boarding school education.

In presenting the focus of this research, it is essential to acknowledge a significant amount of prior research that forms the basis of our exploration. For example, Peacesantren Welas Asih in Garut has successfully developed a peace education model, challenging stereotypes about boarding schools and contributing to conflict resolution, harmony, and tolerance in a pluralistic society.[12] Similarly, Isy Karima Islamic Boarding School's role in community-based ecotourism demonstrates citizen participation's positive impact, advancing economic, socio-cultural, and political aspects for sustainable development.[13] These studies highlight boarding schools' diverse nature and capacity to address contemporary challenges.

Considering the psychological context, Islamic boarding schools have adapted, emphasizing psychological aspects and creating a conducive learning environment through social and emotional learning.[14] This dynamic response underscores the vital role of teachers in achieving positive educational outcomes in challenging situations. As we delve into this discourse, we aim to provide a comprehensive understanding of character development, with a specific focus on discipline and its implications for students in Madrasah Ibtidaiyah within the broader context of Islamic boarding school management, particularly at Madrasah Ibtidaiyah Al-Ma'had An-Nur Ngrukem, Bantul.

Straight: Retributive Motives Drive Biases against Gay Youth in Ambiguous Punishment Contexts," *Psychology, Public Policy, and Law* 20, no. 4 (2014): 398–410, https://doi.org/10.1037/law0000019.

[10] Eka Fidayani and Farikh Ammar, "The Use of Azhari Curriculum in Arabic Language Learning at Islamic Boarding School," *Nazhruna: Jurnal Pendidikan Islam* 6, no. 1 SE-Articles (January 2023), doi:10.31538/nzh.v6i1.2866.

[11] Azizatul Hamidiyah and Sandra Fikawati, "Intention to Prepare Family Life of Female Adolescent in Islamic Boarding School: A Pilot Study," *Journal of Medicinal and Pharmaceutical Chemistry Research* 6, no. 2 (2024): 157–65, doi:10.48309/jmpcr.2024.183636.

[12] Dian Dian, "Peacesantren: From Islamic Fundamentalism to Peace Education Islamic Boarding Schools Transformation ," *Migration Letters* 20, no. 5 SE-Articles (August 2023): 538–51, doi:10.59670/ml.v20i5.3998.

[13] Agung Wibowo et al., "International Journal of Sustainable Development and Planning Assessing Citizenship Participation and Religious Ethics in Ecotourism Development near an Islamic Boarding School in Indonesia," *International Journal of Sustainable Development and Planning* 18, no. 10 (2023): 3265–76.

[14] Reza Amalia Fitriani, "Applying The Psychological of Space in Islamic Boarding School (Case Study: Pesantren Al Mahshyar Nurul Iman)," *Journal of Islamic Architecture* 7, no. December 2022 (2023): 437–44.

2. Method

This qualitative study employed a descriptive approach to investigate the Islamic Boarding School Management at MI Al Ma'had An-Nur Ngrukem, Bantul, focusing on a program for fostering students' disciplinary character in Madrasah Ibtidaiyah. From September to October 2023, the research utilized a purposive selection strategy, where subjects were chosen based on specific goals and criteria. This strategy was vital for ensuring the relevance of the subjects, primarily students at Asrama Attariq MI Al Ma'had An-Nur. The data collection methods encompassed interviews, observations, and documentation tailored to capture the disciplinary program's nuances comprehensively. In data analysis, the research followed structured steps of collecting, reducing, presenting, and verifying data. This systematic approach was critical for ensuring a coherent analysis process.[15] Several measures were taken to establish the study's reliability and validity. Informants, including the head of MI Al Ma'had An-Nur, the Deputy Head of Asrama Attariq, and the Coordinator of the Discipline Department, were carefully selected based on Sukandar's criteria, emphasizing their understanding of the researched issue and their active involvement in the area under study. Additionally, data accuracy was enhanced through prolonged engagement, diligent observation, and method triangulation, which were vital in minimizing errors and validating the research outcomes.

