Increasing Students' Responsibility at Nurul Jadid Paiton Islamic Boarding School Through Disciplinary Character Education

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ABSTRACT

The purpose of this study is to investigate how disciplinary character education helps incoming students in the Nurul Jadid Paiton Islamic Boarding School's Az-Zainiyah neighbourhood become more responsible. The phenomenon of adolescents' waning self-discipline and responsibility, which is also observed in incoming pupils at the Islamic boarding school, serves as the study's backdrop. This research employs a case study methodology in conjunction with a descriptive qualitative technique. Participatory observation, recordkeeping, and in-depth interviews are some methods of gathering data. According to the study's findings, students' feelings of responsibility and disciplined attitudes can be effectively shaped by the character education approach that uses role models, habituation, and close monitoring. The cooperative ethos of the Islamic boarding school, the active participation of guardians, and a favourable Islamic boarding school environment all contribute to the success of this approach. In the meantime, early opposition to norms and the diverse origins of pupils are deterrents. Changes in student behaviour that are tracked in areas like time management, task accountability, and adherence to daily rules demonstrate the efficacy of this approach. According to this study, similar tactics should be used in character development programs in other boarding school settings. However, this qualitative case study is limited to a single Islamic boarding school context, which may restrict the generalizability of the findings to other boarding-based educational institutions.

Keywords: *Character Education, Discipline, Responsibility.*

INTRODUCTION

Adolescent character crises, especially those involving responsibility and discipline, are a big worry in the field of education (Fajri Zaenol; Syaidatul Mukaroma,

2021). In today's digital age, when immediate culture, a lack of role models, and inadequate self-control have damaged the character of the younger generation, this phenomenon is becoming more and more apparent (Oldham & McLoughlin, 2025). From a young age, disciplinary ideals must be instilled by both formal and informal educational institutions. A strategic institution, the pesantren incorporates cognitive, affective, and psychomotor elements in its integrated education system (Mardiah dkk., 2024). As a result, character education through the pesantren mentoring approach becomes essential in promoting ideals of responsibility and discipline (Hartono dkk., 2024).

The Nurul Jadid Islamic Boarding School in Paiton faces considerable challenges in fostering disciplined character, particularly in the Az-Zainiyah neighbourhood where newly admitted students reside. These challenges stem from students' diverse educational and environmental backgrounds, which often result in practices that are not fully aligned with pesantren norms(Karim & Masrukin, 2020). School administrators have expressed serious concerns regarding manifestations of weak discipline, such as tardiness in congregational prayers, irregular daily routines, and a lack of responsibility for dormitory cleanliness (Husni, 2025; Luailik, 2024).

While previous studies have generally emphasised institutional rules and formal supervision in pesantren discipline systems, this study introduces a distinct perspective by highlighting the foster parents' role as the primary daily companions in character formation (Luailik, 2024; Tikasari, 2024). In the Az-Zainiyah context, foster parents serve not only as rule enforcers but also as dialogical mentors, providing continuous guidance, emotional support, and individualised supervision to small groups of students. This relational and mentoring-based approach represents a novel contribution, demonstrating how close interpersonal engagement can effectively bridge the adaptation gap for incoming students. By positioning foster parents as central agents of character education rather than auxiliary supervisors, this study offers an alternative model of disciplinary coaching that extends beyond structural control and enriches existing research on pesantren-based character education.

This research is considered significant as it provides direct and realistic support for the santri coaching method and enhances the quality of character education in Pesantren. According to the theory, there is a study deficit that focuses on discipline character education techniques in the context of new santri, especially in the Az-Zainiyah region. It is also anticipated that the findings of this study will contribute to the body of knowledge regarding the efficacy of a pesantren-based character education approach (Anwar, 2025; Chairi dkk., 2025). Additionally, this study offers useful advice for other educational establishments that use a dorm system for character development (Mau, 2024; Nisa & Aisyah, 2024).

This study focuses on using discipline as a character education approach to help new students at Nurul Jadid Islamic Boarding School in Paiton become more responsible. The aim of this research is to outline the steps involved in internalising the value of responsibility through character education, pinpoint the elements that help and

hinder this approach's effectiveness, and examine the behavioural shifts that take place in pupils. In addition to examining tactics theoretically, this study also uses empirical evidence from observations, interviews, and documentation.

