



Original Article

Tanwirul Fikr Student Boarding School Strategy in Forming Disciplined Behavior of Female Students-UNS Students

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Abstract:

This study aims to analyze the influence of background factors of UNS female students and identify strategies implemented by Tanwirul Fikr Student Boarding School in shaping their disciplinary behavior. The method used in this study is descriptive qualitative with a case study approach. The data used in this study were collected through observation and interview techniques, then analyzed using the Miles and Huberman interactive analysis model data analysis technique. The results of this study indicate that the disciplinary strategies implemented by Tanwirul Fikr Student Boarding School, which include education, regulations, special programs, guidance, and evaluation, are effective in shaping and improving the disciplinary behavior of UNS female students gradually, even though they have diverse backgrounds, such as attitude (personality), family, education, and social backgrounds. The variations in these strategies were then analyzed using the perspective of Emile Durkheim's social fact theory. Based on the theoretical analysis, Tanwirul Fikr Student Boarding School implements various strategies by regulating and implementing rules that must be obeyed and avoided during the study period. This includes values, norms, and regulations that are binding and influence individual UNS students.

Keywords: Discipline Strategy, Female students of UNS.

Introduction

Humans who are seen as caretakers, are given a divine responsibility in the form of a great mandate as caliphs on this earth with the gift of wisdom and intellectual intelligence, which empowers them to manage the wealth inherent in this planet. One thing that is inherent in this concept is the recognition that every individual has basic abilities in the form of potentials referred to as fitrah. Human fitrah includes various psychological components that synergistically contribute to the development of



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individuals towards their optimal abilities, which include the potential for religious belief, the potential capacity to engage in communal life as a social instinct, the potential for intellectual intelligence that is inherent as the basis for creative thinking, the potential for desire (lust) that drives good or bad actions, as well as other fundamental potentials that are inseparable from the process of individual maturity and growth. This diverse human fitrah can be fostered, developed, and expanded through the education process (Daulai, 2021).

Education involves various aspects related to human development, including physical, health, mental, emotional sensitivity, motivation, social, spiritual, rational, and faith development, which will then produce a comprehensive harmony. Education gives humans the right to improve their quality of life, it develops from the natural level of life to the level of educated, educated, and cultivated life (F. Jannah, 2013). Referring to this, every individual must have education as an essential need. Any religion teaches consistent recommendations so that every individual can actively pursue and achieve education. Education can be obtained through formal, informal, and non-formal channels (Adawiyah, 2016). In relation to this, education in the pesantren environment, as a non-formal Islamic educational institution in Indonesia, plays a vital role in shaping and molding individual personalities. Pesantren can be likened to a "crater candradimuka" or a place to shape the character of its students (Fitriyah et al., 2018). Those who sincerely immerse themselves in religious studies during quarantine generally have a steadfast spirit, hold fast to their beliefs, and are aware of the obligations they must fulfill (Fiqih, 2022).

Pesantren has represented an Islamic educational institution that is firmly embedded in the local community, and offers comprehensive religious education that can be harmoniously combined with other types of education (Usman, 2013). The aim of Islamic boarding school education is to develop the abilities, knowledge and skills of students, enabling them to develop into capable ulama, skilled individuals and capable of advancing Islamic-based life in society (Paturohman, 2012). Referring to these objectives, Islamic boarding schools have the capacity to shape and strengthen the behavior of their students, especially in terms of discipline (Azizi & Izza, 2022). Therefore, it is necessary to establish a policy formulation that aims to improve the discipline of students. The policy must involve insight and input from key figures in top management, including the leaders of Islamic boarding schools, educators, and other management staff within the framework of the Islamic boarding school organization. However, although Islamic boarding schools are considered as institutions that play an active role in forming positive characters as explained previously, it turns out that there are still several problems faced by students, especially related to their knowledge and behavior. The complexity of the problems faced by students such as peer dynamics, family problems, obstacles in heterosexual relationships, not to mention the strict daily routines in religious activities from dawn to dusk make their schedules very busy. The schedule engrosses students in Islamic activities throughout the day. Those who are good at solving problems and efficient time management tend not to engage in undesirable behavior. On the other hand, those who have difficulty dealing with these problems may engage in negative behavior, such as smoking, having romantic relationships, bringing electronic devices secretly, leaving the Islamic boarding school environment without permission, and showing disrespect towards the ustaz/ustazah (Rusdi & Rizal, 2022).

