



Moulding Discipline Character In Daily Activities Of Students At An Nur Islamic Boarding School Ngrukem Bantul

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Abstract

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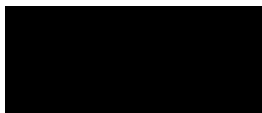
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This research is motivated by the existence of students who are not disciplined, so they need to get used to a disciplined attitude, with the aim of forming students' character. The aim of this research is to describe efforts to accustom students to be disciplined in their daily activities at the Annur Islamic boarding school. This research uses a qualitative approach and the technique used is a case study. The data collection techniques used were interviews, observation, and relevant documentation. The technique for soliciting informants is the purposive sampling. Next, data analysis was carried out with the stages of data collection, data reduction, data presentation, and verification. The data validity technique is triangulation. The results of the research show that the importance of habituating students' disciplined attitudes is so that students are comfortable in conducting their activities and are accustomed to and equipped with after graduating the boarding school. The habit of discipline is realized by having a regular schedule of activities every day. Daily activities include congregational prayers, dhikr after prayer, recitation, schools including Senior High School and Madrasah Diniyyah, daily complex pickets, *dziba'an* every Friday night, and mutual cooperation every Friday. The activity schedule is closely related to applicable regulations, where there is a management structure that monitors students in their daily activities so that those who violate them will receive sanctions.

INTRODUCTION

Islamic boarding school is an educational institution, which functions as a place to transfer knowledge and a place to develop the potential of students. Whereas, Islamic boarding schools have dormitory facilities, as places for students conducting daily activities, such as studying, socializing, and performing other daily tasks (Hasbullah, 1996). In daily life, one of the important aspects in developing personal potential is the importance of the aspect of discipline that must be instilled in the students (Khawani et al., 2022).

Due to having a large number of students staying in the dormitory, it is for them to getting used to disciplinary attitudes so supervision and getting used to disciplinary attitudes is needed regarding the rules that apply in this Islamic boarding school. The large number of students with different backgrounds makes it difficult for the staff to monitor all students optimally, so cultivating a disciplined attitude is helpful as a controller and, of course, has also a good goal (Lessy & Arif, 2020). Another aspect was also raised by the security sector administrator, which reads:

"There are so many students with different backgrounds that we cannot monitor all students optimally. Therefore, by getting used to a disciplined attitude as a controller, so that the students don not cross the boundaries regulated at the Islamic boarding school because the Islamic boarding school and outside of it are different both in terms of rules and ethics so that they have a more Islamic nuance in accordance with the rules of Islamic law" (Azizah, 2021).

The importance of discipline character values is not only about discipline at school but also includes the process of getting used to disciplinary attitudes including activities outside the classroom as well, namely the students' daily activities and peer socialization (Abidin et al., 2023). There are no differences between student delinquency is general and juvenile delinquency. Student delinquency is a violation of the rules and regulations at the Islamic boarding school. The delinquency of students in the Islamic boarding school can include carrying prohibited items (cell phones), smoking, skipping school hour, clothing

that is not educational or polite, leaving the dormitory without permission, coming late to the mosque for a prayer, homosexuality, *ghasab* (borrowing without permission), and stealing (Abidin, Akamnsyah, & Amirudin, 2022).

Discipline is a condition where something is in an orderly and proper state, and there are no violations either directly or indirectly. The aim of getting used to discipline is to shape students into good, noble individuals who behave in accordance with applicable rules and moral standards so as to avoid forms of deviation. Discipline is the most powerful tool in educating character. Many people are successful because they have enforced discipline in their lives. On the other hand, many people fail because they lack or are not disciplined (Hidayatullah, 2010).

In terms of education, discipline is defined as techniques used by teachers to establish or maintain order in student. So, discipline can be interpreted as the attitude of an individual or group who wants to follow the rules and moral conducts that have been set (Baqi & Dwiyooga, 2017). Therefore, this article discusses of instilling a disciplined attitude among female students in their daily activities at the An Nur Ngrukem Islamic Boarding School, Bantul, especially at the Al Maghfiroh dormitory complex. The focus of the research is an effort to familiarize female students with a disciplined attitude in daily life at the An Nur Ngrukem Islamic Boarding School, and the aim is to find out and describe how the administrators at the Al Maghfiroh dormitory complex deal with the problems of students who are not yet disciplined as well as the supporting and inhibiting factors.

