

The Role of Foster Carers in Shaping Santri Discipline in Pesantren Through a Humanistic Approach

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Received November 8, 2024; Revised December 13, 2024; Accepted December 23, 2024;
Available Online: December 25, 2024

Abstract:

The objective of this research is to examine the role of foster carers in shaping the discipline of santri within pesantren through a humanistic approach. Specifically, the study aims to identify and analyze the ways in which foster carers educate and guide santri to foster discipline, explore the application of the humanistic approach in their interactions with santri, and assess its impact on character development and discipline. This research adopted a qualitative methodology, utilizing a case study design to explore the context and dynamics of the relationship between students and foster carers. The case under investigation is the interaction within a dormitory in a pesantren in Indonesia. Then, the findings of this study underscore the critical role of foster carers in shaping santri discipline. Foster carers are not only responsible for providing guidance and support but also serve as exemplary models of behavior and moral values. The study highlights the significant impact of the foster carers' role in promoting discipline at the boarding school. Through consistent guidance and mentorship, foster carers contribute to the development of a disciplined student body, which subsequently enhances the overall learning environment and activities within the pesantren. The research concludes that the effective role of foster carers is instrumental in improving the quality of education within pesantren, thereby contributing to the holistic development of students, both academically and morally.

Abstrak:

Tujuan penelitian mengenai peran wali asuh dalam membentuk kedisiplinan santri di pesantren melalui pendekatan humanistik yaitu untuk mengidentifikasi dan menganalisis peran wali asuh dalam mendidik dan membimbing santri untuk mencapai kedisiplinan, mengkaji bagaimana pendekatan humanistik diterapkan oleh wali asuh dalam interaksi dengan santri dan dampaknya terhadap pembentukan karakter dan kedisiplinan. Dalam penelitian ini peneliti menggunakan pendekatan kualitatif dengan jenis penelitian studi kasus, yang mana pendekatan tersebut bertujuan untuk memahami konteks dan dinamika dari kasus tersebut, serta menghasilkan wawasan yang lebih mendetail mengenai fenomena pada objek yang diteliti, yaitu hubungan antara santri dan wali asuh tepatnya di salah satu asrama pondok pesantren di Indonesia. Dalam penelitian ini disebutkan bahwa peran wali asuh di pesantren sangat krusial dalam membentuk kedisiplinan santri. Wali asuh tidak hanya bertugas membimbing dan membina, tetapi juga berperan sebagai teladan dalam perilaku dan nilai-nilai moral. Implikasi dari peran wali asuh dalam pondok pesantren terhadap pembentukan kedisiplinan santri sangat signifikan. Dengan adanya bimbingan

yang konsisten dari wali asuh, santri cenderung lebih disiplin, yang berpengaruh positif terhadap proses belajar dan kegiatan dipesantren. Secara keseluruhan, peran wali asuh yang efektif dapat berdampak pada kualitas pendidikan di pesantren dan menghasilkan generasi santri yang lebih baik, baik dalam aspek akademis maupun moral.

Keywords:

Foster Carers, Discipline, Santri, Humanistic

How to Cite: Rozi, F., Salsabila, N. F., & Ayuba, J. O. (2024). The role of foster cares in shaping santri discipline in pesantren through a humanistic approach. *Lentera Pendidikan : Jurnal Ilmu Tarbiyah dan Keguruan*, 27(2), 278-299. <https://doi.org/10.24252/lp.2024v27n2i2>.

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Introduction

Pesantren is a traditional Islamic educational institution where students live in a communal setting, studying under the guidance of teachers, commonly known as kyai, and are provided with dormitories for accommodation. These institutions typically include a mosque for worship, spaces for study, and areas designated for various religious activities (Sudrajad & Wibisono, 2021; Azizah, Nurdianzah, Wijaya, Azami, & Rohman, 2023; Ibda, Sofanudin, Syafi, Soedjiwo, Azizah, & Arif, 2023). Pesantren can be understood as a place of religious education, often characterized by non-formal teaching methods. In these institutions, kyai impart Islamic knowledge primarily through classical texts written in Arabic by medieval scholars, while students reside in dormitories on the premises. While pesantren serve as centers for Quranic study and religious learning, they also aim to cultivate akhlaqul karimah (noble character) in their students (Puspitarini, Degeng, Praherdhiono, & Suryati, 2023).

Within the pesantren system, there exists the role of the dormitory coach or educator, often referred to as an *administrator* or *ustadzah*. At the Islamic Boarding School, this role is termed "Foster Carers," and these individuals are supervised by the school's Boarding Bureau. The Foster Carers are responsible for guiding students across multiple dimensions, ranging from academic and social to personal development (Arifin & Ummah, 2021).