In addition, social media has now become an unavoidable tool in people's lives, facilitating easy access to all the information needed. Platforms such as social networks,

television, and newspapers allow many people to learn new things quickly. It is important not to ignore this condition for too long to prevent the gap from getting bigger (Cahyaningtyas & Muis, 2017). Therefore, the importance of character formation in the younger generation, especially Islamic boarding school students, is very important, especially in terms of fostering discipline (Mas'udi, 2015). Islamic boarding schools equipped with effective and efficient strategic management are able to strengthen the discipline of students, so that in the end they will foster positive transformation and produce the next generation of the nation who have a strong sense of discipline in various aspects of life, and are able to continue to develop along with the progress of the times and technology.

Tanwirul Fikr Student Boarding School, as an Islamic educational institution, is a modern boarding school that also applies various positive discipline approaches to instill disciplined behavior among its students. This approach is applied with the aim of forming the character of students in accordance with the teachings and principles of Islamic law (Rahman et al., 2022). The involvement of students and students is regulated based on established rules and regulations, with the aim of instilling positive habits, especially in terms of discipline (Mundiri & Nawiro, 2019). Nevertheless, it seems that the implementation of a positive discipline approach in an effort to improve the level of discipline for UNS female students at the Tanwirul Fikr Student Boarding School, which is the focus of the study, cannot be separated from several existing challenges. Positive influences and results should be obtained by female students through the explanation above, but it seems that this situation hinders the formation of their disciplined behavior, which ultimately encourages researchers to investigate the strategies implemented by the Tanwirul Fikr Student Boarding School. The results of initial interviews with the supervisors of the female dormitories and selected UNS female students who were the focus of the study revealed difficulties related to the formation of disciplined behavior. On the other hand, several specific problems are still faced by female students related to the formation of disciplined behavior, which is a challenge for student boarding schools. Several challenges have been identified by the researcher, which show that the biggest decision regarding the registration of female students at the Tanwirul Fikr Student Boarding School is often influenced by parental direction rather than personal preference. It should also be noted that not all female students have a strong religious background. In addition, several female students also show a lack of discipline in participating in activity programs, such as neglecting to do the grand duty in the female dormitory, being reluctant to submit memorization of the Qur'an, and a prominent laziness to the point of skipping religious lessons. In addition, there are several cases where female students have difficulty waking up in the morning and always come home late at night. Following up on the previous description, the researcher will attempt to explore the strategies implemented by the Tanwirul Fikr Student Boarding School in shaping the disciplined behavior of UNS female students.

Methods

The method used in this study is qualitative with a case study approach. The decision to use a qualitative research approach was driven by the intention to explore, understand, and present a picture of real-life phenomena that occur in their natural environment and address the underlying research problems in more depth. After this stage, the researcher used a case study approach to further explore the information obtained from the informants (Rusandi & Rusli, 2021). The researcher used a case study

to examine and comprehensively analyze the strategies implemented by the Tanwirul Fikr Student Boarding School in forming disciplined behavior as a proactive step due to the lack of religious knowledge possessed by UNS female students.

The data sources used in this study are primary data and secondary data. Primary data were collected directly through interviews with members of the groups involved. While secondary data were conducted by researchers by observing the activities and actions of informants during the observation process, then documenting them in the form of photos, which aim to complete the primary evidence/data that has been obtained. The sampling technique in this study uses a type of non-probability sampling technique called purposive sampling. Purposive sampling is a non-random sampling method, where participants or informants are deliberately selected by researchers based on certain criteria that are relevant to the focus of the study, with the aim of providing answers that are also relevant to the research case (Lenaini, 2021). Knowing this, the criteria set by the researcher in selecting informants were the head, asatidz (educator), musyrifah (supervisor of the female dormitory), and female students-UNS students at the Tanwirul Fikr Student Boarding School. In this study, a data analysis model known as the Miles and Huberman interactive analysis model was used. This analysis approach consists of 3 stages of activities that take place simultaneously. The three stages are: (1) data reduction, (2) data presentation (data display), and (3) drawing conclusions (Hardani et al., 2020). Data were analyzed to examine and organize data obtained from field notes, interview results, and documentation. This process uses the analysis of social fact theory proposed by Emile Durkheim, so that the information becomes more detailed.