3. Result and Discussion

3.1. The Role of Islamic Boarding School Management in Developing Disciplinary Character at MI Al Ma'had An-Nur

The term "Boarding School" consists of two English words, meaning "boarding" and "school." The word "Boarding" is translated into Indonesian as "*asrama*" (boarding house).[16] As Asep Abdul Aziz states in his research on "The Potential of Islamic Boarding Schools," an Islamic Boarding School is a boarding school where participants live together and immerse themselves in, maintain, and practice Islamic teachings while fostering noble character.[17]

Islamic Boarding School is an optimal solution for parents seeking to educate their children under continuous 24-hour supervision.[18] Akhmad Sirojuddin, in his book "Supporting Modern Teaching in Islamic School," underscores the primary urgency of Islamic Boarding Schools in character development through an institutionalized Islamic education system rooted in g Quranic values in daily life.[19]

The character development process is divided into three phases: planning, implementation, and evaluation,[20] involving three educational pillars: madrasah, family,

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[15] J W Creswell and J D Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches* (SAGE, 2018).

[16] St Wardah Hanafie Das, Abdul Halik, and Amaluddin -, "Paradigm of Islamic Education in the Future: The Integration of Islamic Boarding School and Favorite School," *Information Management and Business Review* 8, no. 4 (September 23, 2016): 24–32, https://doi.org/10.22610/imbr.v8i4.1390.

[17] Asep Abdul Aziz et al., "The Potential of Islamic Boarding Schools and Their Effort of Development and Fostering at Pesantren Persatuan Islam 1-2 Bandung)," *JMKSP (Jurnal Manajemen, Kepemimpinan, Dan Supervisi Pendidikan)* 6, no. 2 (June 25, 2021): 352–71, https://doi.org/10.31851/jmksp.v6i2.5721.

[18] Mahlil Nurul Ihsan et al., "Islamic Boarding School Culture Climate in Forming The Religious Attitude of Islamic Students in Modern and Agrobusiness Islamic Boarding Schools," *Nazhruna: Jurnal Pendidikan Islam* 4, no. 2 (July 25, 2021): 362–82, https://doi.org/10.31538/nzh.v4i2.1492.

[19] Muhammad Anas Ma'arif Sirojuddin Muhammad Mujtaba Mitra Zuana, Akhmad, "Improving Islamic Self-Motivation for Professional Development (Study in Islamic Boarding Schools)," in *Supporting Modern Teaching in Islamic Schools* (Routledge, 2022).

[20] Hadari Nawawi, *Pendidikan Dalam Islam* (Surabaya: Al-Iklas, 1993), 231–34.

and community. Learning experiences in each pillar are shaped through exemplary behavior and habituation.[21] At MI Al Ma'had An-Nur Ngrukem, disciplinary character development through the Islamic Boarding School undergoes three crucial stages: planning, implementation, and evaluation.

3.1.1. Planning Stage of Disciplinary Character Development at Asrama At-Tariq MI Al Ma'had An-Nur

According to Mulyono, effective planning involves clear organizational goals, measurable objectives, and systematically implemented programs.[22] The planning stages for developing students' disciplined character through the Islamic Boarding School at MI Al Ma'had An-Nur Ngrukem Bantul are comprehensive and structured to ensure effective character building.

The first phase of the planning at Asrama Attariq MI Al Ma'had An-Nur involves establishing clear objectives that align with the institution's vision, mission, and motto. This phase focuses on integrating the madrasah's goals with the boarding program to reinforce character development post-education—the vision of becoming a leading reference madrasah based on pesantren principles by 2025 drives this process. [23] The management emphasizes embedding the Quran into daily life and fostering traits like friendliness, intellectuality, moderation, and adaptability. This concept is rooted in a shared vision and mission, which is critical for effective system formation.

The second phase is the determination of program implementation. This step involves selecting dormitory managers from the central management of Pondok Pesantren An-Nur Ngrukem based on their Quranic memorization, discipline, and morality. This ensures a professional yet familial approach to managing the dormitory. The managers are chosen for their competence in handling their specific roles and responsibilities, ensuring each program runs smoothly and effectively.