Foster Carers, under the supervision of the Guidance and Counseling section, are entrusted with the spiritual and emotional development of students. Their spiritual guidance includes Quranic instruction, teaching *furudul ainiyah* (obligatory knowledge), and instilling moral values. Their role in emotional development involves nurturing students' character formation and acting as counselors for those struggling with

discipline or adherence to pesantren regulations (Rizkon, 2019). In addition, Foster Carers play a crucial role in imparting religious values, ethical standards, and discipline, thus contributing significantly to the creation of an educational environment conducive to the holistic development of students (Karim & Masrukin, 2020).

A central issue addressed in this study is the lack of meaningful oversight of student activities within the pesantren, particularly regarding their guardians. Guardians are seen as temporary substitutes for parents within the pesantren context. This study seeks to address this gap by emphasizing the importance of the presence and active involvement of guardians, whose responsibility extends to the overall development of students during their time in the boarding school.

Foster Carers can also be conceptualized as educators—individuals responsible for supporting students in their physical, emotional, and spiritual growth. As educators, Foster Carers share the same duties as parents, guiding and mentoring students to ensure their effective participation in both academic and non-academic activities. Their role is central to the successful implementation of pesantren programs and the formation of well-rounded individuals.

The primary objective of the Foster Carers is to assist students in achieving their fullest potential in both knowledge acquisition and character development, ultimately guiding them to become holistic individuals (Yi, Edwards, & Wildeman, 2020). Importantly, the role of the Foster Carers does not aim to foster dependency or diminish the value of independence among students. Rather, they are tasked with motivating, guiding, and counseling students to effectively participate in pesantren activities while promoting the cultivation of self-reliance and discipline (Islamica, Supriyono, & Dayati, 2024).

At the Islamic Boarding School, students are offered a variety of institutions and programs tailored to their interests. For instance, students may choose to enroll in the Pesantren, which offers specialized programs in Mandarin language, social studies, and science. Additionally, students can select from different residential areas, such as Az-Zainiyah, Al-Hasyimiyah, Al-Mawaddah, Fatimatus Zahro, Al-Lathifiyyah, Zaid bin Tsabit, and Nasyiatul Hamidiyah. Each area serves a distinct educational purpose, with some focusing on Quran memorization and others on the study of classical Islamic texts (the *yellow book*). Despite differences in the educational focus across these areas, they share a common objective: to produce students of high academic and moral quality (Hermino & Arifin, 2020; Flores-Vivar & García-Peñalvo, 2023).

Therefore, the learning process in pesantren should not be confined solely to academic subjects; it is equally important for foster carers to actively manage and supervise students' time management. If students fail to develop discipline in managing their time, the material being taught may not be fully absorbed or effectively retained (Hoffman, 2021; Létourneau, Goudreau, & Cara, 2021). In this context, there is a theoretical framework from psychology that emphasizes not only the transmission of knowledge but also the development of a student's potential, psychological well-being, and respect for individuality and freedom. This approach can guide foster carers in

fostering both cognitive and personal growth in students (Charry, Goig, & Martínez, 2020; Rathi & Lee, 2021).

Discipline is a fundamental aspect of life in pesantren and Islamic education, particularly in fostering adherence to pesantren rules. Students are expected to comply with the regulations established by the pesantren, which include being disciplined in time management, taking responsibility, and developing independence. Furthermore, discipline extends to religious practices, ethics, and morals. This discipline serves not only to create a conducive learning environment but also to shape students' character, enabling them to become responsible, independent, and ethical individuals in their daily lives (Fizi, Winarni, Guntur, & Hartanto, 2023).

Pesantren, in general, is viewed as a trusted institution for nurturing children into better individuals by fostering moral values and instilling disciplined characters. This is certainly true at the Islamic Boarding School. However, contrary to its idealized reputation, a decline in the discipline of students has been observed, especially within the IPS Dormitory for female students. This decline is primarily attributed to student fatigue and a growing apathy towards participating in pesantren activities. Reasons often cited by students for their lack of participation include tiredness from school activities or extracurricular commitments. Some students believe that their participation in external events justifies their absence from pesantren activities, leading to irregular attendance and breaches of dormitory regulations (Achadah & Rohmah, 2022).

In addition, some students exhibit a lack of awareness and personal responsibility toward both their own development and the rules of the pesantren. This attitude often leads students to skip activities, particularly those that are perceived as less immediately beneficial, such as Quranic recitation (*sorogan*), the study of *furudhul ainiyah* (obligatory religious knowledge), and coaching on Islamic texts. Although these activities may not seem immediately relevant, they play a critical role in shaping the student's future engagement with society (Baharun, 2021).

Another common manifestation of this lack of discipline is students' disregard for certain rules, such as eating or drinking while standing, leaving areas without completing their required attire, or wearing prohibited items. These behaviors reflect a broader misunderstanding or disregard of the rules set by the pesantren. Many students fail to grasp the significance of these regulations, and some openly violate them without concern (Sumantri & Ahmad, 2019). In such cases, the role of foster carers extends beyond verbal guidance to include modeling proper behavior. Foster carers must serve as role models, demonstrating the behaviors they wish to see in students. Since their actions are closely observed by the students, foster carers must be particularly vigilant about their own conduct, ensuring that they exemplify the values they seek to instill. This requires maintaining a level of *muro'ah* (awareness of propriety) in front of the students, setting a clear example of discipline, respect, and moral integrity (Roisyah, Hambali, & Rahman, 2022).

