

ABSTRAK

Penelitian ini dilatarbelakangi oleh pentingnya peran musyrif dalam membentuk motivasi belajar santri di lingkungan pesantren, khususnya di Pondok Pesantren Islamic Centre Bin Baz Yogyakarta. Musyrif tidak hanya berperan sebagai pengawas asrama, tetapi juga sebagai pembina, teladan, dan motivator yang secara langsung memengaruhi semangat belajar santri. Penelitian ini bertujuan untuk mengetahui: (1) bagaimana upaya musyrif dalam memotivasi belajar santri putra kelas 7 di Salafiyyah Wustho; (2) faktor-faktor yang memengaruhi keberhasilan musyrif dalam memotivasi belajar; dan (3) dampak serta tantangan motivasi musyrif terhadap hasil belajar santri.

Penelitian ini menggunakan metode kualitatif dengan jenis studi lapangan (*field research*). Teknik pengumpulan data dilakukan melalui observasi, wawancara mendalam, dan dokumentasi terhadap musyrif, santri, guru, dan pengasuh. Analisis data dilakukan melalui tahapan reduksi data, penyajian data, dan penarikan kesimpulan. Pendekatan ini dipilih agar dapat menggali secara mendalam fenomena sosial dan psikologis yang terjadi dalam interaksi antara musyrif dan santri.

Hasil penelitian menunjukkan bahwa musyrif memainkan peran penting dalam membangun motivasi intrinsik santri melalui keteladanan, pendekatan emosional, nasihat, dan pembinaan rutin. Keberhasilan motivasi dipengaruhi oleh karakter pribadi musyrif, pembekalan dan kejelasan tugas, dukungan pengasuh, serta relasi sosial yang sehat. Motivasi dari musyrif berdampak pada peningkatan hasil belajar santri secara kognitif, afektif, dan psikomotorik, serta turut membentuk karakter dan etos belajar. Namun demikian, beberapa tantangan juga muncul seperti kejenuhan santri, keragaman karakter, distraksi media sosial, dan keterbatasan kompetensi musyrif. Temuan ini dikaji dengan menggunakan teori Social Learning (Bandura), teori Vygotsky, Self-Determination Theory (Deci & Ryan), serta pendekatan Humanistic Learning. Penelitian ini dibatasi pada santri putra kelas 7 Salafiyyah Wustho tahun pelpelajaran 2024/2025 dan tidak mencakup santri dari jenjang lain, santri putri, maupun aspek pembinaan selain motivasi belajar. Fokus penelitian adalah pada strategi dan pendekatan motivasi yang digunakan musyrif serta dampaknya terhadap proses belajar santri di lingkungan asrama. Metode penelitian bersifat kualitatif dengan pendekatan deskriptif, sehingga hasilnya tidak dimaksudkan untuk digeneralisasi, melainkan untuk memberikan pemahaman mendalam terhadap konteks yang dikaji.

Kata Kunci: Musyrif, Motivasi Belajar, Santri, Pesantren, Pendampingan Pendidikan

ABSTRACT

This research is based on the importance of the role of musyrif in shaping students' learning motivation within the pesantren (Islamic boarding school) environment, particularly at the Islamic Centre Bin Baz Yogyakarta. A musyrif not only serves as a dormitory supervisor but also as a mentor, role model, and motivator who directly influences students' enthusiasm for learning. This study aims to identify: (1) the efforts of musyrif in motivating seventh-grade male students at Salafiyyah Wustho; (2) the factors that influence the success of musyrif in motivating students; and (3) the impact and challenges of musyrif motivation on students' learning outcomes.

This research employs a qualitative method in the form of field research. Data were collected through observation, in-depth interviews, and documentation involving musyrif, students, teachers, and supervisors. Data analysis followed the stages of data reduction, data display, and conclusion drawing. This approach was chosen to deeply explore the social and psychological phenomena in the interactions between musyrif and students.

The findings reveal that musyrif play a significant role in developing students' intrinsic motivation through exemplary behavior, emotional support, advice, and routine guidance. The success of this motivation is influenced by the personal character of the musyrif, proper training and clear task delegation, support from supervisors, and healthy social relations. Motivation from musyrif contributes to the improvement of students' cognitive, affective, and psychomotor learning outcomes, as well as shaping their character and learning ethic. However, several challenges also emerged, such as student boredom, personality diversity, social media distractions, and limited musyrif competencies. These findings are analyzed through Social Learning Theory (Bandura), Vygotsky's theory, Self-Determination Theory (Deci & Ryan), and the Humanistic Learning approach.

This study is limited to seventh-grade male students at Salafiyyah Wustho during the 2024/2025 academic year and does not include students from other levels, female students, or other forms of mentoring outside academic motivation. The focus is on the motivational strategies and approaches used by musyrif and their impact on the students' learning process within the dormitory environment. This is a qualitative descriptive study; thus, its results are not intended for statistical generalization but to provide an in-depth understanding of the examined context.

Keywords: Musyrif, Learning Motivation, Santri (Students), Islamic Boarding School, Educational Mentorship