

Student Disciplinary Practices in a Boarding School Environment: A Sociological Review

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Abstract

Keywords:

Disciplinary Practices,
Students,
Boarding School.

This study aims to explore the practice of disciplining students in a boarding school environment through a sociological approach using qualitative case study research methods. Boarding schools are formal educational institutions that systematically plan guidance, teaching, and training for students with the aim that students can develop according to their potential. The qualitative research method was chosen to explore in depth the social dynamics in boarding schools. Data were collected through interviews with students, educators, dormitory heads, and dormitory coaches, participatory observation, and document analysis related to discipline policies. The results of this study through sociological research, found that discipline occurs in boarding schools through the active role played by educators, dormitory heads, and dormitory coaches in enforcing the rules of discipline to form discipline in students. Disciplinary practices in boarding schools are carried out using two disciplinary mechanisms, namely supervision through disciplinary rules and sanctioning students. The implications of this article can provide insights for the development of disciplinary methods that are more effective and under the social needs of students.

Kata kunci:

Praktik
Pendisiplinan,
Peserta Didik,
Sekolah Berasrama.

Article history:

Received: 06-02-2024

Revised 18-04-2024

Accepted 17-06-2024

Abstrak

Penelitian ini bertujuan untuk menggali praktik pendisiplinan peserta didik di lingkungan sekolah berasrama melalui pendekatan sosiologis dengan menggunakan metode penelitian kualitatif studi kasus. Sekolah berasrama merupakan lembaga pendidikan formal yang sistematis merencanakan pembinaan, pengajaran, dan pelatihan kepada peserta didik dengan tujuan agar peserta didik dapat berkembang sesuai dengan potensinya. Adapun metode penelitian kualitatif dipilih untuk mengeksplorasi mendalam terhadap dinamika sosial di dalam sekolah berasrama. Data dikumpulkan melalui wawancara dengan peserta didik, pendidik, kepala asrama, dan pembina asrama, observasi partisipatif, dan analisis dokumen terkait kebijakan disiplin. Hasil penelitian ini melalui penelitian sosiologis, ditemukan bahwa pendisiplinan yang terjadi di sekolah berasrama melalui peran aktif yang dilakukan oleh pendidik, kepala asrama dan pembina asrama dalam menegakkan aturan tata tertib sehingga membentuk kedisiplinan pada diri peserta didik. Praktik pendisiplinan di sekolah berasrama, dilakukan dengan menggunakan dua mekanisme pendisiplinan yaitu pengawasan melalui aturan tata tertib dan pemberian sanksi pada peserta didik. Implikasi artikel ini dapat memberikan wawasan bagi pengembangan metode pendisiplinan yang lebih efektif dan sesuai dengan kebutuhan sosial siswa.

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INTRODUCTION

Discipline is one of the elements of human resource quality (Alfath, 2020; Ansori, 2020; Fakhrian & Aulia, 2018; Ihsani et al., 2017, 2018; Pangemanan, 2019). Discipline becomes an educational tool that plays a role in influencing, encouraging, controlling, changing, fostering, and shaping certain behaviors under the values that are instilled, taught, and exemplified (Afiati, 2018; Ansori, 2020; Ihsani et al., 2018).

Boarding schools are unique educational institutions where students live in dormitories, a form of education that attracts attention. In this era of globalization, boarding schools are an option for parents who want to ensure their children's education. According to data from the Ministry of Education and Culture (2018), around 7% of all high schools in Indonesia adopt the boarding school model. Boarding schools have different management from regular schools and provide positive impacts for students, such as intensive learning facilities and the development of independence and discipline (Faridah et al., 2018; Perdana et al., 2018; Wawan et al., 2018).

This is in line with Faridah's statement that boarding schools are considered better than non-boarding schools. Non-boarding schools are considered unable to produce outputs that can compete with other students nationally and globally. (Faridah et al., 2018). This shows that schools with boarding programs have added value in fulfilling cognitive, affective, and psychomotor aspects. The current phenomenon is that education in some non-dormitory schools is inadequate to instill intellectuality with discipline simultaneously. Many students often skip school, make noise when learning takes place in class, do not respect when the teacher delivers lessons, and smoke at school. This is a consideration for parents to place their children in boarding schools. Parents' decision to send their children to boarding school is based on their concern about the negative influence of information technology on their children's psychological development.

