

## Patterns of Coaching Student Discipline Through Management Islamic Boarding School in Gontor 2<sup>nd</sup> Campus at Ponorogo

<p><b>Abu Darda</b> Fakultas Tarbiyah, Universitas Darussalam Gontor, Indonesia ORCID: <a href="https://orcid.org/0000-0002-5582-634X">0000-0002-5582-634X</a></p>	<p><b>Taufik Riski Sista</b> Fakultas Tarbiyah, Universitas Darussalam Gontor, Indonesia ORCID: <a href="https://orcid.org/0000-0003-4047-7279">0000-0003-4047-7279</a></p>
<p><b>Fathimah Kamilatun Nisa</b> Fakultas Tarbiyah, Universitas Darussalam Gontor, Indonesia ORCID: <a href="https://orcid.org/0000-0002-6819-1435">0000-0002-6819-1435</a></p>	<p><b>Sintya Kartika Prameswari</b> Fakultas Tarbiyah, Universitas Darussalam Gontor, Indonesia ORCID: <a href="https://orcid.org/0000-0002-8559-0198">0000-0002-8559-0198</a></p>

### Article history

Received 8 June 2023

Revised 21 August 2023

Accepted 30 August 2023

### Corresponding author

[fathimahkamilatun@unida.gontor.ac.id](mailto:fathimahkamilatun@unida.gontor.ac.id)

DOI: 10.35316/jpii.v8i1.454

**Abstract:** Islamic Boarding School was a quality educational institution, at the forefront of fostering human morality. The purpose of this study was to (1) Know the application of Islamic Boarding School management in the development of student discipline. (2) Determine the Support and Obstacles to the Factors for the Implementation of Islamic Boarding School Management in the cultivation of student discipline. The research method used by the researcher was a qualitative research method with a phenomenological approach where the discipline enforcement system was a unique phenomenon raised in this study. The data analysis techniques were Milles and Huberman's triangulation form of data reduction, data display, and data verification. The results of this study were (1) The Through management of Islamic Boarding Schools by the implementing System of POACE (*Planning, Organizing, Actuating, Controlling, and Evaluating*) In the Life of Islamic Boarding Schools. (2) The supporting and inhibiting factors in the implementation Islamic Boarding School of Management at Gontor 2<sup>nd</sup> Campus.

**Keywords:** Disciplinary Development; Management of Islamic Boarding School; Gontor 2<sup>nd</sup> Campus

### Introduction

Islamic Boarding School is the forerunner and the oldest Islamic educational institution in Indonesia and continues to make contributions in both social and religious aspects. Islamic Boarding School is

an educational institution that has strong roots in Indonesian Muslim society. He can maintain its sustainability and has a multi-aspect educational model (Hasyim, 2015). Historically, Islamic Boarding Schools have records of various Indonesian Muslims. Islamic Boarding School is a major factor in

the spread of Islam in Indonesia and Islamic Boarding School is the basis for moral education of a Muslim from ancient times until today. Islamic Boarding School has become a center of excellence for the development of human resources that have a moral foundation in social life (Fadillah, 2015). Islamic Boarding School is part of the community infrastructure that plays a role in making people aware of idealism, intellectual abilities, and good behaviour to organize and build the character of the nation. Islamic Boarding School continuously strives to model the behaviour of its people (Hasan, 2015). In conclusion, the Islamic Boarding School became the basis and benchmark for human resource development.

Based on the above assumptions, it is concluded that pesantren have succeeded in fostering character education. Aspects of the development of character education are prioritized on the basic character on which the behaviour of each individual is based (Fatimah, 2016). Basic character education in Indonesia, especially among Muslims, is with good moral habituation. Character building in Islamic boarding schools must also be carried out systematically and continuously involving aspects of knowledge, feelings, love, and action (Siswanto, 2016). A quality institution has several aspects, including daily discipline and moral coaching of students. Pesantren is said to be of high quality if the output produced can unite religious education with general education by the needs of the community, (Bafadal et al., 2022) which means that the balance of the output of Islamic boarding school education is a primary need. The balance between the transcendental aspect and the profane aspect in this formulation and the purpose of Islamic education is contained in the terminology of Islamic education (Bashori, 2017).