In the third phase, the focus is on determining programs at Asrama Attariq MI Al Ma'had An-Nur. This involves a collaborative effort where all components of the boarding school contribute to the annual budget plan. The financial management includes a monthly recording of needs and expenditures, followed by a summarization by the treasurer and supervision by the designated supervisor. This meticulous financial planning is crucial for smoothly operating the boarding school's programs.

The final phase supports the implementation of activities at Asrama Attariq MI Al Ma'had An-Nur. The success of these activities heavily relies on the motivation provided by parents, relatives, and supervisors. Motivation, a change in energy characterized by the drive to achieve goals, is essential in energizing individuals toward achieving their objectives. This support is pivotal in maintaining the continuity and effectiveness of the boarding school's activities.

3.1.2. Implementation Stage of Disciplinary Character Development at Asrama At-Tariq MI Al Ma'had An-Nur

Implementation involves actions to execute formulated plans and policies.[24] Character development based on the dormitory is a collective responsibility where all

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[21] Istighfarotur Rahmaniyah, *Pendidikan Etika : Konsep Jiwa Dan Etika Prespektif Ibnu Miskawaih Dalam Bidang Kontribusinya Di Bidang Pendidikan* (Malang: Aditya Media, 2010),hlm. 51.

[22] Mulyono, *Manajemen Administrasi & Organisasi Pendidikan* (Yogyakarta: Ar Ruzz Media, 2010),hlm. 26–27.

[23] Afiful Ikhwan, "Development Of Quality Management Islamic Education In Islamic Boarding School," *Al-Hayat: Journal of Islamic Education* 1, no. 1 (October 30, 2017): 91–117.

[24] Muh Misbah, Suhendar Sulaeman, and Syaiful Bakhri, "Role of Leadership in Organizational Change: A Case Study at Attaqwa Putra Islamic Boarding School Bekasi -- Indonesia," *Asian Journal of Contemporary Education* 3, no. 1 (2019): 72–84.

components contribute. The management of Islamic education at boarding schools includes aspects such as curriculum resource efficiency, maximizing students' potential, effective and efficient learning, the effectiveness of supervisors in the development process, adherence to institutional guidelines, and program evaluation.[25] The detailed implementation of disciplinary character development at Asrama Attariq MI Al Ma'had An-Nur involves specific programs.

The Implementation of Disciplinary Character Development through Special Programs at Asrama Attariq MI Al Ma'had An-Nur. A program is a structured plan designed with a scheme and agreed-upon policies.[26] The existence of a program aims to facilitate the steps toward achieving a goal.[27] Implemented programs serve as benchmarks for establishing new policies and are incidental, meaning that there may be additions or removals of programs over time.[28] This is assessed based on how effectively the program is implemented and the tangible evaluation of whether the goal is achieved.

Specialized programs are structured designs that have been agreed upon, known for their effectiveness in achieving a specific goal, and implemented in a particular location. This aligns with the research by Mukhamad Ilyasin titled "Transformation of Learning Management: Integrative Study of Islamic Boarding School Curriculum," which explains that specialized programs originate from structured designs and are agreed upon by their managers.[29] The specific program implemented for the discipline character development of students at Asrama Attariq MI Al Ma'had An-Nur includes mandatory congregational prayers, scheduling of calls to worship and iqama for students, regulation of afternoon naps, scheduling of imam for *wiridan/dzikrullah*, obligatory congregational *dhuha* prayer, Quran memorization assignments, fostering a culture of thriftiness and queuing, and the provision of rewards and punishments for students.

3.1.3. Evaluation of Discipline Character Development in Asrama Attariq MI Al Ma'had An-Nur Ngrukem Bantul

Evaluation is an intentionally designed process for continuous improvement.[30] It involves problem-solving through solutions and the manifestation of character implementation in students. In his research titled "Evaluation of the CIPP Model on The Tahfidz Program In Islamic Boarding Schools," Ari Anshori reveals the same, stating that evaluation is intentionally designed and used for improvement and constructive problem-solving.[31]

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[25] Muhammad Yasin, "Pelaksanaan Manajemen Kurikulum Pesantren Dalam Membentuk Karakter Mandiri Santri," *Jurnal Pendidikan Dan Pembelajaran* 1, no. 1 (January 20, 2022): 72–79, https://doi.org/10.54259/diajar.v1i1.192.