METHOD

The type of research used is a case study because the author carried out in-depth data mining regarding the habituation of disciplinary attitudes carried out at the An Nur Ngrukem Islamic Boarding School, especially the Al Maghfiroh Complex. Case studies are research that discusses people, events, and settings in depth. The aim of case study research is to get an overview of the case being studied, and then process it to get a solution to the research problem. The research approach used is a qualitative approach. A qualitative research

approach is research that is carried out comprehensively on an object. Qualitative research aims to produce discoveries obtained through data or information that cannot be processed statistically (Jaya, 2020).

This research was located at the Al Maghfiroh Complex, An Nur Islamic Boarding School, located in Ngrukem Hamlet, Pendowoharjo Village, Sewon District, Bantul Regency, Yogyakarta Special Region Province. Informants in this research include the head of the Al Maghfiroh An Nur Islamic Boarding School Complex, several administrators of the An Nur Al Maghfiroh Islamic Boarding School Complex consisting of administrators in the fields of education, security, and cleanliness, and several female students at the Al Maghfiroh An Nur Islamic Boarding School Complex. The technique for determining informants used was a *purposive sampling technique*. The *purposive sampling* technique is where the informant must meet the criteria set by the researcher and also considered by the researcher (Sugiyono, 2009).

The data collection methods used were observation, interviews, and documentation. Observations are carried out by observing the object under study, followed by analyzing and recording the findings. Meanwhile, interviews were carried out by asking several questions to the informant. Documentation is a record of a phenomenon that occurs. (Jaya, 2020). The author uses data triangulation to test the validity of the data. Meanwhile, the data analysis technique used is the interactive analysis model from Miles and Hubberman, namely data collection, data reduction, data presentation, and data analysis (drawing conclusions and verifying).

RESULT AND DISCUSSION

1. Disciplined Attitude

In the book "Discipline Tips for Success" (Priyodarminto, 1993) defines discipline as a condition that is created and formed through the process of a series of behaviors that show obedience, compliance, regularity, and, or orderliness. These values have become part of the behavior in his life. This behavior is created through a process of development through family,

education, and experience. The aspects of discipline according to Prijodarminto are as follows: (Prijodarminto, 1993).

a. Mental Attitude

A mental attitude is an obedient and orderly attitude as a result of the development of training, mind control, and character control.

b. Good Understanding

Good understanding referred to here is an understanding of the system of behavioral regulations, norms, criteria, and standards in such a way that this understanding fosters a deep awareness regarding compliance with the rules.

c. Behavioral Attitude

Behavioral attitudes that show sincerity to comply with applicable rules.

From the explanation above, it can be concluded that discipline is a person's attitude that complies with the applicable rules or those that have been determined wholeheartedly and with a sense of responsibility. Discipline has several elements, including the following: (Santrock, 2007) (1) Regulations as guidelines for behavior, (2) Punishment as a form of action for those who violate the rules, (3) Awards as rewards for good behavior that meets expectations and, (4) Consistency as a means of motivation in developing discipline.

Some of the functions of discipline according to Tu'u are: (Tulus, 2004) (1) Arranging life together. The function of discipline is to regulate human life, whether in a particular group or in society so that relationships between individuals become good and smooth. (2) Building personality. A well-disciplined environment will have a good impact on a person's personality. (3) Personality training. Disciplined behavioral attitudes are not formed immediately in a short time. However, it is formed through a process that requires a long time and through practice. (4) Coercion. Discipline can occur due to encouragement and self-awareness. (5) Creating a conducive environment.

Discipline does not happen instantly. Discipline in a person or individual cannot grow without intervention from educators and is done gradually, little by little (Arikunto, 1993). The function of consistency in discipline is: a) providing learning opportunities for children, b) strengthening motivation, and c) increasing the authority of the authority holder over the recipient of the regulations (Ibung, 2009).