Regarding its management, Islamic Boarding School with its diversity, is a unique educational institution or organization (Janan

Asifudin, 2017) because in Islamic Boarding School a Teacher is a figure who has an extraordinary role and authority in the perspective of management science it is often contrary or not following the code of ethics of institutional management. (Fauzi & Herminingsih, 2021) There is no difference in educating students in Islamic boarding schools, it only depends on significant curriculum differences. In the aspect of student management in fostering the daily life of students in general, there is no difference between Islamic boarding schools (Nugroho, 2016).

Researchers are interested in knowing about the Pattern of Student Discipline Development Through Pesantren Management Gontor 2<sup>nd</sup> Campus. Get to know Pondok Modern Darussalam Gontor which is famous for its discipline and education. Among the important figures taught by Pondok Modern Darussalam Gontor to its students are; religious, sincere, disciplined, independent, responsible, and confident (Muhajir & Budi, 2018). Many other character values are fostered. Based on the above facts, Gontor is very firm in applying discipline to his students. The life of Gontor students for 24 hours cannot be separated from the discipline that is always based on the values and teachings of modern Islamic boarding schools (Sista, 2019). The discipline controls students, not only in organizational aspects, but all aspects, which are included in worship ('ubudiyah), morals, learning, work ethic, Arabic-English, dress attitude, attendance, and many other aspects. Thus, student discipline becomes better and the family atmosphere is more visible (Zarkasyi, 2015). Thus concluded that discipline brings a positive aura to the life of students.

After discussing the disciplines that exist in Gontor, researchers intend to discuss how Gontor organizes its students to achieve the goals of the discipline. The management of students at Darussalam Gontor Islamic

Boarding School is carried out using performance POACE (*Planning, Organizing, Actuating, Controlling and Evaluating*) (Aldo Redho Syam, 2015). Carrying out POACE activities in the management system is proof that Pondok Modern Gotor educates its students not carelessly.

### Literature Review

Researchers found several studies on educational patterns in Gontor Islamic boarding schools. An example of Muhammad Aldi Pratama Putra's research which discusses Communication Management, The Driving Part of Language in Improving Language Skills at Islamic Boarding School of Gontor, is that the focus of this research lies only in Language education and communication management. (Pratama & Asy'ari, 2019).

Another research by M. Ihsan Dacholfany on Leadership Style in Character Education in Islamic Boarding at Gontor, that this research focuses on portraits of institutional leaders in character education activities in Gontor (Dacholfany, 2015). Another research with author M. Kharis Fadillah with the theme of Quality Management of Islamic Education in School (Study at Islamic Boarding School of Gontor) shows the focus shown by researchers related to Quality Management at Gontor (Fadillah, 2015).

Another research with author Khoirul Umam with Developing Management Standards Based On Islam research shows that Gontor's teaching management is independent in every aspect: organization, system, curriculum, funding, and human resources. It does not follow any societal organization, party, or other forces. It relies on its resources without having to be dependent on others for aid or assistance.

Previous research above shows that there are no researchers who focus on the theme of student management and disciplinary development at the Gontor institution. So the researcher assumed that the renewal of this study was based on this aspect.