Many students, especially in pesantren, tend to prioritize general knowledge over religious education, such as *furudhul ainiyah*, *tajweed*, *fiqh*, and *aqidah* (Islamic beliefs

and morals). However, as encapsulated in the slogan of the Islamic Boarding School, "*Mondok to Study and Foster Akhlakul Karimah*", the purpose of being in a pesantren is not merely to acquire academic knowledge but also to cultivate good character and refine moral values. This holistic approach is reflected in the "Trilogy of Santri Awareness" and the "Five Pillars of Santri Awareness", which stress the importance of both organizational awareness and fulfilling individual religious obligations. Both aspects are integral, provided the students can effectively manage their time and prioritize their commitments (Habibah, 2021).

Educating santri requires more than just logical reasoning; it also involves connecting with their emotions and helping them realize the significance of their activities in the pesantren for their personal growth. Foster carers must model good behavior, as students tend to mirror the actions and attitudes of those who guide them. However, there are instances where foster carers may issue commands without leading by example or may do so in an ineffective or inappropriate manner. Such an approach can provoke resistance from students, as they may perceive it as inconsistent or insincere. Students, like children, seek the same care and attention from their foster carers as they would from their parents, desiring to be nurtured and guided with genuine concern. Thus, the better the foster carers educate and model behavior, the more positive the response from students will be. Effective education involves not only imparting knowledge but also taking time to listen to students' stories, offering small motivations, and fostering an open and supportive environment (Rahman, 2022).

The relationship between foster carers and students is fundamental in the educational context, particularly in boarding schools or pesantren. Foster carers are entrusted with guiding students in various aspects of life, including academic, social, emotional, and spiritual domains. In many cases, foster carers assume the role of a second parent, providing the care and attention students need while away from their families (Ilmy, Wahid, & Muali, 2018). They are responsible for overseeing students' behavior and ensuring that it aligns with the established rules and norms of the pesantren. Consequently, a positive and nurturing relationship between foster carers and students can significantly contribute to the students' personal development across cognitive, emotional, and social dimensions (Purswell, 2019).

Furthermore, foster carers play a crucial role in motivating and supporting students in their learning processes, both inside and outside the classroom. To foster this, effective communication between foster carers and students is essential. It allows both parties to understand each other's needs, expectations, and challenges. A strong relationship built on trust and mutual respect can create an educational environment that supports students' optimal growth and development (Johnson, Strayhorn, & Parler, 2020; Amerstorfer & Münster-Kistner, 2021). The lack of discipline among students can have serious consequences, both for the students themselves and for the broader pesantren environment. Students who lack discipline often struggle to concentrate and focus on their studies, which can negatively impact their academic performance. Additionally, a lack of discipline can tarnish the image of the pesantren, diminishing its

reputation within the community and reducing the likelihood of parents entrusting their children to the institution (Umar, Setyosari, Kamdi, & Sulton, 2021).

To address this issue, a collaborative approach is required between foster carers, pesantren administrators, and other key members of the pesantren community. By working together, they can provide targeted guidance, support, and encouragement to students, using a humanistic approach to enhance discipline levels (Fenanlampir, Leasa, & Batlolona, 2021). A humanistic approach focuses on positive human qualities, such as the desire for personal growth, the need for affection and recognition, and the aspiration to reach one's full potential. Such an approach is crucial for effectively addressing issues of discipline among students and promoting a more harmonious and productive environment (Gelles, Lord, Hoople, Chen, & Mejia, 2020). In addition to promoting discipline, the humanistic approach also facilitates the development of students' self-potential. By offering students opportunities for self-expression, active participation, and creativity, foster carers can help students discover and maximize their individual talents and capabilities (Zein, Ramadhan, & Fariyah, 2022). When students are encouraged to take an active role in their learning and personal development, they are more likely to feel empowered and motivated to improve their behavior. The humanistic approach emphasizes the importance of building relationships based on empathy, respect, and trust—qualities that are essential for creating a supportive educational atmosphere (Leach, 2022).

Several studies have previously examined the importance of foster carers' involvement in the dynamics of education within pesantren. For instance, Ilmy, Wahid, and Muali (2018) emphasized the need for foster carers to adopt specific strategies in their role as surrogate parents to the santri. Their approach begins with becoming attentive listeners, gaining insight into the students' personal lives and challenges. The role of the foster carers must be distinct from that of daily administrators by offering personalized, one-on-one engagement rather than collective or institutionalized interactions. Furthermore, foster carers act as motivators, counselors, and substitute parents, providing the emotional and spiritual support that is integral to the students' development. Similarly, Fitriyah & Mas'ula (2021) discussed the relevance of foster carers in addressing behavioral deviations among santri. They highlighted how foster carers play a vital role in guiding students through programs such as the *Ruhul Jihad* (motivational lectures), *self-muhasabah* (self-reflection), and spiritual education. These initiatives help santri develop greater self-control, instill an understanding of pesantren regulations, and promote a spiritually enriching atmosphere. The ultimate goal is to cultivate a devout, high-quality individual who will contribute positively to the community.

