The Implementation of Student Management in Discipline Guidance at Modern Islamic Boarding Schools Gontor

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ABSTRACT. The objective of this study was to determine the pattern of student discipline development at Gontor campus 2, determine the implementation of student management in the development of student discipline at Gontor campus 2, and determine the supporting and inhibiting factors in implementation of student management in student discipline development at Gontor campus 2. The research method used by the researcher is a qualitative research method with a phenomenological approach where the discipline enforcement system is a unique phenomenon that was pointed out in this study. The data analysis technique utilized is Milles and Huberman triangulation in data reduction, display, and verification. The results of this study are (1) the pattern of student discipline development at Gontor campus 2 is based on the pesantren system with 24-hour parenting patterns with security discipline settings, class entry discipline, and language discipline. (2) The implementation of student management at Gontor is carried out by the guidance staff collaborating with KMI staff and the language advisory council. Implement the POACE system to implement the discipline. (3) there are supporting and inhibiting factors in implementing student management in Gontor campus 2. The summarized conclusion describes that the application of student management at Gontor is an effort to maintain the existence of the Pesantren as a moral education institution. Efforts to improve students' morale are performed by applying POACE's performance in the implementation of student management.

Keywords: *Islamic education, modern Islamic boarding school, student management, discipline development*

INTRODUCTION

Pondok Pesantren (Islamic boarding schools) is the origin and the most ancient Islamic educational institution in Indonesia and continues to make important contributions in both social and religious aspects. The *pesantren* is an educational institution that has strong roots (indigenous) in the Indonesian Muslim community. It can maintain its sustainability (survival system) and has a multi-aspected education model (Fadillah, 2015). Historically, *pesantren* have a record in various Indonesian history. *Pesantren* are the main factor in spreading Islam in Indonesia, and *pesantren* are the basis for a Muslim's moral education from ancient times until today. *Pesantren* has become a center of excellence for human resource development that has a moral basis in social life. *Pesantren* is part of the community infrastructure that has played a role in making people aware of idealism, intellectual abilities, and good behavior to organize and build the nation's character. *Pesantren* continuously tries to model the behavior of their people (Siswanto, 2016). In conclusion, *pesantren* becomes the basis and benchmark for developing human resources.

According to the assumption above, it concluded that *pesantren* have succeeded in fostering character education. The development aspects of character education are prioritized on the basic characters that become the basis for the behavior of each individual. The formation of characters in *pesantren* must be done systematically and continuously, involving aspects of knowledge, feeling, love, and action (Bashori, 2017). Similarly, *pesantren* have become quality educational institutions at the forefront of fostering human morality. Quality institutions have several aspects, including daily discipline and student moral development. *Pesantren* has a high quality if the output it produces can unite religious education with general education following the community's needs (Nugroho, 2016) which means that the balance in the output of Islamic boarding school education is a primary need. The balance between the transcendental and the profane aspects in this formulation and the goals of Islamic education are contained in the terminology of Islamic education. Regarding the management, *pesantren*, with their diversity, is the unique educational institutions or organizations (Asifudin, 2016) because, in *pesantren*, there are the *Kiai* as figures who have memorable roles and authorities, so in the perspective of management science often contradicts or does not match with a code of ethics for institutional management. Student management in fostering students' daily lives is generally no different among *pesantren* in Indonesia. There is no difference in nurturing *pesantren* students, and it only depends on significant differences in the curriculum.

Please get to know about Pondok Modern Darussalam Gontor, famous for its discipline and education. The researcher is interested to find out "implementation of student management in discipline guidance of santri at Pondok Modern Darussalam Gontor." Among the prominent characteristics taught by Pondok Modern Darussalam Gontor to its students are; religion, sincerity, disciplined, independence, responsible, and confidence (Muhajir, 2018). Many other character values are fostered. Gontor is very strict in applying discipline to his students based on the above facts. The life of the students of Gontor for 24 hours cannot be separated from a discipline that is always based on the values and teachings of modern boarding schools (Sista et al., 2018). Discipline control students, not only aspects of the organization, but all aspects included in worshipers (*'ubudiyah*), morals, learning, work ethic, Arabic-English speaking, clothing attitude, presence, and many other aspects. Thus, the discipline of the students becomes better, and the family atmosphere is more visible (Zarkasyi, 2015). Thus, it can be concluded that discipline brings a positive aura to students' lives. After discussing the discipline in Gontor, the researcher intends to discuss how Gontor organizes its students to accomplish the purpose of discipline. The management of students at Pondok Modern Gontor is carried out using POACE (Planning, Organizing, Actuating, Controlling, and Evaluating) performance (Syam, 2015). Performing POACE activity in the management system is proof that Pondok Modern Gotor educates its students not carelessly.