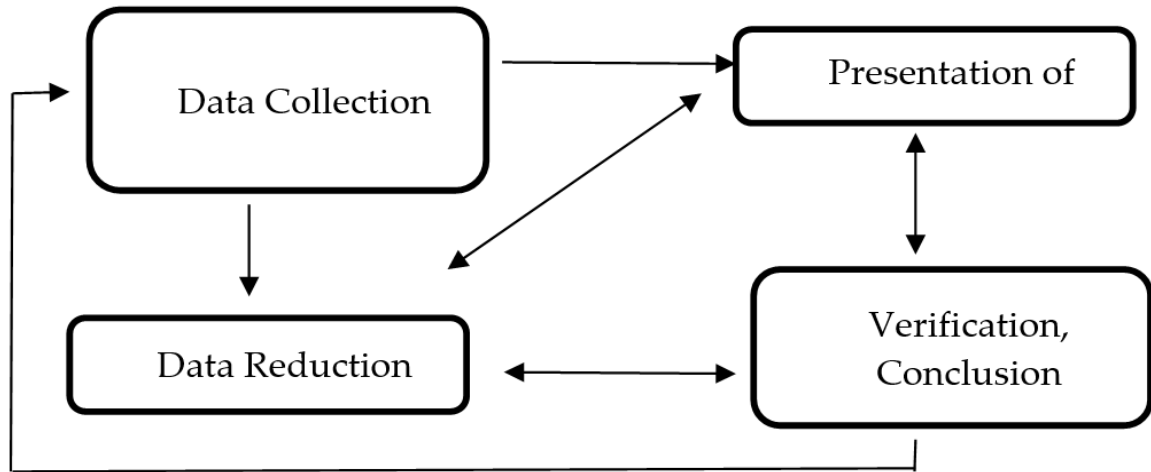
The focus of the problem in this study is the focus on aspects of student discipline development patterns through Islamic Boarding School management at Gontor 2<sup>nd</sup> Campus. Fostering student discipline in Islamic boarding school environment and implementing pesantren management to support the development of the discipline. The content of this paper will discuss the research methods used and the research results obtained. Furthermore, the researcher will discuss the findings obtained with the theory used by the researcher as a scientific foundation in this study.

This research was carried out at Gontor 2<sup>nd</sup> Campus which is a branch of Pondok Modern Gontor which is located in Madusari District, Siman District, Ponorogo Regency, East Java. This cottage has been established since 1926. The data obtained in this study is data obtained from the focus of the research, namely the management of Pesantren in fostering the discipline of students. In conducting this study, researchers delegated one college student to address data collection. The length of time it takes to complete the data collection is between three months in the field. In the process of this study, researchers collected data using several methods as observations that will observe students' daily disciplines, formal classroom management, extracurricular activities, and other daily formal activities. The second method the author uses is an interview (Sugiyono, 2018). The informants in this interview are the chairman, principal, and some staff of the Guidance and Counseling Section at Gontor 2<sup>nd</sup> Campus. The last method is Documentation which is used to collect some

paper-based data. The analysis technique used in this study is the Triangulation Technique according to Milles and Huberman which consists of three

techniques, namely Data Reduction, Data Display and Verification (Rijali, 2019).

Table 1.1. Milles and Huberman Qualitative Data Analysis



**Results**

*Patterns of Coaching Disciplinary Development in Modern Islamic Boarding Schools*

During the frenzy of globalization with the marked acceleration of technology and information, Darussalam Gontor Islamic Boarding School, can still exist and advance. This existence is inseparable because of the strategy owned and developed by Pondok Modern Gontor to always develop and change. This is as stated by Al-Ustadz H Suwito Djemari the father of the caretaker of Gontor 2<sup>nd</sup> Campus, who said that the strategy carried out in this cottage, emphasizes more on the concept of *al-muhafadzatu 'alal qodimi as-salihi wal akhdu bil jadidil aslahi* which means that maintaining the old relics well and making better innovations is one of the strategies of Darussalam Gontor Islamic Boarding School, to always survive and develop.

To ensure this totality of education, the system is managed based on the five spirits and aimed at producing the output with

specifications of them. When students enter boarding school to study are more than the capacity that boarding schools. As a result, someone who visits the main cause here, as mentioned, is the construction follows the need.