While these studies share common ground with the current research—especially in examining the relationship between foster carers and santri in pesantren—there is a key difference. Previous studies primarily explored the urgency of foster carers' involvement and their overall role in guiding santri, while the present study specifically focuses on how foster carers can improve student discipline through a humanistic approach. The

distinctiveness of this study lies in its theoretical framework and its concentrated investigation of the foster carers' role in shaping santri discipline, which directly impacts the broader educational outcomes within pesantren. Then, the importance of this research cannot be overstated. It aims to underscore the pivotal role of foster carers as educators and mentors. Beyond imparting academic knowledge, foster carers must also be involved in moral guidance and character-building, especially in fostering discipline through a humanistic approach (Karim & Masrukin, 2020). This approach, grounded in empathy, respect, and the nurturing of individual potential, enables foster carers to shape not only the intellectual but also the personal development of santri, fostering a disciplined and morally responsible generation.

Furthermore, the focus of this study is therefore to explore the steps foster carers can take to improve santri discipline through a humanistic approach. The research will assess effective strategies foster carers can employ to positively influence student discipline. The role of foster carers is crucial in either enhancing or hindering the discipline of students within pesantren activities (Zubaidi & Yaqinah, 2024). Foster carers do not merely guide or educate; they must also model the behaviors they wish to instill in their students. As role models, their actions are closely observed and often emulated by the santri. Therefore, foster carers must actively exemplify good behavior, discipline, and values, becoming key motivators in fostering the proper conduct and discipline within the pesantren environment. Additionally, in light of this, the author aims to investigate how foster carers contribute to enhancing student discipline through a humanistic approach within the Islamic Boarding School. The study will explore the implementation of this theory in practice and the impact it has on the development of student discipline. Through this research, the author seeks to provide valuable insights into how foster carers can use humanistic methods to positively influence student behavior, ensuring that pesantren remains an effective environment for both academic and moral development.

Research Method

This study adopted a qualitative research approach, specifically utilizing a case study methodology. The primary aim of this approach was to gain a comprehensive understanding of the context and dynamics of the case under investigation. The study focused on the relationships and interactions within a specific educational setting, with the intention of providing in-depth insights into the phenomena under exploration. The qualitative nature of the research allowed for the collection of rich, contextual data, which were obtained through direct engagement with the participants. This approach enabled the researcher to explore the lived experiences of the participants in greater detail, contributing to a deeper understanding of the subject matter.

The study involved a diverse group of participants who played central roles in the daily operations and interactions within the institution. Participants were selected based on their involvement and significance to the setting under investigation. By including individuals from various facets of the educational community, the study aimed to capture

a broad, holistic view of the relationships and processes that influenced student behavior and discipline. This inclusive approach allowed for the consideration of multiple perspectives, which facilitated a well-rounded analysis of the dynamics at play.

Data were collected using a combination of qualitative research methods, including observation, interviews, and document analysis. These methods were chosen to provide a comprehensive understanding of the research questions and to allow for a multi-dimensional exploration of the phenomena under study. Observation was used to gather firsthand data on the daily routines, behaviors, and interactions that characterized the setting. This method offered valuable insights into the real-time dynamics within the institution, allowing the researcher to witness the interactions that shaped student behavior and discipline.

In addition to observation, semi-structured interviews were conducted with the participants to gather detailed accounts of their experiences, perspectives, and perceptions. The semi-structured format allowed for flexibility, enabling participants to express their thoughts in an open-ended manner while ensuring that key topics relevant to the study were addressed. These interviews provided deeper insights into how participants viewed their roles and the impact of their interactions on student behavior. Furthermore, document analysis was employed to examine relevant institutional records, policies, and guidelines. This analysis helped contextualize the findings from the interviews and observations, offering a broader understanding of the formal frameworks that governed the practices within the institution.

The data collected were analyzed using narrative analysis, a qualitative method that focused on interpreting the stories and experiences shared by the participants. This approach allowed the researcher to explore how individuals constructed meaning from their experiences and how they communicated those meanings through their narratives. Narrative analysis involved examining both the structure and content of the participants' stories, identifying how they organized their accounts and which events or themes they emphasized. It also considered the broader social, cultural, and institutional contexts in which these narratives were situated. By focusing on the narratives, the study aimed to uncover how participants made sense of their experiences, how they assigned meaning to their interactions, and how their stories reflected their values, cultural norms, and identities.

Through this analytical framework, the study sought to understand how interpersonal relationships within the educational setting influenced student behavior and discipline. The narrative approach provided a deeper understanding of how individuals constructed and interpreted their experiences, revealing the complex dynamics that shaped their behavior and sense of identity within the institution. Ultimately, the study aimed to contribute valuable insights into the role of interpersonal relationships in shaping student behavior in educational contexts, emphasizing the importance of understanding the stories and experiences of those involved in the educational process.