The results of several other investigations additionally enhanced this study. Although Noorhayati have studied the development of discipline through pesantren leadership, they have not yet addressed the subject of individual student accountability(Noorhayati & AF, 2024). Santri's character is discussed through educational viewing (Widat dkk., 2021), not as a systemic approach in the hostel. It does not particularly address the area or new student groupings, instead concentrating on the administration of the pesantren curriculum(Hamid, 2024). Foster parent guidance inside the student organisation is being studied by Fitriyah et.al, although discipline and accountability are not being specifically examined(Fitriyah dkk., 2021). Contrary to the topic of this study, Masykuri et.al focus on the character of Panji's moderate students (Masykuri dkk., 2020). As a result, this information is presented from a more contextualised and focused standpoint.

This study is interesting since it focuses on character-building techniques for discipline in the setting of new students living in the Nurul Jadid Islamic Boarding School's Az-Zainiyah dormitory. This topic has not been thoroughly studied, particularly when it comes to integrating qualitative information from three primary sources: observations, interviews, and documentation. Additionally, this study helps to create a contextualised and relevant model of character education for the contemporary pesantren setting (Pohan dkk., 2024; Putri dkk., 2025).

In summary, this study's findings demonstrate that disciplinary character education implemented through foster–parent–based mentoring effectively enhances responsibility, discipline, and adaptive behaviour among newly admitted students in the Az-Zainiyah dormitory of Nurul Jadid Islamic Boarding School. The combination of role modelling, habituation, dialogical guidance, and continuous supervision enables students to internalise disciplinary values more meaningfully within the pesantren environment. These results suggest that foster parents play a pivotal role as primary agents of character formation in boarding-based educational institutions. Future research is recommended to examine this mentoring model in different pesantren or boarding school contexts, employ comparative or mixed-method approaches, and explore its long-term impact on students' character development to strengthen the generalisability and sustainability of the findings.

RESEARCH METHODOLOGY

This study employs a case study design and a descriptive qualitative methodology (Milles & Huberman, 2014). The Az-Zainiyah Region, Nurul Jadid Islamic Boarding School, Paiton, Probolinggo, is the site of the study. New students, foster parents, and leaders of local governments make up the research subjects. Document studies, participant observation, and in-depth interviews are some methods of gathering data. Data analysis is carried out through the phases of reduction, presentation, and

conclusion drawing, and data validity is reinforced by source and technique triangulation.

Heads of local government, foster parents, and new students who were specifically chosen because they actively participated in coaching activities were all interviewed directly. The observation was carried out in a participatory manner by documenting the students' everyday activities in the hostel(Asipi dkk., 2022). Visual records of student activities, foster parent evaluation reports, and the weekly activity plan were the sources of documentation. The Miles and Huberman method, which consists of data reduction, data presentation, and verification, was used to analyse all of the data(Milles & Huberman, 2014).
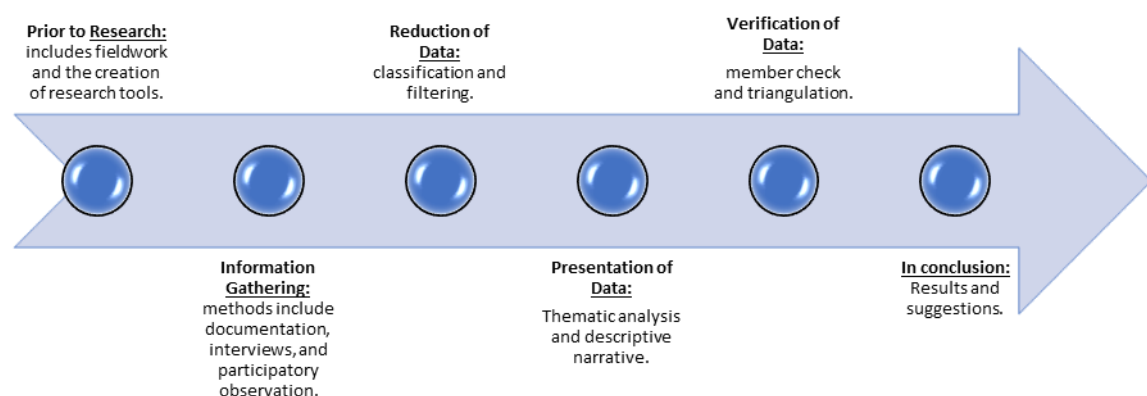
Figure 1. Steps in the Research Process