The educational objectives of Pondok Modern Gontor that have been set are: First, to form a superior generation towards the formation. Second, forming a generation of believers and Muslims who are virtuous, physically healthy, knowledgeable, and free-thinking, and serve the community. (Fatihah, 2018) Third, gives birth to intellectual scholars who have a balance of dhikr and thought. Fourth, forming citizens with Indonesian personalities who have faith and piety in Allah SWT.

For the implementation of the planned goals of student discipline education, Darussalam Gontor Islamic Boarding School has a different plan. One of the ways to plan student discipline education carried out by Darussalam Gontor Islamic Boarding School through is to plan the discipline of students in

daily life at the Islamic Boarding School. (Zarkasy, 2011)

The guidelines for violations and sanctions that will be given to students at the boarding school at Gontor are divided into 3 forms of violations, namely minor, moderate, and severe offences, with the following description:

Minor violations. The punishment given is in the form of punishing offences, punishment in places with light physical labor (running, push-ups, standing under the scorching sun for a certain time in public) or assigning special tasks, such as mopping, sweeping, memorizing Juz'amma. Moderate offense. The sanctions given in the form of summonses and asking for reasons for violations, snatching and burning books/magazines as well as shaving off their hair (balding) for students who have prohibited items and read prohibited books/magazines, stand in front of the security office carrying a sign of admission of guilt. Gross misconduct. The punishment will be in the form of deportation from the boarding school, a suspension of about a year at least, or calling a parent for further persuasive enforcement with a disciplinary contract.

## Discussion

### *Implementation of Islamic Boarding School Management in Gontor 2<sup>nd</sup> Campus*

Implementation in education management is the most important activity of the overall management function (Hartini, 2021). As many experts have argued, such measures are planning that is included in the process of activities that systematically prepare for the activities to be carried out to achieve certain goals (Sista & Al-baqi, 2018). Islamic Boarding School has contributed to students, the first step in implementing the

management is how to apply the coaching pattern of each activity planning in Islamic boarding school. George R Terry also suggested that the management process can be described as POACE (Planning, Organizing, Actuating, Controlling, and Evaluating) (Alifah & Sukmawati, 2021). Each pattern consists of many working procedures, as described below:

Planning consists of Budgeting, Programming, Decision Making, and Forecasting (Wei et al., 2022) Controlling system, there are at least two kinds of controlling in the management of the boarding school at Gontor namely organizational control and values control.

### *Budgeting*

The budgeting system at the Darussalam Gontor Islamic Boarding School in the management of Student Affairs is carried out jointly with the Student Organization. Budgeting activities are carried out to supply financial materials for each activity organized by the Islamic Boarding School Management system, which will support disciplinary guidance programs and have an excellent impact on moral education in Gontor students.

### *Programming*

Programming in the planning of Islamic Boarding School management activities in Gontor is related to the student activity program, the dormitory management activity program, and even the activity program for each part of the Student Organization, both the discipline section and the finance section. Programming activities start from a program of student organization activities that are compiled during the year-end holiday period after class graduation.

Then the program is communicated to the candidate dormitory managers and assigned to the members of their respective dormitories. The program is structured for activities in one academic year.

#### *Decision Making*

Decision-making in planning activities is an agenda that is carried out even while implementing a program of activities (Sugawara & Nikaido, 2014). Decision-making is carried out by chance or under guidance that will affect some disciplinary activities of students. Decision-making is manifested in the form of setting penalties for perpetrators of disciplinary violations, or matters related to daily rules that must change due to certain conditions. The authority to make the decision is the leader of Darussalam Gontor Islamic Boarding School, then actualized by the guidance and counselling staff by instructing the management of the Student Affairs organization.

#### *Controlling: Monitoring and Appraising*

Monitoring activities are carried out as an effort to maintain the quality of disciplinary services carried out by the managers of the organization to students. Either monitoring from the guidance staff to the manager of the Kesantri organization or monitoring from the manager of the Kesantri organization to the dormitory administrator. Monitoring activities are carried out directly or indirectly by utilizing daily management reports.