Researchers found several studies on the pattern of education in the Gontor Islamic boarding school. As an example, Muhammad Aldi Pratama Putra's research, which discusses the communication management of the language drive section in improving language skills at Pondok Modern Darussalam Gontor, focuses on language education and communication management (Putra & Asy'ari, 2019). Another research belongs to M. Ihsan Dacholfany on leadership styles in character education at Pondok Modern Darussalam Gontor, which only focuses on the portrait of institutional leaders in character education activities in Gontor (Dacholfany, 2015). Another study by the author M. Kharis Fadillah with the theme of quality management of Islamic education in *pesantren* (Study at Pondok Modern Darussalam Gontor) shows the focus of researchers related to quality management at Gontor Islamic boarding school (Fadillah, 2015). The previous research above shows that no researchers focus on the theme of student management and discipline development at the Gontor institution. So, the researcher assumes that the novelty of this research lies in those aspects. The research objective will describe: the pattern of student discipline development at Gontor campus 2, the implementation

of student management in developing student discipline at Gontor campus 2, and the Supporting and Inhibiting Factors.

METHOD

This research uses the descriptive qualitative technique in the approach. Bogdan and Taylor define qualitative methodology as a research procedure that produces descriptive data in written or spoken words from people and observable behavior. According to them, this approach is directed at the background and the individual holistically (whole). So, in this case, it is not permissible to isolate individuals or organizations into variables or hypotheses, but it is necessary to view them as part of a whole (Raco, 2005). This research was conducted at Pondok Modern Darussalam Gontor campus 2, a branch of Pondok Modern Gontor located in Madusari, Siman sub-district, Ponorogo district, East Java province. This cottage has been established since 1926. The data obtained in this study are data obtained from the focus of research, namely student management in fostering student discipline at Pondok Modern Darussalam Gontor campus 2. The length of the time needed to accomplish the data collection is among three months on the field. The researcher delegated one college student to overcome the data collection in conducting this research.

According to Milles and Huberman, the analysis technique implemented in this research is the Triangulation Technique, consisting of three techniques: data reduction, data display, and verification (Sugiyono, 2018). In this research, researchers collected data using several methods such as observation, which will observe students' daily discipline, proper class management, extracurricular activity, and other daily formal activity. The second method utilized by the author is the interview. The information on this interview will be the president of Gontor campus 2, the principal of Gontor campus 2, and some guidance and counseling department staff. The last method is documentation, which is utilized to collect several paper-based data.

RESULT AND DISCUSSION

Result

The pattern of student discipline development at Gontor campus 2

During the hustle and bustle of globalization marked by the acceleration of technology and information, Pondok Modern Gontor can still exist and progress. This existence cannot be separated from the strategy owned and developed by Pondok Modern Gontor always to develop and change. By maintaining the concept of *al-muhafadzatu 'alal qodimi assalihi wal akhdu bil jadidil aslahi*, Pondok Modern Gontor can survive and continue to grow. Of course, this cannot be separated from the vision, mission, and noble goals to be achieved together in the future. Pondok Modern Gontor has a clear vision, mission, and goals, full of meaning, and describes the lofty ideals to be achieved in the future. The vision of Pondok Modern Gontor is to produce cadres of ummah leaders, to become places of worship for *thalab al-'ilmi*, as well as be a source of Islamic knowledge, the language of the *Qur'an*, and general knowledge while remaining in the spirit of the *pesantren*.