Results and Discussion

The results and discussion section of this research constitutes approximately 60% of the article's overall length. This section presents the core findings derived from the data analysis and hypothesis testing, which are central to the scientific discourse of the study. To illustrate the results of the analysis, it is essential to include visual representations such as charts, figures, tables, and/or graphs. The discussion section then contextualizes these findings, linking them to relevant literature and theoretical frameworks.

The role of foster carers in shaping the discipline of santri within pesantren is highly significant. The responsibilities of foster carers in pesantren are both critical and multifaceted. These individuals bear considerable duties, not only guiding and nurturing the santri but also contributing to the enhancement of the quality of student learning. In addition to their guidance roles, foster carers serve as key facilitators of character development, providing supervision, mentorship, and motivation, while also creating an environment conducive to academic and personal growth. Their involvement extends to fostering positive communication, problem-solving, and the promotion of good conduct among the students.

Thus, learning discipline plays a pivotal role in the academic success of santri. It is not merely influential; it has the potential to significantly enhance student outcomes. When discipline is established within the learning process, it serves as a motivational factor, encouraging other santri to improve their own academic achievements. The strategies employed by foster carers to improve discipline among santri are outlined below:

Habituation of Good Character Through the Role of Foster Carers

The role of foster carers exerts a considerable influence on the educational process within pesantren, where the behavior of foster carers directly serves as a model for the santri. Therefore, it is imperative for foster carers to act as role models in all aspects of their conduct. To effectively enhance the discipline of santri, foster carers must exemplify good behaviors. In their capacity as role models, foster carers impart essential moral values, such as honesty, responsibility, and ethical behavior, through their own actions. This aligns with existing research, which underscores the importance of foster carers embodying the values they seek to instill in their students (Badruddin, Baharun, Solehah, 2023).

In addition to modeling good behavior, foster carers can foster stronger personal relationships with students. By gaining an understanding of each santri's background and needs, foster carers are better positioned to offer individualized and effective guidance. Furthermore, integrating religious values into all aspects of daily life is a key strategy. For instance, teaching values such as honesty, discipline, and responsibility through both worship practices and everyday interactions reinforces these principles in the students' daily lives (Barrantes, 2022).

Character building within the pesantren setting is also facilitated through the incorporation of character education into the learning process. Foster carers contribute

to this by creating slogans and practices that encourage good habits in all aspects of student behavior. Periodic monitoring of student behavior further supports this process, with the structured environment of the pesantren making it easier to track progress (Hidayati, Waluyo, Winarni, & Suyitno, 2020; Zahraini, Situmorang, & Rosnelli, 2022).

The cultivation of values—religious, moral, social, and others—is an integral part of foster carers’ responsibilities. In addition to providing a model for exemplary behavior, kyai and foster carers engage in continuous monitoring of the students’ development in terms of discipline. This ongoing guidance ensures that the desired behaviors are consistently reinforced. In Islamic pesantren, particularly at the Islamic Boarding School, fundamental religious values are taught and actualized through the moral conduct of the santri. These values are embedded not only in the formal curriculum but also in the day-to-day practices observed by the students, as reflected in the texts studied, such as *Ta’limul Muta’allim*, which provides guidance on the appropriate conduct for students engaged in learning (Rozi, Baharun, Badriyah, 2021).

The process of habituating good character through the role of foster carers is essential in shaping the development of the santri. In this regard, foster carers, who may be parents, teachers, or other adult figures, are tasked with being role models in their daily conduct. To teach values such as honesty, foster carers must first demonstrate these values in their own lives. When positive behaviors are observed in the santri, they should be acknowledged and praised, reinforcing the desired behaviors. Moreover, engaging students in discussions about values such as empathy, responsibility, and hard work, while encouraging them to share their experiences, fosters an environment where good character is continuously nurtured (Czarnecka-Skubina, Gutkowska, & Hamulka, 2023).

This process of habituation is an ongoing one, requiring sustained effort over time. It is not intended to produce immediate results but rather to build lasting habits that will shape the character of the santri in the long term. For example, fostering the regular use of polite expressions—such as “please,” “sorry,” and “thank you”—can help cultivate positive social behavior. Similarly, the promotion of time management through modeling punctuality in activities such as recitation sessions, congregational prayers, and other communal events further reinforces the value of discipline. By observing foster carers exemplifying these behaviors, santri are more likely to adopt similar practices in their own lives (Rudianto, Alsa, Tago, & Suud, 2022).



Figure 1. Recitation of Prayers and Shaking Hands before Leaving for School

The image above illustrates the practice of reciting morning prayers before commencing school activities. The prayer is led by one of the foster carers, and the santri participate in unison. Through this habituation, it is hoped that the santri will develop the routine of reciting prayers before engaging in any other activities. After the prayer, the santri greet the foster carers with a handshake, signifying respect and reinforcing the habit of honoring elders.