*Appraising*. is part of the control activities carried out to record performance results (Rahman et al., 2022) management of impression organizations in the quantitative form to be measured systematically and

objectively. Those who are authorized to assess are the staff of the guidance and counselling department. The assessment technique is based on a review of the weekly reports of each part of the organization. The results of the assessment will be followed up in the form of evaluations or appreciations carried out every week.

*Evaluating*. is an assessment of the results of control that are used as a reference for the follow-up process of the results that have been achieved (Raharjo, 2013). Become a benchmark to be able to know the results that have been achieved and what will be achieved to be a vehicle for correcting every mistake that occurs if there is an error. The process of evaluating student management starts with the daily evaluation of dormitory disciplinary violations. The dormitory administrators are obliged to carry out judgments every day after the Maghrib prayers. The results of the recapitulation of disciplinary violations of the verdict were reported to the central security department administrators. Disciplinary violations committed by senior students and their assessment are processed by the Staff of the Student Care. The next evaluation is on the performance of the organization's management, especially the enforcers of discipline.

#### *Supporting and Inhibiting Factors in the Process of Deepening Management*

In the implementation of student management in the Gontor Islamic boarding school environment, there are certainly supporting and inhibiting factors. Among the supporting factors found by researchers include:

- a. A boarding school environment that supports the implementation of discipline.

- b. Support from seniors, both from teachers and Islamic Boarding School leaders.
- c. There is no interference from outside the cottage, either from the parents of the students, or the government.
- d. Entanglement between disciplinary rules in each sector of disciplinary enforcement.
- e. Prohibition of interference in the implementation of discipline even from internal parties of Islamic boarding schools.
- f. The decision of Islamic boarding school leadership is absolute.

The inhibiting factors in the implementation of student management at the Gontor Islamic boarding School 2<sup>nd</sup> campus are as follows:

- a. Psychological constraints of adolescents who still put forward personal egos.
- b. There was a disciplinary violation of the disciplinary enforcement personnel, thus setting a bad example.
- c. Interference in the implementation of discipline from among fellow generations. Student organization administrators have no authority over their fellow generations.
- d. External factors include family conditions that affect students psychologically and emotionally.

### **Conclusions**

The three disciplined developments carried out at Gontor are a form of consistency of Islamic boarding schools towards the main objectives of Islamic education, namely moral and mental coaching. Through the implementation of the management of Islamic boarding schools, disciplinary coaching activities become directed and measurable, to minimize failures and errors in the application of the

Islamic boarding school education system. Performance patterns POACE (Planning, Organizing, Actuating, Controlling, Evaluating) is a management implementation standard that is consistently implemented unconsciously. Standard operating procedures for implementing POACE performance are not found in management activities in this institution, but the details of activities that include aspects of POACE can be explained in detail in all patterns of management activities in Islamic boarding schools. The emergence of supporting factors in the implementation of management in Gontor is a positive response and a form of support from the Islamic boarding school community to all disciplinary activities for students.

The inhibiting factor is a natural aspect that appears in all forms of activities including Islamic boarding school management activities in Gontor. The emergence of inhibiting factors does not mean a big problem in fostering student discipline but is an aspect of evaluation that is needed to improve the system and governance of management activity.

### **Suggestions**

Researchers hope that through the results of this study, research will emerge in the future with the theme of education management at the Islamic Boarding School of Gontor. Considering that there are 8 branches of educational management activities, only a few have been discussed with the object of research at Gontor from the point of view of POACE performance.