Results

Background of the female students of UNS Tanwirul Fikr Student Boarding School

Every child who is born has a unique and different potential from each other; there are no identical individuals on earth. Each child has his/her own personality and individuality. These differences affect their behavior, both at home and in other environments such as Islamic boarding schools. Symptoms of these differences become apparent when a child shows different levels of ability in certain areas compared to his/her peers (Karim, 2020). Knowing this, diverse life backgrounds can be seen as contributing to this aspect of individual differences.

Individual background refers to the set of experiences that shape a person's identity and perspective. Individual background greatly influences how a person thinks, behaves, and interacts with the world around them, and determines how they deal with various situations and challenges in life (M. Jannah et al., 2021). These differences in background and experience can influence individual outcomes, either facilitating or hindering their achievement, regardless of their potential to master the learning material (Karim, 2020). The relationship between the background of female students and disciplinary strategies in student boarding schools can be studied from various perspectives. The background of female students at UNS includes various factors, such as previous education, family dynamics, social experiences, and attitudes or personalities. These factors significantly shape their responses and adjustments to the disciplinary strategies implemented in student boarding schools.

1) Background of Attitude (Personality)

UNS female students have diverse backgrounds in terms of attitudes (personalities) and behavior before becoming female students at the Tanwirul Fikr

Student Boarding School. In general, they start with a lack of discipline, especially regarding time and personal discipline, such as staying up late and cleanliness at home. This happens because of the lack of discipline teaching carried out by the family properly. However, there are some female students who have indeed experienced positive changes before entering the Tanwirul Fikr Student Boarding School. This condition occurs because of an environment that supports moral and religious values, such as a school and family environment that prioritizes good behavior and understanding of religion.

Before entering the Islamic boarding school, some female students showed a lack of time discipline, but were active in school organizations that indicated leadership and responsibility. However, they often came home late at night to take care of these activities. In the Islamic boarding school, they experienced increased discipline due to strict rules, such as curfews, which showed the ability to adapt and improve themselves according to existing rules. Regarding socialization and adjustment of clothing, some female students were initially hesitant, but then showed the ability to adapt gradually, especially in wearing triangular headscarves and socks, and emphasized the importance of understanding each other and adjusting when interacting. There are also those who initially tend to be passive and easily influenced by their surroundings, especially in interactions with various social classes. They experience significant changes after being influenced by a less positive environment, such as gamers who are rude in language and behavior. However, positive changes occur when they enter Islamic boarding schools, where they begin to adapt to religious norms and reflect improvements in attitudes and behavior in accordance with religious values. The background of the attitudes (personalities) and behavior of UNS female students greatly influences how they respond and adapt to the strategies implemented by the Tanwirul Fikr Student Boarding School. Female students who are accustomed to strict discipline, such as those who are active in school organizations and have leadership responsibilities, tend to adapt more easily to the strict rules of the student boarding school. Those who have previously known the importance of time discipline and regularity show better adaptability in following the student boarding school program, such as curfews and dress codes. In contrast, female students who are less disciplined and tend to be passive before entering the student boarding school, or who come from environments with negative influences such as rough social circles, face greater challenges in adapting to the norms of the student boarding school. However, even though they initially experience difficulties, the student boarding school environment that supports moral and religious values helps them progress towards positive change, improving their attitudes and behavior in accordance with the religious values taught. Thus, these different background attitudes (personalities) influence the speed and ease of adaptation of female and male students to the rules and programs at the student boarding school, where those who have previous disciplinary experience adapt more easily than those who do not.