Personal Guidance and Motivation

Personal guidance and the provision of motivation are crucial aspects of fostering the personal development of santri. At this stage, foster carers dedicate time to listen attentively to the thoughts and feelings of the santri, allowing them to feel valued and understood. By learning about the lives of the santri, foster carers can better understand each student's nature and tailor their guidance accordingly, as each santri has unique characteristics that may require distinct approaches (Syafei, 2023).

Assisting the santri in setting both short-term and long-term goals is another critical aspect of this guidance. By encouraging them to envision their future aspirations—whether it is becoming the best graduate at the pesantren or gaining admission to a prestigious university—foster carers help students see the path to achieving their goals. Discussing the steps needed to reach these goals challenges the santri to become more disciplined in participating in pesantren activities, as they realize that achieving long-term success begins with mastering the small steps along the way (McCalman, Benveniste, Wenitong, Saunders, & Hunter, 2020).

Offering specific praise and recognition for achievements also plays a vital role in fostering discipline among the santri. When santri accomplish something notable, whether through praise or small rewards, their confidence is bolstered. This appreciation motivates them to repeat their successes, as they feel acknowledged and valued. Such reinforcement is effective in promoting self-control and fostering a conducive environment for discipline. Moreover, sharing relevant personal experiences can serve as an inspirational tool for the santri, illustrating that challenges are an inherent part of the learning process (Abidin, Amata, Subhan, Mahmud, Ali, & Bakar, 2018).

As foster carers, it is essential to demonstrate a positive attitude towards the santri and exemplify a strong work ethic. Children often mimic the behavior of the adults around them. Therefore, it is crucial that foster carers set positive examples, ensuring that their own behavior remains exemplary. This prevents the possibility of santri adopting undesirable conduct, as they are more likely to emulate the actions of the adults they respect. In this regard, foster carers must be particularly mindful of their own manners and ethics. By adopting a humanistic approach, foster carers can provide effective guidance and motivation, helping the santri reach their full potential (Faisol & Subaidi, 2022).

Table 1. Data on Santri Violations

No	Students	Class and Major	Type of Violation
1	A	XII 2 Social Entrepreneur	Failure to attend congregational prayers
2	B	XII 2 Social Entrepreneur	Failure to participate in pesantren school activities
3	C	XII 2 Social Entrepreneur	Failure to participate in pesantren school activities
4	D	XII 2 Social Entrepreneur	Failure to participate in pesantren school activities
5	E	XII 2 Social Entrepreneur	Disobedience to pesantren regulations

Table 1 provides an overview of several violations committed by santri in the Pesantren. The violations include failure to attend congregational prayers, non-participation in pesantren activities, neglecting dormitory duties, and disobedience to pesantren regulations. These infractions suggest a potential issue with discipline and involvement in religious and pesantren-related activities (Samsu, Kustati, Perrodin, Ritonga, Kosim, Rusmini, & Suwendi, 2021).

These cases highlight students who may require closer attention. Such behaviors, including a lack of punctuality and engagement in various pesantren activities, indicate challenges in both discipline and community involvement. These violations disrupt not only the learning process but also the sense of unity that the pesantren seeks to cultivate. Consequently, foster carers have recognized the need for a more comprehensive approach to understand the underlying causes of these behaviors (Hermino & Arifin, 2020).



Figure 2. Personalized Guidance and Motivation

The image above depicts one of the foster carers providing personalized guidance to the santri, who require special attention and motivation. The results of this guidance are subsequently reported to the counseling guidance department for continued support, or, if deemed sufficient, remain under the responsibility of the foster carer. If the issue can be addressed by the foster carer, further referral to the counseling department may not be necessary.

Implementation of the Punishment Program

The study revealed that the santri exhibited a low level of self-control, necessitating the implementation of a structured punishment program. To address this, foster carers and pesantren administrators have outlined a three-stage approach. The first stage involves organizing MPS (Management of Santri Care) training sessions, which are conducted twice annually—at the start of the new administration's recruitment and midway through the term. These training sessions are designed to equip administrators and foster carers with knowledge regarding performance expectations, task assignments, goals, functions, and the responsibilities inherent to their roles. Through these sessions, foster carers are expected to gain a deeper understanding of student development theories, stages of student care, and the procedures involved in managing student development.

The second stage involves mentoring new foster carers by experienced ones. This mentorship is context-specific, meaning that it is adapted to the particular needs and circumstances of the situation. The goal is for the new foster carers to develop the adaptability required to perform their duties effectively. The success of the punishment program hinges on the capability and understanding of the foster carers. Consequently, a key aspect of the program is the early planning and implementation of a mentoring system for new foster carers, ensuring that they are well-prepared for their roles (Firdaus, 2020).