While the mission of Pondok Modern Gontor is to form a superior generation towards the formation of *khaira ummah*, another goal is to educate and develop a generation of believers and Muslims who are virtuous, physically fit, and knowledgeable, free-thinking, and respectful to the community. The final goal is to teach religious and general knowledge in a balanced way towards the formation of intellectual scholars. Fourth, to create citizens with Indonesian personalities who believe and fear God. The formulation of the objectives of disciplinary education at Pondok Modern Gontor can be seen from the following points: (1) students can live in an orderly and directed manner; (2) santri can have a sense of responsibility and social sensitivity; (3) forming the

character of students and forceful personalities; dan (4) forming patterns of thought, attitude, and behavior following written and unwritten rules.

To ensure the implementation of the planned goals of student discipline education, Pondok Modern Gontor has a different plan. One way of planning student discipline education carried out by Pondok Modern Gontor through santri care is to plan student discipline regulations in daily life at *pondok pesantren*. From the explanation above, it shows that the planned student discipline regulations at Pondok Modern Gontor are an effort made by the santri guidance to maintain the behavior of students so that they do not deviate and can encourage them to behave by following the norms, rules, and regulations that apply at Pondok Modern Gontor. These regulations include the following:

1. Security rules or public order, including using identity (nameplate) as identification, living in the Pondok Modern Gontor campus dormitory, following attendance, locking boxes/cupboards at all times, giving a name to every personal item, asking permission from the Security or Guidance section before leaving the cottage and reporting upon arrival at the cottage and many others.
2. The rule of ethics and politeness include: maintaining politeness in speaking, acting, and acting, greeting anyone, getting along with all students without discriminating against ethnicity, rich or poor, putting shoes or sandals in a neatly determined place, lifting the shoos when walking.
3. The rule of hygiene and health includes prohibited from throwing garbage wherever, prohibited from eating rice in the room except for those who are sick, and many cleanliness in the living place.
4. Disciplines of worship, including obligatory prayers in congregation five times a day, obligatory reading of the *Qur'an* after Asr prayer, before *Maghrib*, after *Maghrib*, and after *Fajr*, bringing prayer rugs and wearing clothes neatly; it is recommended to fast Monday and Thursday, and perfectly perform the *Fardhu* prayer with the obligatory prayers, do not sleep and talk while reading the *Qur'an*, are prohibited from making unnecessary movements when praying, are prohibited from leaving any items in the mosque, and are prohibited from scribbling on the floor or the walls of the mosque.
5. Eating discipline, including the mandatory for all students to eat in their respective kitchens according to the schedule that has been set, prohibited from bringing rice and side dishes to the room, except for students who are sick, prohibited from making noise when eating, obliged to maintain the cleanliness of the kitchen after eating, wash their dishes after eating. It is forbidden to eat together on one plate (*Tajamu*).
6. Dress discipline, including dressing neatly in daily life, uniforms must be following the nature of education that Pondok Modern Gontor has set, must wear a belt when wearing thrower, boarding pickets must wear picket uniforms—wearing the dress according to the agenda and time.

The guidelines for violations and punishments that will be given to students at Pondok Modern Gontor are divided into three forms of violations, minor, moderate, and severe, with the following description:

1. Minor violations. The punishment given convinces the violation, on the spot, with a light physical workout or academic task within the time limit.
2. The moderate violations. The punishments given will be balding hair.
3. The severe violation. The punishment will be deportation from boarding school, scorsing for about a year, or calling the parents for further persuasive counseling with a contract of discipline.

The implementation of student management

Implementation in education management is the most important activity of the overall management function. As many experts have pointed out, these steps are planning included in

the activation process that systematically prepares activities that will be performed to achieve certain goals (Sista, 2017). George R Terry also suggested that the management process can be described as POACE (Syarifah, 2016). Every pattern from each consists of many works' procedure, as described below: Planning consists of budgeting, programming, decision making, and forecasting (Wei et al., 2022).

Planning

Budgeting. The budgeting system in the Darussalam Gontor Islamic boarding school in student management is held together in the OPPM (Student Organization). The budgeting activity is performed to supply the finance material to every activity held by the Student Management system, which will support the discipline guidance program and have an extraordinary impact on the moral education of a student of Gontor. The program and budget are reported to the Guidance and Counseling Department Staff, then forwarded to the Head Master of Gontor for approval.