Prior to Research

In order to comprehend the Islamic boarding school background, the dynamics of incoming pupils, and the roles of foster parents and Az-Zainiyah regional administrators, a preliminary field study was carried out as part of the pre-research phase. At this point, the researcher also created study tools in the form of participant observation sheets, interview rules, and documentation formats (Bogdan, 1982). This phase was essential to make sure the tools were suitable for the study's goals and could collect the necessary data in-depth.

Information Gathering

Three primary methods were used to obtain the data: participant observation, interviews, and documentation(Milles & Huberman, 2014). The documentation contained records of student infractions and awards, evaluation reports from foster parents, and activity archives. Key informants, including foster parents, new students, and the regional head, were interviewed in-depth. The researcher was able to gather

specific, contextual data by using participant observation to document the students' daily routines, such as worship, study, and dorm cleaning.

Reduction of Data

Following the collection, the data was chosen, sorted, and narrowed down to information pertinent to the study's goals (Bogdan, 1982). Information from observations, paperwork, and interviews is filtered as part of the data reduction process to create themes, such as those pertaining to task responsibility, time management, and regulatory compliance. This makes it possible to reduce excessively general data into more targeted analytical units.

Presentation of Data

The condensed data is displayed using descriptive narrative and thematic analysis(Kothari, 2004). By organising the data into primary topics, such as habituation, supervision, and role model tactics, thematic analysis is carried out. The analysis's findings are then given in the form of a descriptive narrative to provide a clear, logical, and understandable description of the research phenomenon.

Verification of Data

Triangulation of sources and procedures, along with member checking with informants, strengthens the validity of the data (Mahsun, 2017). To make sure that the results are consistent, triangulation is done by comparing the outcomes of observations, interviews, and documentation. In the meantime, member checking increases the validity of the study by sending interview data back to informants for confirmation.

In conclusion

The last step is drawing conclusions, which include study results about how well the disciplinary character education approach raises new students' levels of responsibility(Milles & Huberman, 2014). Practical suggestions for Islamic boarding schools to improve habituation patterns, role models, and close supervision are also included in the conclusions. Additionally, this study implies that comparable tactics, modified for their own social and cultural contexts, can be used at other boarding institutions.

RESULT AND DISCUSSION

Result

An integrated, methodical approach is used to help newly admitted pupils internalize responsibility ideals, according to findings from in-depth interviews with foster parents and local leaders. Foster parents (FP1, FP2) clarified that, early in the students' stay in the Az-Zainiyah dormitory, organized daily routines are purposefully introduced, including dorm duty shifts, mandatory attendance at congregational prayers, and set study timetables. According to FP1, discipline becomes a habit rather than a means of compulsion as "new students are gradually accustomed to fixed responsibilities." FP2 emphasized that regular monitoring is necessary to ensure these routines are carried out responsibly.

Foster parents also emphasized the importance of ongoing supervision and dialogue in fostering responsibility. When students fail to fulfil their tasks, they are not immediately disciplined; instead, they are allowed to reflect on them in private discussions, according to FP3. Foster parents can provide more individualized advice by using this mentoring strategy more effectively, thereby better understanding each student's unique background and challenges. via this approach, responsibility is internalized as a personal moral commitment that gradually grows through habituation and emotional engagement, rather than merely as a matter of following the law.

Additionally, local leaders (LL1, LL2) emphasized the importance of the student orientation event in instilling accountability attitudes from the outset. According to LL1, "during orientation, students are introduced to duty schedules, prayer attendance, and study obligations as collective responsibilities that must be upheld together." The ta'dib approach, which emphasizes moral habituation through constant and direct practice, is reflected in the consistent execution of these routines, as LL2 supported this viewpoint. This alignment of daily routines, close mentorship, and orientation programs demonstrates how responsibility is systematically fostered in the pesantren setting (Chairi dkk., 2025; Ghafur, 2025).