The third stage involves revising the "Five Santri Awareness," the "Santri Trilogy," and the "Pesantren Law" on an annual basis. The "Five Santri Awareness" includes religious, intellectual, social, national, and organizational consciousness, all of which are crucial for the development of the santri. Additionally, the Islamic Boarding School adheres to the "Santri Trilogy," which outlines the core obligations of the santri (Rianti & Mustika, 2023). The "Pesantren Law" encompasses the regulations of the pesantren, including the rights and duties of the santri, as well as the penalties for violations. The Pesantren Law is periodically amended by the central pesantren administration, with input gathered from the guardians of the santri during an open meeting held annually in conjunction with the commemoration of the founder's death anniversary and birthday (harlah) each Rajab.

The punishment program for the santri is implemented weekly, typically on Fridays. The type of punishment is determined by the nature of the violation, with initial steps involving direct advice or warnings. If the misconduct is repeated, more formal penalties may be applied, such as the recitation of the Qur'an, the reading of prayers, or similar actions. The purpose of these punishments is not only to deter misconduct but also to educate the santri, helping them understand their mistakes and encouraging them to improve their behavior (Zaini, 2023).



Figure 3. Foster Carers Give Punishment to Santri

The picture above illustrates one form of the punishment program implemented for less-disciplined santri. In this instance, the punishment involves reciting three pages of the Qur'an. The recitation is accompanied by a foster carer who corrects any mistakes in pronunciation. The Qur'an reading is alternated between one santri and another, with the correct recitation being emphasized.

Implementation of Counseling Guidance

Counseling guidance services are typically more common in public schools, ranging from elementary schools to universities. However, this differs significantly in pesantren. The presence of formal counseling guidance administrators is relatively rare in many pesantren, as most prioritize the guidance and supervision of santri by administrators, commonly known as ustad or ustazah, who possess religious knowledge and pedagogical skills, rather than employing specialized counseling services (Achadah & Rohmah, 2022).

Contrastingly, the Islamic Boarding School stands out by offering a dedicated counseling guidance service with specialized administrators. Despite this, counseling guidance is considered a secondary option, only utilized when foster carers are unable to address the issues faced by the santri. Initially, foster carers take on the role of modeling positive behavior for the santri, both through their actions during activities and in their personal conduct. In this way, the foster carers serve as role models, encouraging the santri to emulate their behaviors in daily life (Syarifah, Latifah, & Puspitasari, 2021).

If this approach proves insufficient, the foster carers provide personal guidance, offering motivation and sharing examples from the lives of exemplary figures. This process includes providing ongoing support during pesantren activities (Sa'adah, 2017). If further intervention is needed, the foster carers may administer light punishments designed to have a corrective effect, such as reciting sholawat or reading the Qur'an at the caregiver's maqbaroh. These actions serve both as a deterrent and as an opportunity for reflection.

When self-discipline remains a challenge, the foster carers then refer the santri to the counseling guidance department for further investigation into the root causes of their

behavior. This referral is made when the santri are unable to comply with pesantren regulations or exhibit persistent indiscipline (Rahmatullah, Azhar, & Fatwa, 2021).

Following the referral to counseling guidance, the department provides a tracking form for the santri's participation in daily pesantren activities. This form is completed by the foster carers or the respective administrator of each division within the Superior IPS dormitory. The purpose of this form is to monitor and reduce neglect or non-participation in pesantren activities. After each activity, such as congregational prayers or yellow book study sessions, the foster carers sign the form to confirm the santri's attendance. The form is further completed by noting the relevant chapter covered in the study, as indicated by the santri's filled-in book. This system of counseling guidance encourages the santri to adhere more strictly to the pesantren's regulations and fosters greater discipline (Aulia, Aisyah, & Musifuddin, 2022).



Figure 4. Santri Carry out Counseling Guidance

The picture above illustrates one form of implementing counseling guidance for individual santri. This type of guidance is no longer carried out by the foster carers but by the pesantren's dedicated counseling guidance section. Counseling is initiated when foster carers have made other efforts but the santri remain undisciplined. This guidance is conducted periodically to monitor the development of the santri before and after the implementation of counseling services.

Evaluation of the Implementation of Efforts to Improve Student Discipline

Evaluation refers to the process of gathering information about the implementation of a particular activity to determine appropriate alternatives for decision-making. Based on the findings of the research, the first effort—character habituation through the role of foster carers—has shown positive results in shaping the character of the santri. Through consistent guidance and supervision from the foster carers, the santri have become more accustomed to positive behavior. The active participation of foster carers in the daily activities of the santri fosters a sense of responsibility and discipline. However, the effectiveness of this approach is highly dependent on the foster carers' involvement and the appropriateness of the approach to the individual character of the santri (Mastoah, Yufiarti, & Supena, 2021).

The second effort involves personal guidance and providing motivation to the santri. This approach is crucial for improving discipline, as it offers individual attention to the students. When the santri feel valued, they are more motivated to follow the rules. Open dialogue allows the santri to express any obstacles they face and to find solutions collaboratively. However, the challenge of limited time and resources often hampers the full implementation of this approach (Maslukiyah & Rumondor, 2020). Then, the punishment program has been found to be effective in providing a deterrent effect for students who violate the rules. However, if not implemented fairly and with discretion, this can lead to a sense of injustice and demotivate the santri. Therefore, it is essential that the sanctions imposed are proportionate and educational, rather than punitive (Aritonang, 2021).