Parents' concerns in sending their children to non-boarding schools are also based on social factors and their friendship environment. The problems of Indonesian children are informed by "the Indonesian Child Protection Commission (KPAI). has recorded 1,885 cases of juvenile delinquency in 2018 such as stealing, using drugs, and binge drinking (Faiz et al., 2021). The negative impact created will indirectly affect children's morale and discipline.

Foucault explains that discipline is an art of training that is appropriate in training individuals to become part of a society that is obedient and behaves according to existing norms (Martono, 2014; Owen, 2017; Sheridan, 2016). In the disciplinary process, behavior coaching is needed for students. Behavior coaching is an effort carried out by the school to apply discipline to each student (Marice & Taqwa, 2020; Sholikhah, 2015). This is a process that aims to improve students' social relationships in their environment. Behavior coaching is the chosen way to influence and shape students' interactional attitudes. The practice of behavior coaching can be in the form of sanctions that have a deterrent effect and the process of emphasizing discipline to students in an indirect way.

Foucault also describes a disciplinary mechanism called phenotyping. (Hardiansyah, 2012; Martono, 2014). Panopticism is a model of discipline that can take the form of harsh and strict methods or means as designed by J. Bentham with an architectural model. The panopticon is one form of modern surveillance system in schools (Bentham & Božovič, 1995; Boynudelik, 2020a, 2020b; Eldija & Mastutie, 2016; Wicker & Ghosh, 2020). This article will further explain the success of disciplinary practices in boarding schools in Palembang City, Indonesia, from a sociological perspective.

METHODS

This research uses a qualitative approach. With a research focus on the practice of discipline, especially in the context of diversity. Data collection techniques used observation, interviews, and documents. To answer the implications of student disciplinary practices in a boarding school environment. While data analysis techniques This research uses a five-stage data analysis cycle, namely: 1) compiling; 2) unpacking; 3) re-collecting and compiling; 4) interpreting, and 5) concluding (Yin, 2016, 2018).

RESEARCH RESULTS AND DISCUSSION

Result

The Success of the Disciplinary Process in the Boarding School Environment

The activities carried out in the boarding school environment are carried out because of the disciplinary process. Discipline is carried out systematically through applicable rules and schedules. Learners who commit violations by not following the rules and schedules of the dormitory are considered undisciplined and will be punished. The tight schedule of activities that students must do often violates the rules. But even so, based on the results of observations and interviews with several students, it is known that when they first entered the dormitory, students felt forced to participate in dormitory activities, but over time they finally got used to following the activities that must be carried out according to the schedule.

Students are the next generation of the nation, from an early age must be introduced to the values that govern human life, which are beneficial to each of them so that they take place in an orderly, effective and efficient manner. can behave positively. As expressed by SU, the head of the dormitory: "Habituation to the discipline of students needs to be instilled in each individual, educators also play a very important role in instilling disciplinary practices in learning at school so that students can apply it in their daily lives."

This statement was corroborated by MH as an educator:

"The importance of instilling character values in students from an early age is because they will know which rules are allowed or not by the school if they know the rules applied from the start."

The interview excerpt above shows that the urgency of disciplining students needs to be instilled from an early age, where educators also play a very important role in instilling discipline in students so that they carry out the rules without an element of coercion.

The findings in the field that students while in the dormitory environment will always be supervised by the dormitory coach. If students violate the rules, sanctions will be imposed and will be followed up by the head of the dormitory and the dormitory coach according to the level of the offense. All dormitory activities are always supervised by the coaches so that the programmed activities run orderly and regularly according to the predetermined timeliness, from bedtime to sleep again. So with the control of activities for students will have an impact on habituation.