Tabel 1. Research Findings

Informan	Internationalization Strategy	Form of Activity	Character Goals
Regional Head	Role Modeling end Habituation	Picket, Attendance, Routine Schedule	Discipline and Responsibility
Foster parent	Personal Approach	Dialog, Daily Correction	Self-Awareness of Students
New Students	Rule Approach	Activity Adjustment	Independence and Responsibility

The table indicates that habituation and role modelling are the main components of the internalisation strategy for the value of responsibility. As role models, foster parents must be consistent, the regional chief said. Through a daily dialogue and correctional approach, the guardian reaffirms those ideals. Although new students acknowledge that the transition was initially challenging, they were able to become accustomed to the ideals of responsibility and discipline in their daily lives with the help of their guardians' straightforward examples and methodical supervision.

The pattern of the interview data suggests that foster parents' active participation is the means by which the value of responsibility is internalised. This process, from the orientation program to the students' everyday activities, is ongoing. Foster parents and students have a two-way communication style that helps to reinforce the concept of responsibility. Understanding the repercussions of breaking the rules is just as important as following them. This tactic shows how formal processes and human relationships work together harmoniously.

According to the understanding of this pattern, character education works best when it is applied in a closed system, such as a pesantren, where the guardian plays an active role. Setting an example, being consistent, and reinforcing the value of responsibility via daily activities transform it from a theory into a way of life. This supports the conclusions that modelling and habituation play a crucial role in character formation. The idea of ta'dib education is likewise supported by this coaching approach(Syafari dkk., 2024).

The findings of observations made in the dorm setting show that the atmosphere that the house parents create has a significant impact on the students' discipline. Fostering parents' attendance at all events, having a well-organised schedule, and having a systemic reward system that includes weekly recognition for the most well-behaved rooms are the primary contributing elements. Students who receive direct parental attention adjust more rapidly and exhibit a high degree of responsibility, according to observations.

However, the absence of supportive resources like computerised timetables or activity reminders, the high student-to-teacher ratio, and the small number of foster parents are the observed barriers. Particularly on the weekends, some students exhibit small transgressions and signs of exhaustion. Additionally, several students found it challenging to adapt to the pesantren method due to an excessively quick adaptation period without a transition interval.

Visual observation reveals that more disciplined classrooms are those where students and their guardians have an open line of contact. When parents use dialogue to explain things and offer guidance, students feel more at ease and guided. On the other hand, more infractions occur in more authoritarian, dialogue-free rooms, particularly when it comes to tardiness in worship and duty.

Daily observations revealed that the best punishment techniques were used during the busiest periods, like the morning before school. Being on time for things like getting ready for school, taking a shower, and waking up is a clear sign of discipline. The rate of tardiness is extremely low when the guardians are actively walking around and keeping a close eye on things. This demonstrates how important direct supervision is in helping kids develop their character.

Figure 2. Collective Prayer Recitation

Character education methods cannot be successful without the backing of a supportive atmosphere, according to the observation data. When evaluating the coaching program, it is necessary to take into account both facilitating and impeding variables. The interplay of the system, human resources, and environmental culture determines the effectiveness of character education. The observation also emphasises the necessity of evaluating the new student mentoring system on a regular basis.

Since the second week of their arrival, new students' discipline has been improving, according to data compiled from the foster parents' daily reports on their dorm lives. In the fourth week, the average congregational prayer attendance graph rose from 68% in the first week to 92%. The pupils are beginning to be able to wake up on their own in the morning without their guardians waking them up, according to room monitoring data, which supports this increase.

Figure 3. The Congregational Dhuha Prayer

The weekly activity schedule demonstrates that students who were previously frequently late for study sessions in the afternoon are beginning to exhibit better regularity. The notes for July 12–31 show that within a week, the lateness rate decreased from 20 individuals to just 6. This decrease is indicative of the effectiveness of the techniques, such as educational punishment and repetition.

Figure 4. Afternoon Guidance Activities

According to the documentation of evening activities like teaching and learning, pupils who were formerly passive are now actively participating. As seen in the video recordings from the event on July 24, it was the first time that fresh students volunteered to moderate the conversation. This is an indication that a sense of accountability for group actions is growing.