The implementation of counseling guidance provides an opportunity for santri to discuss the challenges they face, both academic and personal. This approach helps the santri understand the consequences of their actions and encourages them to take steps towards improving their discipline. However, the success of this program largely depends on the availability of qualified counselors and their ability to build strong, supportive relationships with the santri (Aulia, Aisyah, & Musifuddin, 2022)

The environment surrounding the santri also plays a significant role in shaping their discipline. At the Islamic Boarding School, the environment tends to be positive and supportive of the development of the santri's discipline. The santri are placed in a structured environment where they are encouraged to engage in various activities, such as Public Speaking, MC training, and presentation skills, particularly in the pesantren. These activities help the santri develop important skills such as public speaking, self-confidence, and independence, which in turn reinforce discipline and commitment to activities.

Furthermore, the pesantren environment teaches the values of responsibility, which are essential for developing discipline. The rules and regulations in place at the pesantren assist the santri in understanding the importance of discipline and responsibility in their daily lives. However, if the environment becomes overly permissive or restricts the freedom of expression of the santri too much, it could become a hindrance. Santri who grow up in an overly indulgent environment tend to lack discipline, as they may not fully internalize the importance of responsibility (Munif, Rozi, & Yusrohlana, 2021).



Figure 5. Evaluation Meeting of Pesantren Management and Foster Carers

The picture above depicts an evaluation meeting between the pesantren management and the foster carers. By conducting regular evaluations, the foster carers and pesantren administrators can assess the progress of the santri's education based on the efforts made. The evaluation process also serves to evaluate the performance of the foster carers, determining whether their guidance has been effective. Such evaluations contribute to the improvement of the foster carers' performance, ensuring that they can provide optimal support to the santri in the future. This continuous assessment is crucial, as the santri are entrusted to the pesantren by their parents with the hope that their time at the pesantren will lead to positive personal development and growth (Mufarokah, Bafadal, Imron, Supriyanto, & Jainurakhma, 2022).

Conclusion

In this study, the students emphasized the crucial role of foster carers in shaping their discipline within Islamic boarding schools. The students asserted that foster carers not only have the responsibility of guiding and nurturing the santri but also serve as role models for behavior and moral values. Through the application of good character habituation, the establishment of personal relationships, and the provision of motivation, foster carers can cultivate an environment that fosters the development of discipline among the santri. The strategic steps employed by foster carers to instill discipline include encouraging the development of positive character traits, such as honesty, responsibility, and empathy, offering open guidance and motivational support, and implementing punishment programs. These combined efforts are designed to ensure that the santri not only become disciplined but also grow into responsible individuals with strong moral values.

The implications of the foster carers' role at the Islamic Boarding School in shaping santri discipline are profound. With consistent guidance from the foster carers, the santri tend to exhibit greater discipline, which positively impacts both their learning processes and participation in pesantren activities. The effective role of foster carers, therefore, contributes to the overall improvement of educational outcomes at the pesantren and helps to cultivate a new generation of students who excel both academically and morally.

This study presents an opportunity for future researchers to explore the experiences and perspectives of santri regarding the role of foster carers. In-depth qualitative research could further illuminate the various approaches to fostering discipline within pesantren, with comparative studies across different boarding schools to identify the most effective methods for promoting discipline among santri.

Acknowledgments

The authors would like to express his deepest gratitude to the pesantren involved in this research, and to the second author, a student and santri, for initiating the idea regarding foster guardians. Special thanks also go to the third author, my colleague from Nigeria, for his valuable contributions and insightful feedback, which greatly improved the development of this research and the writing of this article.

Ethical Statement

This study followed ethical guidelines to safeguard participants' rights and maintain confidentiality. Informed consent was obtained from all participants, including school staff and students, who were informed of their voluntary participation and their right to withdraw at any time. Pseudonyms were used to protect privacy, and all data were securely stored. The study received approval from the institutional ethics committee and was conducted with cultural sensitivity. Data were collected through observation, semi-structured interviews, and document analysis, with participants being informed that the findings would be used solely for academic purposes.

CRedit Authorship Contribution Statement

- **Author 1** : Building a concept from social facts, literature facts, research objectives and arguments in the introduction, including the research methods section, analyzed data, interpreted data, wrote the manuscripts.
- **Author 2** : Conceptualized research, formal analysis, data validation, review, and editing.
- **Author 3** : Translated and proofread the manuscript.

Conflict of Interest

The authors of this manuscript declare that they have no conflict of interest.

Data Availability

This study presents an opportunity for future researchers to explore the experiences and perspectives of santri regarding the role of foster carers. In-depth qualitative research could further illuminate the various approaches to fostering discipline within pesantren, with comparative studies across different boarding schools to identify the most effective methods for promoting discipline among santri.

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