Programming. Programming in planning activities for student management at Gontor is related to student activity programs, dormitory manager activity programs, and even activity programs for each sector of student organizations, both the discipline and finance sections. Programming activities start from a student organization activity program arranged during the year-end vacation period after the class graduation. Then the program is communicated to the prospective dormitory manager and determined to the members of each dormitory. The program is structured for one academic year.

Decision-making. Decision-making in planning activities is an agenda that is carried out even in the middle of the program of activities actuation (Nasir et al., 2019). Decisions conducted incidentally or under guidance will affect several student disciplinary activities. Decision making actuated in determining punishments for perpetrators of disciplinary violations or relating to daily rules that have to change due to certain conditions. The party who has the authority to make decisions is the leader of Pondok Modern Darussalam Gontor, then actualized by the guidance and counseling staff by instructing the student organization management.

Forecasting. Forecasting is an important part of planning activities. Forecasting requires skills in analyzing causality. In student management, forecasting activities include a future analysis of the impact of established disciplinary rules and a SWOT analysis of the applied discipline rules.

Organizing: Structuring, Assembling resources, Staffing (Wei et al., 2022).

Structuring. Structuring in Student Management in the organization in this cottage has special characteristics and is accorded to the background of the student and their record of management capability. The structuring activity lies in determining the candidates for the management of the disciplinary divisions in the institution. This activity was carried out by the head of OPPM, who was then consulted with the Santri Care Staff and approved by the caretaker of Pondok Gontor campus 2.

Assembling Resources. The resources mentioned here are human resources (González Bravo et al., 2022). The assembling activity of resources in student management in the Darussalam Gontor Islamic boarding school is run before an organization is designed, the head of the organization is chosen, and the student guidance section guides the head of the sections. The collection of resources, which is meant by the head of the sections that have been elected, is obliged to select the personnel of one group to work in the divisions by looking at their disciplinary records and the background of the capabilities possessed by the proposed personnel. Not all students in one batch have the opportunity to become administrators of student organizations, so this resource assembling activity determines the qualifications of students to become administrators in certain sections.

Staffing. Staffing in student management is to delegate the head of the department in student management who accomplished the criteria to become the department leader of a student organization at Pondok Modern Darussalam Gontor. Including the section's leader, staffing activities, the appointment of members of the discipline section, and the appointment of dormitory administrators and dormitory management cadres.

Actuating: Coordinating, Directing, Commanding, Motivating, Roling Model, Conditioning (Wei et al., 2022)

The coordination activity in question is a conscious effort to synergize policies between the discipline enforcement divisions at Pondok Gontor 2 by referring to the disciplinary rules. This activity is carried out to create harmony in determining disciplinary rules and avoid communication errors that will cause harm to students. Directing is the process of informing the duties and obligations of each disciplinary officer. The activity aims to avoid misunderstandings from student organization management in carrying out their duties in each department. (Suárez-Perales et al., 2021) Directions are given directly by the student guidance staff to each head of the student organization section. The motivational activity is a persuasive approach carried out by the student care staff to stimulate the administrators' enthusiasm for student organizations in carrying out their duties and obligations. Considering that the administrators of student organizations are also students who have problems in their daily lives, it can affect the performance of student discipline enforcement. The role model is part of the actuating that aims to provide examples of good and productive performance for members of the student organization management. It is obligated to the personal manager of student organizations to be good examples based on referrals from the *pesantren* leader for the students. The main example being exemplified is the leader of the Pondok Pesantren Gontor, then demonstrated by the guidance staff.

Conditioning is the Environmental Creation that plays an important role in discipline education (Rozak et al., 2020) for students at Pondok Modern Darussalam Gontor. It is applied in the dormitory system correctly. It can be referred to as an awareness of how important the role of the environment is in the student discipline education process. Creating an environment requires students to live on campus by living in a dormitory. Their life for 24 hours is arranged and programmed with productive and conducive activities for the optimal achievement of the goals of student discipline education. The activities of the students in the dormitory and all other student activities are well and strictly scheduled and carried out with high discipline.

Controlling: Monitoring and Appraising.