[26] Awaliyani Mahmudiyah and Mulyadi Mulyadi, "Pembentukan Karakter Religius Di Madrasah Ibtidaiyah Berbasis Pesantren," *ZAHRA: Research and Tought Elementary School of Islam Journal* 2, no. 1 (March 11, 2021): 55–72, https://doi.org/10.37812/zahra.v2i1.223.

[27] Darul Qutni, "Efektivitas Integrasi Kurikulum Dalam Pembentukan Karakter Peserta Didik (Studi Di SMP Daarul Qur'an Internasional Tangerang Internasional Pesantren Tahfizh Daarul Qur'an)," *Jurnal Tahdzibi : Manajemen Pendidikan Islam* 3, no. 2 (January 4, 2021): 103–16, https://doi.org/10.24853/tahdzibi.3.2.103-116.

[28] Lalu Mohammad Abid Zainul Puad and Karen Ashton, "Teachers' Views on Classroom-Based Assessment: An Exploratory Study at an Islamic Boarding School in Indonesia," *Asia Pacific Journal of Education* 41, no. 2 (April 3, 2021): 253–65, https://doi.org/10.1080/02188791.2020.1761775.

[29] Mukhamad Ilyasin, "Transformation of Learning Management: Integrative Study of Islamic Boarding School Curriculum," *Dinamika Ilmu* 20, no. 1 (June 12, 2020): 13–22, https://doi.org/10.21093/di.v20i1.2006.

[30] Maya Puspita Dewi and Muh Barid Nizarudin Wajdi, "Evaluation of the Islamic Boarding School Empowerment Program in East Java Province," *Al-Hayat: Journal of Islamic Education* 6, no. 2 (December 31, 2022): 535–48, https://doi.org/10.35723/ajie.v6i2.457.

[31] Atikah Markhamah Ayyusufi, Ari Anshori, and Muthoifin Muthoifin, "Evaluation of The CIPP Model on The Tahfidz Program in Islamic Boarding Schools," *Nazhruna: Jurnal Pendidikan Islam* 5, no. 2 (May 18,

The intended evaluation involves assessing the performance of administrators related to the discipline character development program for students through the Islamic Boarding School at MI Al Ma'had An-Nur during its implementation. Additionally, it evaluates the management of the implementation of activities.

The evaluation process conducted at Asrama Attariq MI Al Ma'had An-Nur includes several vital components. Firstly, weekly meetings are held every seven days, attended by all Asrama Attariq MI Al Ma'had An-Nur Ngrukem Bantul dormitory management. The purpose of these meetings is to disseminate information about implemented and pending programs. Secondly, monthly meetings occur in the fourth week before students leave, with all Asrama Attariq MI Al Ma'had An-Nur management attendance. These meetings aim to assess the extent of program implementation, identify challenges faced, recapitulate violations, and discuss financing. Thirdly, trimester meetings are held every three months, involving all Asrama Attariq MI Al Ma'had An-Nur management. The objectives include evaluating programs that have not been optimally implemented, introducing upcoming programs, and discussing their financing. Lastly, early and end-of-semester meetings are conducted after each semester. The implementation of the evaluation follows a check-and-balance scheme. It involves revisiting recently implemented programs, noting any improvements needed, and seeking effective alternatives to maximize program execution.

Based on the explanation above, it can be concluded that the evaluation system implemented in the character development process of students through the Islamic Boarding School at MI Al Ma'had An-Nur is considered adequate. This evaluation involves assessing the performance of administrators through regular meetings.