2) Family Background

The family backgrounds of some female and male students show diversity in values, beliefs, and family dynamics. Some of them have families that tend to be conservative or religious, where the father's authority is dominant and discipline and academic achievement are considered very important. These families may have strong conservative or religious values, reflected in dress policies, behavior, and the importance of religious education. On the other hand, there are also female and male

student families that emphasize affection and freedom, with looser rules. However, they still have a strong foundation in building healthy and communicative relationships with their children. Parents in the families of some female and male students apply a non-authoritarian approach to educating their children, tending more towards giving direction and warnings when necessary. Dinner together is used as a time to share values and views on life.

In addition, there are some female students who have family backgrounds that do not support their discipline. One of them, there is one who has a family background of traders with an ordinary economic level, making it difficult for them to meet and feel unattached to the extended family. This encourages the informant's parents to expect their children to become successful people, but this is not comparable to the personal effort given by their parents. In addition, the family of another female student has a businessman's father who is oriented towards money, causing discipline to be less emphasized and fostering a tendency to avoid responsibility.

The family background of UNS female students plays a significant role in how they respond and adapt to the strategies implemented by the student boarding school. Female students who come from families with conservative or religious values, where the father's authority is dominant and discipline and academic achievement are considered very important, tend to adapt more easily to the strict rules and structured environment in the student boarding school. They may have high intrinsic motivation to achieve academically and be more obedient to the rules. In contrast, female students from families that emphasize affection and freedom, with looser rules, may approach the rules more flexibly and rely on communication and negotiation skills to understand and comply with the values implemented in the student boarding school. Although they may face initial challenges in adjusting to strict discipline, their ability to communicate and adapt flexibly can help them build a deeper understanding of the rules and programs set.

3) Educational Background

The educational backgrounds of some of these female students show quite a large variation in their educational experiences before entering the Tanwirul Fikr Student Boarding School. Some have formal educational experience in state institutions, such as elementary, middle, and high schools, while others have experience in private schools, including Islamic boarding schools. Some of them have also experienced moving between countries, such as from Malaysia to Indonesia, which causes them to face challenges in adjusting to a new curriculum and a different learning environment.

The diverse educational backgrounds among UNS female students influence how they respond and adapt to the strategies implemented in the student boarding school. Female students who come from a boarding school environment may have an advantage in terms of adaptation, because they have been accustomed to strict discipline and a similar learning environment in their previous boarding school. As a result, they tend to adapt more easily to the student boarding school environment that prioritizes discipline. On the other hand, those who have formal educational experience in state institutions, such as public or private schools, may need time to adapt to the different rules and academic culture in the student boarding school environment. However, their experiences in religious organizations or extracurricular activities outside of school can still help them build self-discipline and social skills needed in the student boarding school environment. Thus, although educational backgrounds such as experience in boarding schools can facilitate the adaptation

process, experience in a formal state education environment can also provide advantages in understanding academic values.

4) Social Background

UNS female students have complex and diverse social backgrounds, which are divided into 2 categories: social environment at home or in the neighborhood, and social environment of friends when they were still in school. Some of them experience challenges such as bullying in junior high school, difficulties in adjusting in high school, and unique dynamics in the neighborhood environment. However, they also find support through some good friends and a close social environment at school and home. Some of them are involved in religious activities through organizations such as Pelajar Islam Indonesia (PII). These activities provide them with a strong social network with fellow PII members and friends who are in line with Islamic values. The social influence of PII seems to play an important role in their "Islamization" process, which shapes their social identity and values.

Although some female students have difficulty finding a suitable circle of friends, they engage in positive social activities with school friends and neighbors. However, some may also mediate social conflicts or avoid social activities after negative experiences or changes in priorities. One female student revealed that her social background was not well-regarded by her neighbors for various reasons, such as a messy house. The Covid-19 pandemic has added new challenges by reducing their social interactions, which may indicate limited membership in organizations or social networks. Despite feeling awkward, they are trying to socialize again. The complex and diverse social backgrounds of UNS female students have a significant impact on how they respond and adapt to the disciplinary strategies implemented by the student boarding school. Those who have experienced challenges such as bullying in junior high school or adjustment difficulties in high school may have better-trained interpersonal skills in dealing with conflict or social pressure. Conversely, those who have been accustomed to an inclusive and supportive social environment at school and home may take longer to adapt to the more structured and religion-centered environment at the student boarding school.