Monitoring activities are conducted to maintain the quality of disciplinary services performed by the managers of student organizations to the students, either monitoring from the guidance staff to the managers of student organizations or monitoring from the managers of student organizations to the dormitory administrators. Monitoring activities are implemented directly or indirectly by utilizing the daily reports of the management. *Appraising* is part of the controlling activity implemented to record the performance results (Rahman et al., 2022) of student organization management in quantitative form. It will be able to measure systematically and objectively. The person who has the authority to assess is the guidance and counseling, department staff. The assessment technique is based on reviewing the weekly reports of each section of the student organization. The assessment results will be followed up in the form of an evaluation or appreciation weekly conducted.

Evaluation: Evaluating and Reporting.

Evaluation is an assessment of the control results, which is utilized as a reference to the follow-up process from the results that have been achieved. Become a benchmark to know the results that have been achieved and which will be achieved to be a vehicle for correcting any errors that occur if there are errors. The evaluation process for student management starts from

the daily evaluation of dormitory disciplinary violations. The hostel administrator is obliged to carry out the judgment every day after the Maghrib prayer. For discipline violations committed by senior students, the student care staff processed the judgment. The results of the recapitulation of disciplinary violations from the judgment are reported to the management of the central security department.

The next evaluation is of the performance of the student organization administrators, especially discipline enforcers. The evaluation process is implemented based on the record in the daily report. Then the evaluation results will become a benchmark for the implementation of future discipline enforcement activities. Reporting activities are mandatory for student organization administrators, especially the discipline enforcer. Without reporting activities, there will be no evaluation activities. (Ahyat, 2017) The form of the report is a written report in a certain format. It consists of weekly reports and monthly reports. The report is submitted to the Guidance and Counseling staff as the responsible person for implementing discipline in the *pesantren* environment.

The Supporting and Inhibiting Factors

In implementing student management in the Gontor Islamic boarding school environment, there are supporting and inhibiting factors. Among the supporting factors found by researchers include the *pesantren* environment that supports the implementation of discipline; support from the society, both from teachers and *pesantren* leaders; there is no interference outside the lodge, either from the students' parents or the government; the attachment between disciplinary rules in each discipline enforcement sector; prohibition of interfering with the implementation of discipline even from the inner side of the *pesantren*; the decision of the *pesantren* leadership is absolute.

The inhibiting factors in the implementation of student management at the Gontor Islamic boarding school campus 2 are as follows: teenagers who still prioritize personal ego, disciplinary violations occurring from disciplinary enforcement personnel, thus role a bad example, and intervention in the implementation of discipline from among fellow forces. Student organization administrators do not have authority over fellow generations. External factors include family conditions that affect students psychologically and emotionally.

Discussion

Student management is a part of the elements of Islamic education management. In a wide view, student management is directed at improving educational output, and this is quite diverse from the findings above, which told that the implementation of student management at the Gontor Islamic Boarding School is according to the vision, mission, and goals which oriented on the educational process, not based on scholarly output (Samsirin, 2015). In terminology, management is a process of planning, organizing, mobilizing, and controlling Human Resources (HR) and other resources to achieve goals effectively and efficiently (Supriadi & Marinah, 2018). According to Syarifah, it is explained that in the implementation of student management, the role of student management, namely POACE, is vital in the management aspect (Syarifah, 2018). Therefore, every conducted activity applied according to the school's purpose. Pesantren Gontor applies the POACE system in every managerial aspect, aside from student management. However, no traces prove in the form of written documentation related to the application of POACE in the implementation of managerial activities at Pesantren Gontor (Budi & Apud, 2019).

According to Anam and Hariyanto (2020) stated that the scope of education management consists of several performances, including (a) Planning and student admissions, (b) New student orientation, (c) Regulating daily student life, (d) Student grouping and evaluation, (e) Regulating student levels, transfers and drop out, (f) Regulate the code of ethics, order, and discipline, (g)

Regulate student services and student organizations. Meanwhile, according to B. Suryobroto (Muswariyanto, 2015), student management activities are grouped into (a) New student admissions, (b) Student registration in the main book, (c) Regulating rules and regulations, (d) Creating the attendance lists. The pattern of disciplinary education at the Gontor Islamic Boarding School is a system adopted by many modern *pesantren*. According to Asifudin (2016), the discipline system at the *pesantren* Gontor is a role model for disciplinary education in modern boarding schools. Some traditional *pesantren* adopted the pattern of activities of modern *pesantren*, which is similar to the pattern of activities and discipline of the *pesantren* Gontor. Not all traditional *pesantren* adopt this system, and only a several *pesantren* have hybrid systems with traditional Islamic education curricula and modern management systems (Azhar, 2017).