## References

- Alifah, A., & Sukmawati, A. (2021). Organizational Learning, Academic Supervision, and Work Motivation in Enhancing Teaching Competence and Teacher Performance in Modern Pesantren. *JAMP: Jurnal Administrasi Dan Manajemen Pendidikan*, 4(4), 307–319. <https://doi.org/10.17977/um027v4i42021p307>
- Bafadal, M. R., Roesminingsih, E., & Sumbawati, M. S. (2022). Implementasi Kepemimpinan Pembelajaran untuk Mewujudkan Mutu Sekolah. *JAMP: Jurnal Administrasi Dan Manajemen Pendidikan*, 5(1), 77–86. <https://doi.org/10.17977/um027v5i12022p77>
- Bashori, B. (2017). Modernisasi Lembaga Pendidikan Pesantren. *Jurnal Ilmu Sosial Mamangan*, 6(1), 47–60. <https://doi.org/10.22202/mamangan.v6i1.1313>
- Dacholfany, M. I. (2015). Leadership Style in Character Education at The Darussalam Gontor Islamic Boarding. *Al-Ulum*, 15(2), 447. <https://doi.org/10.30603/au.v15i2.212>
- Fadillah, M. K. (2015). Manajemen Mutu Pendidikan Islam Di Pesantren: Studi Di Pondok Modern Darussalam Gontor. *At Ta'dib*, 10(1), 115–134. <https://doi.org/10.21111/at-tadib.v10i1.333>
- Fatihah, I. (2018). Kepemimpinan KH. Imam Zarkasyi di Pondok Modern Darussalam Gontor. *JIEM (Journal of Islamic Education Management)*, 2(2), 26. <https://doi.org/10.24235/jiem.v2i2.3407>
- Fatihah, S. (2016). Keterampilan Memecahkan Masalah Santri pada Tahun Pertama di Pondok Pesantren. [Universitas Muhammadiyah Surakarta]. In *Universitas Muhammadiyah Surakarta*. <http://eprints.ums.ac.id/id/eprint/41780>
- Fauzi, A., & Herminingsih, A. (2021). the Effect of Work Discipline, Motivation, and Compensation on Teacher Performance Smk Yuppentek 1 Tangerang. *Dinasti International Journal of Management Science*, 2(4), 517–536. <https://doi.org/10.31933/dijms.v2i4.781>
- Hartini, T. (2021). Pengelolaan Sumber Daya Manusia untuk Meningkatkan Komitmen dan Kinerja Organisasi. *JAMP: Jurnal Administrasi Dan Manajemen Pendidikan*, 4(4), 364–371. <https://doi.org/10.17977/um027v4i42021p364>
- Hasan, M. (2015). Inovasi dan Modernisasi Pendidikan Pondok Pesantren. *Karsa: Journal of Social and Islamic Culture*, 23(2), 296–306. <https://doi.org/10.19105/karsa.v23i2.728>
- Hasyim, M. (2015). Konsep Pendidikan Karakter Perspektif Umar Baradja dan Relevansinya dengan Pendidikan Nasional. *CENDEKIA: Jurnal Studi Keislaman*, 1(2), 151–169. <https://doi.org/10.37348/cendekia.v1i2.17>
- Janan Asifudin, A. (2017). Manajemen Pendidikan untuk Pondok Pesantren. *MANAGERIA: Jurnal Manajemen Pendidikan Islam*, 1(2), 355–366. <https://doi.org/10.14421/manageria.2016.12-10>
- Muhajir, & Budi, A. M. S. (2018). Kurikulum Kulliyatul Mu'allimin Al-Islamiyah (KMI) Gontor dan Disiplin Pondok Penumbuhkembang Karakter Santri. *Qathruna: Jurnal Keilmuan Dan Pendidikan*, 5(1), 1–24. <http://jurnal.uinbanten.ac.id/index.php/qathruna/article/view/2965>
- Nugroho, W. (2016). Peran Pondok Pesantren dalam Pembinaan Keberagaman Remaja. *MUDARRISA: Jurnal Kajian Pendidikan Islam*, 8(1), 89–116. <https://doi.org/10.18326/mdr.v8i1.89->