The Success of the Supervision Process in a Boarding School Environment

While the supervision process in the dormitory environment. Monitoring all activities of students in the dormitory has the same function as Jeremy Bentham's panopticon. At all times, students are always under the supervision of the dormitory supervisor who is in charge of supervising all their daily activities, where the supervision process is assisted by each room leader. In the panopticon system, power functions automatically. Every individual in the cell realizes that they are always being watched. On the other hand, this does not affect who exercises power because individuals cannot know who is watching them. With the panopticon model of surveillance, power becomes automatic without the need for a powerful person like a king, but simply through the rules of the mechanism, the deployment of individuals, and monitoring, thus creating relations that control the body, and the panopticon provides a positive image of the practice of power and discipline.

Discipline that was originally intended to neutralize dangers, avoid irregularities and correct all mistakes, today discipline has a positive role. The discipline that exists in the dormitory environment, for example, is not only to prevent violations and create congregational prayers and a conducive tadarus, but also a method of forming dexterous, skilled students so that the unity built on the ability of obedient and useful individuals is maintained. Although the headmaster and the dormitory coaches are seen as an expression of the principal's absolute power, because the principal gives them the mandate to continue his power, in the form of power exercised, the system implemented and the elements applied are specific. In applying their authority, coaches must pay attention to everything, including things that are considered unimportant. In carrying out this supervision, the power must provide a permanent device capable of conducting surveillance without ever being seen, namely secret agents whose job is to control and record individual behavior.

On the other hand, supervision of the concept of space, disciplinary power in dormitories is also tightened by controlling students' activities and behavior. This is done as an effort to create obedient individuals. Activity control, for example, can be seen from the implementation of programs in the dormitory environment which are always carried

out together according to the time and in the same location, according to a predetermined schedule. In addition, the boarding student activity programs are also regulated by the school, and classified according to their respective levels. Activities carried out together will form individuals who are obedient and obedient. Discipline can touch the body of various control activities achieved by using the method of timing, the formation of accuracy between time and action, the creation of efficient posture, the creation of efficient relations between the body and the media, and the effectiveness of time that increases continuously. Then, the body is trained to establish precision between time and action.

This can be seen in every activity carried out in the dormitory environment. All student movement activities are regulated by a regular time count. There is a time to rest and relax, and a time to move faster in every implementation of all activities in an orderly and organized manner. All movements are done according to the time count the same. From this, it can be seen that time has penetrated the body and the power of time in carefully controlling the body's activities. Through this discipline, it produces the accuracy of the body's attitude in performing a certain action. Students are required to make good use of their time, for example, when students want to travel but if the time is tight with school activities then students cancel their intention to travel. The student body is trained to get the right attitude for an action or action so that the use of time is more effective and efficient. The use of time is continuous towards a point of maximum effectiveness, that is, with organized precision. The body is conquered by the regime of regularity and timeliness. Through the power of time over the body, there is a conquest of the body. Through this method, a new object of power is formed, namely a trained and useful body.

Based on the data exposure above, it shows that the control of these activities, and discipline, can offer the principle of effective use of time to be continuously improved and eliminate the danger of wasting time. From discipline, the supervision applied by the dormitory coach is supported by the existence of a dormitory that has architecture in the form of blocks to facilitate the supervision process. The supervisor always checks the rooms in the dormitory to ensure that the rooms are empty when there is a schedule for activities. Rooms that can be used as indicators that all students have participated in religious activities and practices were observed to be empty. Therefore, it can be said that the supervision process to support discipline so that compliance emerges is successful.

DISCUSSION

Successful Boarding School Discipline

Based on the research findings, it can be seen that through these activities, the boarding school disciplinary process is successful. Successful discipline in boarding schools requires a holistic approach that involves cooperation between all relevant parties, including students, parents, teachers, and school staff. With good implementation of these factors, boarding schools can achieve an environment that

supports students' positive development and discipline. One of the studies conducted by Benni (2016) shows that education in the Seminary is done by disciplining the body to form an obedient mentality. This is done by giving students the prerequisite to live in a dormitory. In the dormitory, they are disciplined with a strict activity schedule, making detailed records of themselves and all their activities, and are continuously supervised by applying reparation for violators. Through education and disciplinary training, seminarians are expected to become mentally tough, independent, and adaptable in social and community relations. (Setyawan, 2016). Unlike the case of Faiz (2020) The research shows that the concept of power is interrelated with discourse, knowledge, and truth. The way Islamic religious teachers exercise their power is through a disciplinary mechanism that involves supervision and punishment. Teachers act as supervisors and relevant individuals. The form of power applied by Islamic teachers in schools can be in the form of routine religious activities, school assignments, and regulations.