According to Syarifah (2018), the theory states that there are two types of approaches in the implementation of student management, quantitative and qualitative approaches. The quantitative approach emphasizes more on administrative and bureaucratic aspects. This approach assumes that students will be more mature and successful in education if they carry out the tasks and rules set by the school. The qualitative approach emphasizes the convenience of students in learning, meeting all the basic needs of students, which are the responsibility of the school. This approach assumes that if students are happy and prosperous, they will learn well and can develop themselves (Siswanto, 2016). There is agreement and contradiction between the above theory and the findings. The suitability lies in Gontor's consistency in maintaining administrative order, even in students' daily activities. Disciplines are managed in written form, and the contradiction lies in the student's life model. Therefore, *pesantren* guarantee the daily needs of students, such as eating, drinking, toilets, and other basic needs. However, students are trained to live with the lifestyle of marginalized communities, to train students to survive with the lowest living conditions to face the worst possibility in the future, so that life in Gontor is far from comfortable (Syam, 2015).

Since ancient times, an uncomfortable atmosphere has been a hallmark of *pesantren*. The uncomfortable atmosphere requires students to find ways to survive in the *pesantren* environment by increasing individual activities such as participating in sports clubs, art clubs, language clubs, and activities that can fill the void of spare time so that they forget the discomfort environment (Fathony Nur Islami, 2018). The Gontor Islamic Boarding School provides various extra-curricular activities responsible for creating an uncomfortable atmosphere environment. *Pesantren* that prioritize moral and mental education set a marginal atmosphere to educate students' minds so that they can survive in bad conditions and devote themselves and their knowledge in remote environments and far from luxurious facilities (Syam, 2015).

In the implementation of an activity, there is a hindrance that occurs. These hindrances are classified into internal and external problems (Hasan, 2015). In the case of the implementation of student management activities, internal hindrances arise from the personal case of the daily management of student organizations. In contrast, external hindrances arise from aspects outside the management of student organizations. All forms of a disturbance outside the campus are not categorized as external hindrances because Gontor does not accept outside intervention such as parents, government, and the social community (Sista, 2018).

Several studies discuss similar themes with several comparisons, including research on Student Management Implementation in Improving Student Discipline by Zuhrotul Ula. However, the context of the discussion in the research does not include a discussion of POACE and its use in student management (Ula, 2019). Another research with the theme of Implementation of Educators in Pondok Modern Darusallam Gontor Ponorogo by Nanang Muswariyanto. This study has the same location as ours, but the main topic of discussion is the application of education in implementing learning at the Gontor Islamic Boarding School (Muswariyanto, 2015).

CONCLUSION

The discipline development activities implement at Pondok Modern Darussalam Gontor are a form of the *pesantren*'s consistency with the main goal of Islamic education, which are moral and mental education. By implementing student management, disciplinary development activities are directed and measurable, thereby minimizing failures and errors in the application of the *pesantren* education system. The POACE performance pattern is a management implementation standard that is consistently implemented unconsciously. The researcher did not find any Standard operational procedures for implementing POACE performance in management activities in this institution. However, details of activities that include aspects of POACE can be explained in detail in all patterns of management activities in *pesantren*.

The emergence of supporting factors in implementing student management at the Gontor Islamic Boarding School is a kind of a positive response and support from every Islamic boarding school community for all disciplinary activities toward students. The inhibiting factor is a natural aspect that appears in all forms of human activity, including student management activities in Gontor. The emergence of inhibiting factors does not mean a big problem fostering student discipline. However, it is an evaluation aspect that is needed to improve the system and governance of management activity. The researcher hopes that through the results of this study, future research will emerge with the rest of part field of Management of Education in Gontor from the point of view of POACE performance.

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