It can be concluded that cultivating a disciplined attitude towards students is an effort or process to teach, train, and educate students so that they can behave in accordance with the applicable rules and regulations wholeheartedly and with full responsibility. According to Tu'u, several factors influence discipline, namely: (Tulus, 2004) (1) Self-awareness, which functions as self-understanding that discipline is important for one's goodness and success. (2) Followership and obedience, which functions as a step in implementing and practicing the governing regulations. (3) Educational tools, which function to influence, change develop and shape behavior in accordance with the values being taught. (4) Punishment functions as an effort to raise awareness, and correct and rectify a mistake so that the person behaves in accordance with expectations.

The disciplinary attitude of students according to Islamic views is as follows: (Qardhawy, 1991)

a. Discipline Against Time

Discipline in Islam is highly recommended. As humans, in everyday life we need rules. A Muslim's obligation towards time is to guard it as he guards his property. He should utilize his time in various aspects that provide benefits or advantages both in worldly matters and in the hereafter.

b. Discipline Against Regulations

Islam also orders us to always be consistent or disciplined towards the commands of Allah SWT that have been established. Al Biqo'I explained that Allah gives commands and prohibitions with the aim of educating humans.

2. Islamic boarding school

The five elements of an Islamic boarding school that must be present are as follows: (Mu"awanah, 2009) (a) The hut is a place for students to live. (b) The mosque is a central place for worship and educational activities. (c) Teaching classical books. (d) Santri as student. (e) Kyai as a caregiver and Islamic boarding school teacher.

The specific objectives of Islamic boarding schools include the following: (Qamar, 2005) (a) Educate students to become individuals who are devoted to Allah SWT, have noble character, have intelligence and skills, and are physically and mentally healthy as citizens of Pancasila. (b) Educate students to become Muslims/Muslim women who are sincere, steadfast, tough, and entrepreneurial in practicing Islamic history in a complete and dynamic manner. (c) Educate students to gain personality and deepen the national spirit. (d) Educate students to become competent personnel in various development sectors, especially the spiritual field. (e) Educate students to help the social welfare of society in the context of national community development efforts.

3. Disciplinary Attitude of Santri at An Nur Ngrukem Islamic Boarding School, Bantul

Instilling a disciplined attitude towards students at the An Nur Ngrukem Islamic Boarding School in Bantul, especially the Al Maghfiroh complex, is attempted in several ways. This includes the existence of rules and student activities that are scheduled according to a structure. These activities are as follows:

a. Congregational Prayer in the Dormitory Prayer Room

Congregational prayer at An Nur Islamic boarding school, Al Maghfiroh Complex girls' dormitory is a mandatory routine that is carried out every day. This was stated by the Head of the Al Maghfiroh Complex, who said:

"10 minutes before the Maghrib call to prayer there is a recitation of the Asmaul Husna together, it is mandatory to pray 5 times a day in congregation and the wiridan ba'da prayer" (Maidah, 2021).

Congregational prayer is a prayer offered by two or more people together. One of them becomes the imam and the other becomes the ma'mum (who follows the imam). Praying in a congregation has greater rewards than praying individually (Baihaqi, 1996).

The congregational prayer will begin with prayer while waiting for the imam to arrive and 2 (two) bells as a sign of the start of congregational prayer because the imam has arrived. Students will receive *ta'ziran* or punishment if the number of congregation members is 4 times or more in a month. The punishment is in the form of roan *kolah* (cleaning the bathroom and draining the bathroom tub), praying in the first row or next to the imam for 40 days along with the signatures of the imam and 2 witnesses (other congregational students), daily picketing and being ordered next to the *ustadzah* in charge. Apart from that, when the prayer bell rings and there are students taking a bath, they will get *ta'ziran*. This ban on bathing is an effort to minimize queues for ablution. The punishment is cleaning the bathroom.