- 116
- Pratama, M. A., & Asy'ari, N. A. S. (2019). Manajemen Komunikasi Bagian Penggerak Bahasa Dalam Peningkatan Kemampuan Bahasa di Pondok Modern Darussalam Gontor. *Sahafa Journal of Islamic Communication*, 2(1), 72–91. <https://doi.org/10.21111/sjic.v2i1.3436>
- Raharjo, S. B. (2013). Evaluasi Trend Kualitas Pendidikan Di Indonesia. *Jurnal Penelitian Dan Evaluasi Pendidikan*, 16(2), 511–532. <https://doi.org/10.21831/pep.v16i2.1129>
- Rahman, A., Dzunur'aini, R., & Nur'aini, I. (2022). Knowledge Management as an Effort to Develop Learning Organizations in Islamic Educational Institutions. *Nidhomul Haq: Jurnal Manajemen Pendidikan Islam*, 7(1), 92–102. <https://doi.org/10.31538/ndh.v7i1.2065>
- Rijali, A. (2019). Analisis Data Kualitatif. In *Alhadharah: Jurnal Ilmu Dakwah* (1st ed., Vol. 17, Issue 33). Universitas Indonesia Press. <https://doi.org/10.18592/alhadharah.v17i33.2374>
- Sista, T. R. (2019). Perkembangan Modernisasi Sistem Pendidikan Islam Di Indonesia Melalui Gagasan Islamisasi Ilmu Pengetahuan. *Jurnal Ilmiah Pesantren*, 5(1), 583–594. <https://www.jurnal.assalaam.or.id/index.php/dfg/article/view/49>
- Sista, T. R., & Al-baqi, S. (2018). Implementasi Pendidikan Agama Islam dalam Pembinaan Moral Remaja ( Studi Kasus di Pesantren Modern Muadalah dan Pesantren Salaf/Tradisional ). *At-Ta'dib*, 13(2), 154–167. <https://doi.org/http://dx.doi.org/10.21111/at-tadib.v13i2.2415>
- Siswanto, S. (2016). Desain Mutu Pendidikan Pesantren. *KARSA: Jurnal Sosial Dan Budaya Keislaman*, 23(2), 259. <https://doi.org/10.19105/karsa.v23i2.726>
- Sugawara, E., & Nikaido, H. (2014). Properties of AdeABC and AdeIJK efflux systems of *Acinetobacter baumannii* compared with those of the AcrAB-TolC system of *Escherichia coli*. In *Antimicrobial Agents and Chemotherapy* (2nd ed., Vol. 58, Issue 12). Alphabeta. <https://doi.org/10.1128/AAC.03728-14>
- Sugiyono. (2018). *Metode Penelitian Pendidikan (Pendekatan Kuantitatif, Kualitatif, dan R&D)* (2018th ed.). Alfabeta.
- Syam, Aldo Redho. (2015). Manajemen Pendidikan Kedisiplinan Santri di Pondok Pesantren Studi Kasus di Pondok Modern Darussalam Gontor Ponorogo Jawa Timur. In *Tesis, UIN Maulana Malik Ibrahim, Malang*. Universitas Muhammadiyah Ponorogo.
- Wei, C. L., Wang, Y. M., Lin, H. H., Wang, Y. S., & Huang, J. L. (2022). Developing and validating a business simulation systems success model in the context of management education. *International Journal of Management Education*, 20(2), 100634. <https://doi.org/10.1016/j.ijme.2022.100634>
- Zarkasy, A. S. (2011). *Bekal untuk Memimpin* (H. J. Abdul (ed.); 2011th ed.). Trimurti Press.
- Zarkasyi, H. F. (2015). Sistem Pendidikan dan Pengkajian Islam di Pesantren dalam Kontek Dinamika Studi Islam Internasional. *EDUKASI: Jurnal Penelitian Pendidikan Agama Dan Keagamaan*, 13(3), 335–348. <https://doi.org/10.32729/edukasi.v13i3.245>