Figure 5. Learning Activities in the Evening

The regional head's monthly evaluation files document shifts in incoming students' conduct regarding their room cleaning task. There are now just two rooms left that need further direction, whereas previously, six out of eight rooms received violation letters on a regular basis. Visual evidence of the community service activities, such as photographs, supports this by demonstrating a rise in student involvement.

Figure 6. Sandal Tidying by Students

Administrative and visual data generally support the conclusion that the Az-Zainiyah Region's discipline-based character education approach may raise pupils' feelings of responsibility. The paperwork data not only shows actual behavioural change but also acts as administrative proof. According to this strategy's efficacy, long-term character internalisation will arise from consistent habituation and reinforcement of values.

Discussion

The results of this study show that the disciplined character education approach used in the Az-Zainiyah region greatly enhances the sense of accountability that new pupils feel. Habituation, role modelling, rewards and penalties, and direct communication with dorm managers are all components of this tactic. This is consistent with the study (Dwiputra & Halimi, 2022), which highlights that the asrama's way of life and the pesantren's routines provide a solid basis for the development of responsible and disciplined character.

The process of internalising the idea of responsibility, as demonstrated by the interview results, demonstrates that these values are imparted through daily supervision and direct practice rather than one-way lectures. This is consistent with the study Ahmad, which found that mentors in pesantren are crucial in fostering values of self-control through a three-phase process: takwin (formation), tarbiyah (education), and ta'lim (instruction) (Ahmad, 2023). In order for the value of discipline to become ingrained in their self-identity, students are given the opportunity to grow from their mistakes, are led in their routines, and are assigned tasks based on their ability.

The observation's findings confirm that the cooperation of the foster parents, the surroundings, and the set of regulations greatly affect the strategy's effectiveness. Disciplined habit formation is accelerated by supportive elements, including the foster parents' role model, the daily schedule, and the competitive environment between rooms. There are still difficulties, though, particularly for pupils from permissive homes. Similar results in this area were reported by Aisyah and Fitriatin, who highlight the importance of the social environment in character education achievement(Aisyah & Fitriatin, 2025).

The documentation data, which demonstrates an increase in students' behaviour in a number of areas, including participation in activities, cleanliness responsibility, and punctuality, further demonstrates the strategy's effectiveness. This suggests that the approach can actually alter behaviour and is not merely a formality. According to Mas'ud and Fauzan, this behavioural change is a reflection of an educational strategy that touches on emotive and psychomotor aspects in addition to cognitive ones(Mas' ud & Fauzan, 2025).

The findings of this study provide a fresh viewpoint in comparison to previous research. This study demonstrates that the roles of persons like local leaders and guardians are essential to the strategy's success. In contrast, research by Hamid mainly focused on the administrative parts of the Pesantren curriculum(Hamid, 2024). In the

same vein, Fitriyah dkk et al emphasised the mentorship of student organisations but did not particularly address accountability and discipline as areas in need of improvement(Fitriyah dkk., 2021).

Therefore, the methodical and consistent character education approach used in the pesantren setting, especially in the Az-Zainiyah Region, may mould disciplined character and increase the responsibility of new pupils. With the right contextual adjustments, this method can be used as a model in comparable learning settings.

CONCLUSION

The disciplinary character education approach at Nurul Jadid Islamic Boarding School's Az-Zainiyah Region has been successful in boosting incoming students' sense of responsibility, according to the study's findings. Foster parents' personal style, habituation, supervision, and role models all contribute to the internalisation of values. While challenges such as varied student backgrounds and initial adjustment can be reduced with intense coaching, the key pillars of support are the organised Islamic boarding school environment, group culture, and regular scheduling system. Increased time management, adherence to regulations, and an understanding of one's own and society's responsibilities are examples of positive behavioural improvements. Foster parents' function as major companions in character formation constitutes one of the study's significant contributions; therefore, boarding-based educational institutions may adopt this coaching model as a reference for fostering responsible and disciplined students. However, this study is limited by its focus on a single boarding environment and a specific group of foster parents, which may restrict the generalizability of the findings to other educational contexts with different cultural and institutional characteristics.

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