The education sector administrator stated regarding the congregational prayers, which reads:

"The punishments include draining the kolah (bathroom tub), deresan (reciting the Al-Qur'an) next to Mrs. Nyai, wearing a ta'ziran (punishment) headscarf, paying a fine, and so on." (Nafi'ah, 2021).

b. *Dzikir* After Fardhu Prayer

The meaning of the word *dzikir* is remembered, so *dzikir* is someone reciting sacred reading with the intention of remembering Allah SWT in all His glory. (Sukmono, 2008) Remembrance at the Al Maghfiroh Complex, one of the girls' dormitories at the An Nur Islamic Boarding School, is carried out after every *fardhu prayer* in congregation, in the form of read *tahlil*, *tahmid*, *tasbih*, and *takbir*, followed by reading verses from the holy

Qur'an. When the congregation prays at dawn, they read the QS. Al Mulk and QS. Al-Waqiah. During the evening prayers, the congregation reads Surah Yasin, especially *during* the evening prayers on Friday night, they read the QS. Al Kahfi (Observasi, 2021).

If there are students who do not participate in *wiridan* or recite dhikr during prayer, such as not making a sound or falling asleep, then those students will receive sanctions. The sanction is in the form of standing in place while taking part in the *wiridan* that is taking place. As stated by one of the female students, who said: "Stand up when you fall asleep during the *wiridan* after subuh's prayer." (S, 2021)

c. Reciting the Al-Qur'an

The obligation to recite the Al-Qur'an, which includes the order and deposit, is carried out after the evening prayer and morning prayer. Before going to the stage of reading the Qur'an, students are taught to study the Qur'an, with the aim of learning to read the Qur'an accompanied by the rules of recitation so that they can be tartil and correct in reading the Qur'an (Observasi, 2021).

The mandatory Al-Qur'an activity will be marked by the recitation of qalamun *shalawat* as the bell for the start of the mandatory Al-Qur'an activity. This *qalamun shalawat* is recited 3 times. If there are students who are late for the Al-Qur'an, they will receive sanctions in the form of reading the QS. Al Waqiah. Apart from that, next to Mrs. Nyai, if skip recited the Al-Qur'an more than 3 times a month. As stated by one of the administrators, which reads:

"The reading of qalamun is the bell for the obligatory time for reciting the Al-Qur'an or deresan. Meanwhile, the punishment is being pushed aside from Mrs. Nyai, if the alpha recited more than 3 Al-Qur'ans during a month. Read Surah Al Waqiah, if you are late when you go to the Al-Qur'an" (Karima, 2021).

d. School

One of the educational institutions at the Al Ma'had An Nur Foundation, the An Nur Ngrukem Islamic Boarding School is Madrasah

Aliyah (MA) Al Ma'had An Nur, founded on October 22 1996. The Madrasah Aliyah building is located in the same complex as MTs Al Ma'had An Nur. Madrasah Aliyah (MA) Al Ma'had An Nur has 3 departments, namely Religion, Natural Sciences and Social Sciences (Sejarah Annurngrukem.com, 2021).

In the Al Maghfiroh complex, there is a rule that before 6.50 the students have left for school or madrasah and if after 6.50 there are still students in the dormitory, they will receive a punishment in the form of reading the QS. Yaasiin after the evening activities are finished. Then, before leaving for school, there is a check from the dormitory administrator. As stated by the Head of the Al Maghfiroh Complex, which reads: "Before 6.50 the students will have left for school or madrasah" (Maidah, 2021). Another thing was also stated by one of the female students: "Before leaving for school, there is a check from the dormitory or boarding school administrator" (Karima, 2021).

e. Diniyah Madrasah

The *Diniyah Madrasah* at the An Nur Ngrukem Islamic Boarding School is Madrasah Diniyah Al Furqon. *Madrasah Diniyah* Al Furqon learning material given to students in Islamic sciences. In the field of Arabic grammar, namely *Jurumiyyah*, *al fiyah*, *kailani*, and *Qowaidul 'ilal*. Meanwhile, in kalam science, namely *jawahirul kalam*, *Sanusi*, and *ummul baharain*. In the field of fiqh, namely *Fathul Qarib*, and in the field of exegesis, namely *Tafsir Jalalain*, and in the field of Sufism, we use the book Syarah Hikam Ibn 'Athailah (annurngrukem.com, 2021).