3.2. Developing Students' Disciplined Character through Islamic Boarding School

In the context of this research, the primary focus is on students' character development through the Islamic Boarding School (Asrama Attariq MI Al Ma'had An-Nur). There is a profound need to explore the implementation methods and effectiveness of character development programs in Madrasah Ibtidaiyah (MI). Enhancing students' disciplinary character is crucial in achieving the goals of Islamic education. Essentially, the Islamic Boarding School (Asrama Attariq MI Al Ma'had An-Nur) is an effective solution for parents seeking to educate their children within a 24-hour supervised environment.

The findings indicate that the Islamic Boarding School, particularly at MI Al Ma'had An-Nur, undergoes planning, implementation, and evaluation stages in students' disciplinary character development. The dormitory focuses on short-term and long-term goals, executing specific programs such as congregational prayers, sleep schedule enforcement, and *wiridan* prayer leader schedules. These programs are designed to achieve the goals of disciplinary character development, involving experienced administrators from Pondok Pesantren An-Nur Ngrukem.

Compared with previous research, the concept of students' disciplinary character development through the Islamic Boarding School at MI Al Ma'had An-Nur aligns with the findings of studies by Afiful Ikhwan and Asep Abdul Aziz. Both emphasize the significance of Islamic Boarding Schools in shaping students' character through the institutionalized system of Islamic education and the application of Quranic values in daily life. This finding resonates with the urgency of Islamic Boarding Schools in molding a generation that internalizes the Quran.

Further elaboration on the planning, implementation, and evaluation stages in students' disciplinary character development at MI Al Ma'had An-Nur is crucial in

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2022): 466–84, https://doi.org/10.31538/nzh.v5i2.2230.

understanding the success of this program. Factors such as recruiting administrators from Pondok Pesantren An-Nur, executing specific programs, and evaluating through regular meetings provide a comprehensive overview of the effectiveness of disciplinary character development. The significance of these findings creates a strong foundation for understanding how Islamic Boarding Schools can play a crucial role in shaping students' penal character.

In evaluating the implications of these findings, it can be concluded that disciplinary character development through the Islamic Boarding School at MI Al Ma'had An-Nur positively contributes to shaping students' character. These implications extend beyond religious aspects to include social and disciplinary dimensions. Therefore, this research can serve as a valuable reference for other Islamic schools in developing effective character development programs. The importance of Islamic Boarding Schools in providing 24-hour supervision and wholeheartedly promoting Islamic values forms a robust basis for educating a generation with high disciplinary character.

4. Conclusion

This study explores how the Islamic Boarding School system, particularly at Madrasah Ibtidaiyah (MI) Al Ma'had An-Nur, fosters students' disciplinary character. Our research has demonstrated that the Islamic Boarding School's well-structured planning, implementation, and evaluation phases are an effective medium for character development rooted in Islamic teachings and practices. The findings underscore the Islamic Boarding School's significant impact in shaping students' lives. The school's unique approach of integrating madrasah, family, and community education pillars, combined with a focus on habituation and exemplary behavior, has proven effective in instilling disciplined character traits in students. At MI Al Ma'had An-Nur, this is achieved through a meticulously structured process encompassing precise goal setting, program implementation by qualified personnel, continuous financial and motivational support, and rigorous evaluation methods. However, our study is not without limitations. One of the primary constraints is the focus on a single institution, which may not capture the diverse practices and experiences of other Islamic Boarding Schools. Additionally, the research primarily relies on qualitative assessments, which, while insightful, could benefit from complementary quantitative measures to provide a more comprehensive picture. Given these findings and limitations, we recommend further research in several areas. Firstly, comparative studies involving multiple Islamic Boarding Schools would provide broader insights into character development practices. Secondly, integrating quantitative methods, such as surveys or statistical analyses, could enhance the robustness of future research. Lastly, exploring the long-term impacts of Islamic Boarding School education on students' lives would be valuable in understanding the sustained effects of this educational model. In conclusion, the Islamic Boarding School system, exemplified by MI Al Ma'had An-Nur, presents a powerful model for cultivating disciplined character in students. Its comprehensive approach, integrating educational, religious, and communal elements, offers valuable insights and practices for Islamic educational institutions worldwide. The school's success in developing disciplined character among its students fulfills its educational goals and contributes significantly to the broader field of Islamic education.

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