Previous involvement in religious activities, such as through organizations such as PII, may strengthen their religious identity but may also make them more critical of the rules and programs implemented by student boarding schools. The Covid-19 pandemic has added an additional layer of complexity by decreasing social interaction, which may result in some female students feeling isolated or having difficulty adjusting to the student boarding school environment. In this regard, those who have been accustomed to strict discipline or organizational structure may have an easier time adjusting, while others may have difficulty following the rules and programs set due to the change in environment and reduced social interaction.

The implementation of discipline strategies in student boarding schools should take into account these diverse backgrounds to create a conducive environment to support the development of disciplined behavior effectively. However, it seems that these backgrounds do not have a significant impact on determining discipline strategies. This is because the process of accepting students at this student boarding school prioritizes test results, which include interview tests, written Islamic tests, and Al-Qur'an reading tests. Therefore, the background of students is not a primary consideration. As long as prospective students pass these tests, they can be accepted as students at the Tanwirul Fikr Student Boarding School.

Although background is not a primary consideration in the acceptance and determination of discipline strategies, the diversity of backgrounds still shapes the personality of female students. Therefore, it is important for the Tanwirul Fikr Student Boarding School to develop a specific discipline strategy to accommodate these differences. The Tanwirul Fikr Student Boarding School has initiated various programs aimed at shaping the disciplined behavior of female students, in line with the hopes dreamed of by the student boarding school. Therefore, related to the reduction of poor discipline behavior among female students, the Tanwirul Fikr Student Boarding School has implemented several efforts. One of the efforts taken is to implement strategies through various programs to shape the disciplined behavior of female students. These programs are designed to support female students from various backgrounds so that they can adapt and develop in the student boarding school environment.

Strategies Implemented by Tanwirul Fikr Student Boarding School in Forming Disciplined Behavior of Female Students-UNS Students from the Perspective of Social Fact Theory

Strategy can be explained as a plan or direction taken in taking steps to achieve predetermined goals (Kamal, 2020). The variety of challenges that may arise due to the background that has been explained is a crucial aspect that needs to be underlined by the student boarding school. Although UNS female students have the main priority on campus and their time is also controlled by the campus, they still have to obey the rules that have been set by the Tanwirul Fikr Student Boarding School, both in terms of structure and values. The strategy implemented by the Tanwirul Fikr Student Boarding School emphasizes its position as an external entity that puts pressure on female students. This is in line with the theory proposed by Emile Durkheim which states that social facts refer to structural elements, values, and norms in society that influence, force and limit individuals. Durkheim also stated that social facts refer to all forms of behavior, structured or not, that have the ability to put external pressure on individuals (Ritzer, 2012).

The study shows that the strategies implemented by the Tanwirul Fikr Student Boarding School in shaping the disciplined behavior of UNS female students involve setting and implementing rules that must be followed and avoided while at the student boarding school, which include values, norms, and binding rules. In its implementation, if there are female students who neglect to follow these programs, they will be given reprimands, advice, and in some cases, punishment. This aims to shape and accustom female students to disciplined behavior in everyday life and maintain order in the lives of female students. Therefore, the strategies implemented by the Tanwirul Fikr Student Boarding School include various categories, such as education, regulations, special programs, guidance, and evaluation. Female students are accustomed to this program, asked to obey, and encouraged to participate consistently. In the education category, based on data from the research results, it consists of dirosah programs (religious lesson schedules), tausiyah, and internalization of beliefs and values. This education category is related to Emile Durkheim's non-material social facts through concepts such as norms, values, routines in daily life, and beliefs that form social structures and influence individual actions. Overall, Durkheim considered that non-material social facts such as norms, values, and beliefs are essential for the functioning and stability of society. Dirosah programs (religious lesson

schedules), *tausiyah*, and internalization of beliefs and values help to strengthen and spread these non-material social facts, which in turn strengthen social ties and collective solidarity.