Madrasah Diniyah activities are held from 14.30-17.00 WIB. For students who alpha diyyah 3 times or more during a month, they will receive a punishment in the form of cleaning the rooftop of the dormitory. As stated by the Head of the Al Maghfiroh Complex, that:

"Before 6.50 the students will have gone to school or madrasah. Next, from 14.30-17.00, there is an additional school or non-formal school, usually called Madrasah Diniyyah. "Apart from that, from 20.00-

21.00 there is a wethonan for student students, from 21.00-22.00 there is a study of the Tafsir Jalain book" (Maidah, 2021). "Cleaning the rooftop, when skip diniyyah 3x or more" (Sabila, 2021).

f. Dormitory Daily Picket

The picket in question is a cleaning activity carried out by several students who are tasked with achieving a common goal, namely cleanliness of the dormitory environment and getting the students used to living a healthy and clean life. Dormitory pickets are carried out every day according to their respective schedules or divisions. Dormitory picket activities include cleaning rooms, prayer rooms, dormitory grounds, washing dishes, and so on.

The daily complex picket is a mandatory activity for students, if they break the picket or not, they will receive sanctions or punishment. As stated by the cleaning department administrator, which reads: "If you don't picket once, you must wear a yellow *ta'ziran* hijab and repeat the picket for three consecutive days" (Nafisah, 2021).

g. Dziba'an Friday Night

Friday night Dziba'an is an activity of reading prayers which is usually carried out by the female students of Al Maghfiroh Complex, An Nur Islamic Boarding School. In general, *shalawat* is interpreted as a form of gratitude for obtaining the blessings of life, as a way of loving and welcoming the arrival of the Prophet Muhammad SAW (Samiy, 1992). The rules that apply during the dziba'an process are that students are required to wear a ma'had headscarf and carry a dziba' book. If students do not wear a boarding islamic school's headscarf and do not carry a dziba', they will be punished by paying a fine.

h. Community Service in Dormitory

Community service carried out every Friday is usually called *roan*. *Roaning* is carried out by cleaning all parts both inside and outside the complex, coordinated by the cleaning department administrator. If there are students who do not perform the roan, they will receive punishment,

in the form of repeating the roan in the same place as all members of the room. As stated by the cleaning department administrator, which reads:

"Carry out roan (community service) every Friday, by cleaning all parts both inside and outside the complex, coordinated by the cleaning department administrators. "The form of punishment that is applied when students do not picket the roan is to repeat the roan in the same place with all members of the room" (Ramadhani, 2021).

As for students who violate the rules, of course, they will be punished. Punishment functions as an effort to raise awareness, and correct and rectify a mistake so that the person behaves in accordance with expectations (Tulus, 2004). The punishment applied is educational, not violent. This punishment aims to deter students who violate it or not repeat it again.

A punishment functions to prevent repetition of actions, educate children and motivate children to take actions that are supported by the environment. The punishment given depends on the violation committed (Ibung, 2009). If serious violations are committed repeatedly, then it will be discussed by the management and caretakers and depends on the decision of the management and caretakers. Finally, if the student cannot be handled, the student does not change or continues to violate, then the punishment is that the student is returned to their parents. As this was stated by the Head of the Al Maghfiroh Complex, it reads:

"The general picture is that all the students' activities or activities in their daily activities from waking up to falling asleep again are scheduled and have their own rules, and for those who violate them there will be punishment or what is usually called takziran. The form of punishment applied in Islamic boarding schools is punishment in the form of education, not violence. This punishment aims to deter students who violate it or not repeat it again. The punishment given depends on the violation committed. If serious violations are committed repeatedly, then it will be discussed by the management and caretakers and depend on the decision of the management and caretakers. "Finally, if the student cannot be handled, the student

does not change or continues to violate, then the punishment is that the student is returned to their parents" (Maidah, 2021).

Another thing was also stated by the female students of the Al Maghfiroh complex, which said:

"Every life has rules, especially Islamic boarding schools, so getting used to a disciplined attitude aims to straighten out intentions in the process of seeking knowledge because adolescence is a transition period so boundaries are needed or what could be called discipline or rules" (Karima, 2021).