Based on the above description, the success of boarding school discipline does not only depend on the strictness of the rules but also involves the active participation of all parties. A deep understanding of social dynamics, the formation of disciplinary norms, and the roles of teachers and students can help improve the effectiveness of boarding school discipline to achieve optimal educational goals.

Successful Boarding School Supervision

Successful supervision in boarding schools involves a variety of factors that ensure a safe, supportive, and effective learning environment for students. This agrees with Hasuri (2020) that the supervision of rule enforcement in Pesantren, aims to the effectiveness of the application of law in the environment early in the Pesantren, especially in the Pesantren Assaadah environment. Through this service program, namely improving the quality of education and personality of pesantren students and creating discipline in the pesantren environment to create effective and efficient communication patterns and handling of deviant behavior. The role of teachers as supervisory agents and exemplary leaders is very important in shaping a culture of discipline in boarding schools. Meanwhile, the active involvement of students in the supervision process helps create a sense of shared responsibility and increases the effectiveness of supervision. Agreed with Ansori (2020) which states that teachers play an important role in fostering student discipline so that students obey all the rules set and prevent discipline problems from arising. But it's different with Ambarwati, (2018) which proves that the parenting style applied in Islamic boarding schools has not been fully able to shape the character of discipline in students. This makes a new challenge for caregivers to be even better at doing character building. Based on the description above, the success of supervision in boarding schools depends not only on good infrastructure and policies, but also involves the active role of boarding coaches, teachers, and students. An in-depth understanding of these factors can help schools improve their supervision system to achieve optimal learning goals and create a safe learning environment.

Students' Self-Awareness of Religious Values in Boarding Schools

The research on students' self-awareness of religious values in boarding schools explores the extent to which students internalize and reflect religious values in their daily lives in the boarding education environment. Through a qualitative approach, data were collected from interviews, observations, and analysis of related documents. The results show that students' self-awareness of religious values tends to be influenced by factors such as religious teaching, social interaction at school, and school policies related to religion. Students actively participate in religious activities but also face challenges in maintaining their self-awareness of religious values amid secular environmental influences and social pressures. The role of teachers, school staff, and educational policies in shaping students' self-awareness of religious values is recognized as a key factor.

The development of adequate religious education programs and in-depth pedagogical approaches can strengthen students' self-awareness of religious values, while school policies that support religious freedom also make a positive contribution. In conclusion, this study highlights the complexity and dynamics of students' self-awareness of religious values in boarding schools. A better understanding of the factors that influence students' self-awareness can help design more effective educational strategies to foster religious values in boarding education settings.

CONCLUSION

Through a sociological review of disciplinary practices in boarding schools, it can be concluded that the implementation of discipline policies is not only a mechanism for regulating student behavior, but also reflects the complex dynamics within the social structure of the school. Social factors such as norms, values, and power structures play a key role in shaping such disciplinary practices. In a boarding school environment, it was found that discipline policies tend to reflect the values of collectivism, shared responsibility, and norms of communal life. Nonetheless, variations in the implementation of the policy are seen through the interpretations and adaptations made by students, teachers, boarding coaches, and school staff according to their social context. Students in boarding schools not only face supervision and rules but also engage in a deep socialization process. Students' experiences of discipline are not only related to rule compliance or violation, but also include their perceptions of fairness, togetherness, and norms internalized during the education process. In addition, the role of teachers and school staff in implementing discipline policies also affects the social dynamics in schools.

Their involvement in guiding students, providing proportional consequences, and building positive relationships can shape a school climate that supports students' social and academic development. In a sociological context, disciplinary practices in boarding schools cannot be separated from the broader social context. The interconnection between school policies, social norms, and community values underscores the importance of understanding social dynamics to design effective and sustainable disciplinary policies. Therefore, this study provides an in-depth understanding of the

complex interactions between individuals, groups, and social structures in the context of disciplinary practices in boarding schools.

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