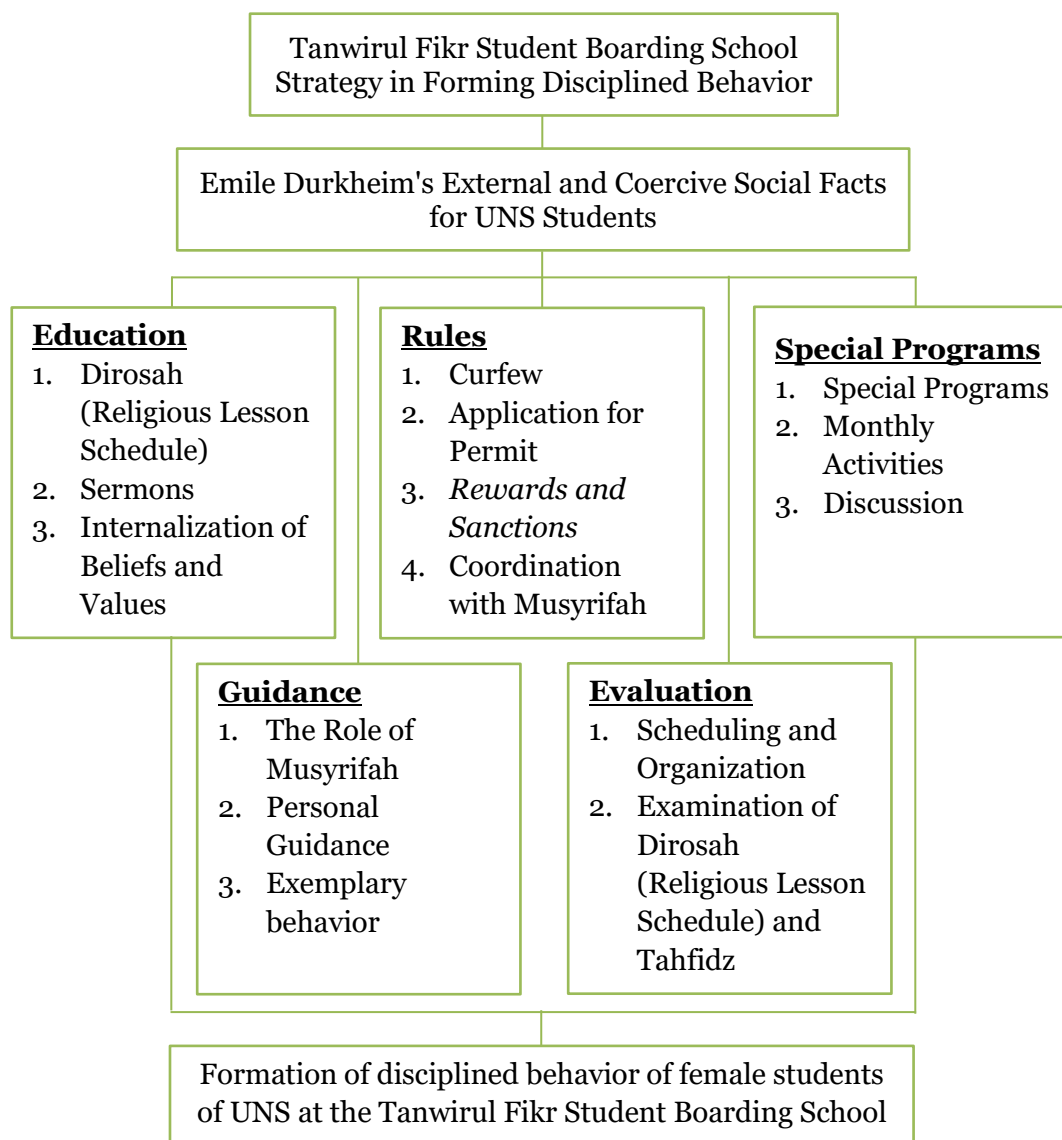
After that, in the regulation category, the programs that can be identified as part of this category are curfew rules, permit applications, rewards and sanctions, and coordination with *musyrifah* (female dormitory supervisors). Overall, this regulation category reflects non-material social facts because they are rules and norms that shape individual behavior in student boarding schools. These non-material social facts have the power to shape individual behavior and ways of thinking, as well as create a social order that supports the educational goals and character development of female students. Next, in the guidance category, programs that can be identified as part of this category are the role of the *musyrifah* (supervisor of the female dormitory), personal guidance, and role models. Non-material social facts according to Emile Durkheim include norms, values, beliefs, and ideas that influence individual behavior in a community. In the context of the guidance category, the role of the *musyrifah* (supervisor of the female dormitory), personal guidance, and role models all contribute to spreading and strengthening these non-material norms and values. They form a social framework that helps female students understand and apply religious and moral values in their lives, as well as build strong social solidarity within the student boarding school community.

