

ABSTRAK

Penelitian ini dilatarbelakangi oleh pentingnya pembentukan karakter disiplin santri di lingkungan pesantren. Berdasarkan hasil observasi awal di kelas IX B Salafiyah Wustho Pondok Pesantren Islamic Centre Bin Baz Yogyakarta, masih ditemukan beberapa santri yang datang terlambat, kurang fokus saat belajar, dan menunda tugas yang diberikan. Oleh karena itu, penelitian ini dilakukan untuk mengetahui peran guru dalam membentuk kedisiplinan santri, strategi yang digunakan guru dalam menanamkan disiplin, serta faktor pendukung dan penghambat yang dihadapi dalam proses tersebut.

Penelitian ini menggunakan pendekatan kualitatif dengan jenis deskriptif interpretatif. Informan penelitian terdiri atas guru kelas IX sebagai informan utama, kepala sekolah sebagai informan pendukung, dan lima santri kelas IX sebagai informan subjek. Data dikumpulkan melalui observasi, wawancara, dan dokumentasi. Analisis data dilakukan menggunakan model Miles, Huberman, dan Saldaña yang meliputi kondensasi data, penyajian data, serta penarikan kesimpulan. Keabsahan data diuji melalui triangulasi sumber dan teknik.

Hasil penelitian menunjukkan bahwa guru berperan sebagai teladan, pembimbing, dan pengawas dalam membentuk kedisiplinan santri. Guru memberikan contoh kedisiplinan dalam waktu dan ibadah, membimbing santri dalam menjaga kerapian dan adab, serta mengawasi perilaku santri melalui pemantauan langsung dan CCTV. Dalam pelaksanaannya, guru menerapkan beberapa strategi, yaitu pembiasaan kegiatan harian, pemberian nasihat, pemberian motivasi, penegakan aturan dan sanksi, serta pemberian penghargaan kepada santri yang disiplin. Faktor pendukung dalam pembentukan disiplin meliputi kekompakan guru, dukungan teman sebaya, dan kerja sama dengan orang tua. Sementara itu, faktor penghambatnya adalah kurang konsistennya sebagian guru dalam memberikan keteladanan serta kondisi santri yang terkadang merasa malas, mengantuk, dan lelah karena padatnya kegiatan pesantren. Penelitian ini terbatas pada satu pesantren sehingga hasilnya belum dapat digeneralisasikan ke lembaga pendidikan lainnya.

Kata Kunci: Peran Guru, Karakter Disiplin, Kedisiplinan Santri, Pondok Pesantren, Strategi Pembentukan Disiplin.

ABSTRACT

This study was motivated by the importance of developing students' disciplinary character in the Islamic boarding school environment. Based on preliminary observations in Class IX B of Salafiyah Wustho at Islamic Centre Bin Baz Boarding School, Yogyakarta, several students were still found arriving late, lacking focus during lessons, and delaying assigned tasks. Therefore, this study was conducted to examine the role of teachers in fostering student discipline, the strategies used to instill discipline, and the supporting and inhibiting factors encountered in the process.

This research employed a qualitative approach with a descriptive-interpretative design. The research informants consisted of a Grade IX teacher as the main informant, the principal as a supporting informant, and five Grade IX students as research subjects. Data were collected through observation, interviews, and documentation. Data analysis followed the model of Miles, Huberman, and Saldaña, which includes data condensation, data display, and conclusion drawing. The validity of the data was ensured through source and technique triangulation.

The findings revealed that teachers play significant roles as role models, mentors, and supervisors in developing students' discipline. Teachers demonstrated discipline in time management and worship practices, guided students in maintaining neatness and proper conduct, and monitored student behavior through direct supervision and CCTV. To support disciplinary development, teachers implemented several strategies, including habituation of daily routines, giving advice, providing motivation, enforcing rules and sanctions, and rewarding disciplined students. Supporting factors included teacher solidarity, peer support, and cooperation with parents. Meanwhile, the inhibiting factors were the inconsistency of some teachers in providing exemplary behavior and students' conditions such as laziness, drowsiness, and fatigue due to the demanding schedule of boarding school activities. This study was limited to a single Islamic boarding school; therefore, its findings cannot yet be generalized to other educational institutions.

Keywords: Teacher Role, Discipline Character, Student Discipline, Islamic Boarding School, Disciplinary Strategies.