

**PERAN WALI ASRAMA DALAM MEMBENTUK
KEDISIPLINAN MELALUI KEGIATAN KEPESANTRENAN
(Studi Kasus di Asrama Abdullah Bin Abbas 1 Pondok Pesantren Islamic
Centre Bin baz Yogyakarta Tahun Pelajaran 2025/2026)**

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ABSTRAK

Penelitian ini dilatarbelakangi oleh proses adaptasi santri kelas X yang mayoritas merupakan santri baru dalam menyesuaikan diri dengan budaya disiplin kehidupan pesantren. Pada masa transisi tersebut, santri dituntut untuk mematuhi berbagai aturan, mengelola waktu, menjalankan tanggung jawab, dan membiasakan diri dengan aktivitas keagamaan yang terstruktur. Oleh karena itu, peran wali asrama menjadi penting dalam membimbing dan membentuk kedisiplinan santri selama proses adaptasi tersebut.

Rumusan masalah penelitian ini meliputi peran wali asrama, strategi pembinaan kedisiplinan, serta hasil dan implikasinya terhadap perilaku santri. Tujuan dari Penelitian ini untuk mendeskripsikan hal tersebut secara mendalam. Metode yang digunakan kualitatif deskriptif. Data dikumpulkan melalui observasi, wawancara, dokumentasi, dan angket sebagai penguat. Analisis data dilakukan melalui reduksi, penyajian, dan penarikan kesimpulan.

Hasil penelitian menunjukkan bahwa wali asrama berperan sebagai pendamping dan pembimbing, pengawas disiplin, serta pengatur kegiatan santri di asrama. Peran tersebut dijalankan melalui strategi pembiasaan, keteladanan, pendekatan personal, nasihat, serta pengawasan yang disertai penerapan konsekuensi terhadap pelanggaran aturan. Temuan penelitian menunjukkan bahwa pembentukan kedisiplinan santri berlangsung melalui dua tahapan, yaitu disiplin eksternal (*external discipline*) yang terbentuk melalui pengawasan dan arahan wali asrama, serta berkembang menjadi disiplin diri (*self discipline*) yang ditandai dengan kesadaran santri untuk menaati aturan, bertanggung jawab, mengatur waktu, dan menjalankan ibadah secara konsisten tanpa pengawasan langsung. Hasil angket menunjukkan respons positif santri terhadap peran wali asrama, dengan 54% responden menyatakan setuju dan 42% sangat setuju, sehingga total respons positif mencapai 96%. Implikasi penelitian ini menunjukkan bahwa pembinaan wali asrama tidak hanya membentuk kepatuhan terhadap aturan, tetapi juga menumbuhkan kemandirian, tanggung jawab, dan pengendalian diri santri. Penelitian ini terbatas pada satu lokasi sehingga hasilnya belum dapat digeneralisasikan secara luas.

Kata Kunci: Peran Wali Asrama; Kedisiplinan Santri; Pembentukan Karakter; Kegiatan Kepesantrenan.

**THE ROLE OF DORMITORY SUPERVISORS IN DEVELOPING
STUDENTS' DISCIPLINE THROUGH ISLAMIC BOARDING SCHOOL
(A Case Study at Abdullah Bin Abbas 1 Dormitory, Islamic Centre Bin Baz
Boarding School, Yogyakarta, Academic Year 2025/2026)**

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ABSTRACT

This study is motivated by the adaptation process of tenth-grade students, the majority of whom are new students adjusting to the disciplined culture of Islamic boarding school life. During this transition period, students are required to comply with various rules, manage their time effectively, fulfill their responsibilities, and adapt to structured religious activities. Therefore, the role of the dormitory supervisor is essential in guiding and fostering students' discipline throughout this adaptation process.

The research problems include the role of dormitory supervisors, the process of discipline development, as well as the results and their implications on students' behavior. The purpose of this study is to describe these aspects comprehensively. The method used is descriptive qualitative. Data were collected through observation, interviews, documentation, and questionnaires as supporting data. Data analysis was carried out through data reduction, data display, and conclusion drawing.

The findings revealed that dormitory supervisors serve as mentors and counselors, discipline supervisors, and activity coordinators in students' daily dormitory life. These roles are implemented through habituation, role modeling, personal approaches, advice, and supervision accompanied by consequences for rule violations. The study found that the development of students' discipline occurs through two stages: external discipline, which is shaped through the supervision and guidance of dormitory supervisors, and self-discipline, which is reflected in students' awareness to obey rules, fulfill responsibilities, manage their time, and perform religious obligations consistently without direct supervision. Questionnaire results indicated positive student responses toward the role of dormitory supervisors, with 54% of respondents agreeing and 42% strongly agreeing, resulting in a total positive response rate of 96%. The findings imply that the guidance provided by dormitory supervisors not only fosters compliance with rules but also promotes students' independence, responsibility, and self-control. However, this study was limited to a single research site; therefore, the findings cannot be generalized to all Islamic boarding school settings.

Keywords: *Dormitory Supervisor Role; Student Discipline; Character Building; Islamic Boarding School Activities.*