In the special program category, programs that can be identified as part of this category are special programs, monthly activities, and seminars. Special programs, monthly activities, and seminars in student boarding schools are closely related to non-material social facts because they play an important role in forming, strengthening, and spreading values, norms, and beliefs in the student boarding school community. Through these programs, student boarding schools ensure that the norms and values held by the community remain alive and function as behavioral guidelines for the individuals in it, in accordance with Emile Durkheim's concept of non-material social facts. In addition, in the evaluation category as a monitoring strategy, programs that can be identified as part of this category are scheduling and organization as well as checking *dirosah* (religious lesson schedule) and *tahfidz*. Durkheim argued that non-material social facts such as social norms and regulations have binding power that influences individual behavior in groups. In the context of the evaluation category, scheduling and organization as well as checking *dirosah* (religious lesson schedule) and *tahfidz* function as social control mechanisms that enforce community norms and ensure compliance with existing rules. This helps in forming an orderly and structured environment, which in turn supports the educational and spiritual goals of the student boarding school.

Various strategies implemented by the Tanwirul Fikr Student Boarding School in shaping the disciplined behavior of UNS female students are examples of social facts, especially non-material social facts. The actions of female students to wake up on time, attend *dirosah* (religious lesson schedule), obey the rules, receive religious values instillation, and other activities show that they are carrying out actions regulated by the student boarding school, not merely because of personal desires. The regulation of actions regulated by the Tanwirul Fikr Student Boarding School ultimately yielded results, the results of the study revealed that female students who were initially less disciplined or even did not have disciplined behavior, experienced gradual changes in behavior after following various strategies implemented by the

student boarding school. Female students who are able to take responsibility at the student boarding school show that they comply with existing regulations, in accordance with Emile Durkheim's concept of social facts. If there are female students who are caught and proven to have violated the provisions (disciplinary strategies) applied, they will receive a warning or punishment.

The strategy categories implemented by the Tanwirul Fikr Student Boarding School based on the study of Emile Durkheim's social fact theory can be seen in chart 1.



Sumber: Olahan Data Peneliti, 2024

Chart 1. Categories of strategies implemented by the Tanwirul Fikr Student Boarding School based on the study of Emile Durkheim's Social Fact theory

Conclusion

UNS female students at the Tanwirul Fikr Student Boarding School come from diverse backgrounds, including attitude (personality), family, education, and social backgrounds. However, these backgrounds are not the main factors in the

implementation of discipline strategies. The strategies implemented by the Tanwirul Fikr Student Boarding School include various categories, such as education, regulations, special programs, guidance, and evaluation to instill discipline as an innate character of UNS female students. This process involves habits in positive activities, compliance, and consistent participation, with sanctions for violations and rewards for achievements. As a result, female students who were initially less disciplined or even did not have disciplined behavior, experienced gradual behavioral changes after following various strategies implemented by the student boarding school.

Suggestion

Tanwirul Fikr Student Boarding School is expected to design and implement additional programs that support the formation of sustainable disciplined behavior, such as leadership training and group discussions. The student boarding school also needs to improve the clarity of the rules and provide more external pressure on the female and male students to optimize the formation of disciplined behavior. In addition, the community around the student boarding school should create a conducive environment, including maintaining security and order around the student boarding school area.

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