4. The Importance of Implementing Disciplinary Attitudes towards Santri at the An Nur Ngrukem Islamic Boarding School, Bantul

The aim of accustoming students to a disciplined attitude includes making their lives more organized because they are trained to always be punctual in everything so that they become better individuals and can reflect a student as in line with the vision and mission of the An Nur Islamic Boarding School, namely to become students with good moral character. In fact, discipline can build personality and train the personality of individuals or students to become better individuals. Apart from that, self-discipline can regulate human life, including in social life (Tulus, 2004).

The urgency of habituating students' disciplined attitudes at Islamic boarding schools is to shape the students' personality and as a provision after leaving the Islamic boarding school so that they can continue their social life and be able to face the challenges of current developments. This is as stated by the Al Maghfiroh Complex Management, which reads:

"The urgency is that if discipline is instilled in Islamic boarding schools, it will shape the students' personal patterns, becoming individuals who understand time and respect time. "Therefore, why are rules enforced so that they become disciplined and independent individuals, which have an impact on their lives and can make the best use of their time, both for reciting the Al-Qur'an, studying, worshiping and other useful activities" (Azizah, 2021).

"In my opinion, a disciplined attitude is very important to be organized in various fields, especially in daily life, as well as provisions after leaving

the boarding school and continuing life in society, hopefully being able to face the challenges of today"(Maidah, 2021).

The implementation of students' disciplinary attitudes is influenced by supporting and inhibiting factors. The supporting factors in cultivating a disciplined attitude towards students are as follows: (1) Internal factors in the form of high self-awareness do not seem to need to be forced and there is a sense of shame and obedience which are innate basic characteristics of the house. Self-awareness for students is very important, because it functions as a self-understanding that discipline has an impact on their good and success (Tulus, 2004). (2) External factors include religion as a guide, teachers as role models, and the existence of dormitory administrators, patrol officers as controllers and supervisors as well as special officers who deal with punishments or requiems for students who violate them.

Meanwhile, the inhibiting factors in getting used to discipline for students are as follows: (1) Internal factors are a lack of self-awareness, administrators who are not firm and students who take the rules lightly. (2) External factors are external environmental factors such as feeling afraid of being behind the times or what is usually called a coup.

The firmness of the management and the consistency of the rules that have been implemented are closely related to supporting the habituation of a disciplinary attitude towards students in Islamic boarding schools. It is known that the administrators are also responsive regarding the behavior of the students. This certainly helps in training students' discipline which includes several things, namely having several rules, providing good and correct boundaries, always being consistent and firm and instilling a disciplinary ideology (Jauhary, 2021).

Apart from that, the cause of student undiscipline is that discipline is well planned but its implementation is poor, such as a lack of awareness for students to discipline themselves. As well as a lack of cooperation in planning discipline and implementing discipline (Tulus, 2004).

Based on facts in the field, it shows that the habituation of discipline towards female students has gone well, although there are still students who have not been optimal in disciplining themselves. This discipline is said to be running well because it fulfills the disciplinary aspects. Soengeng (Priodarminto, 1993) states that aspects of discipline include obedience and orderliness as well as self-control. Apart from that, a good understanding of the applicable rules and showing seriousness in complying with the applicable rules. In dealing with discipline, there are several things that need to be considered, namely: a) the existence of rules and regulations; b) consistency; c) punishment; and d) partnership with parents (Tulus, 2004).

CONCLUSION

Formation character discipline towards students girls at the An Nur Ngrukem Islamic Boarding School, especially at the Al Maghfiroh Complex, this is done with an activity schedule, rules and regulations along with punishments and the presence of responsive administrators. Getting used to this disciplined attitude is very important because it can shape the character of the students and aims to make the lives of the students more orderly. The supporting factors in the implementation of students' disciplinary attitudes are 1) Internal factors in the form of students' self-awareness, a sense of shame and obedience which are innate basic characteristics of the home; 2) External factors in the form of religion as a guide, teachers as role models, and the existence of dormitory administrators as controllers and supervisors. Meanwhile, inhibiting factors include 1) Internal factors, namely lack of self-awareness and taking the rules lightly; 2) External factors, namely external environmental factors.

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