

Supporting Factors for Student Compliance in Islamic Boarding Schools

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ABSTRACT

Students' compliance with discipline is an important indicator of the success of character education in Islamic boarding schools, but the challenge of obedience arises when adolescent students who have a desire for freedom must adapt to the strict rules of the Islamic boarding school. This study aims to identify and analyze the factors that support the compliance of students in Islamic boarding schools through psychological, social, and institutional perspectives. The research method uses literature studies by collecting and studying various relevant literature in the form of journal articles, books, and research reports related to student compliance and pesantren education. The analysis was carried out by grouping information based on key themes and identifying patterns of relationships between factors. The results of the study show three categories of factors supporting student compliance: (1) internal factors including self-control, social support, emotional intelligence, self-adjustment, and religiosity that form the psychological foundation of students; (2) external factors include peer influence and the role of ustazd/kyai as authority figures who provide examples; (3) institutional factors in the form of pesantren education methods which include uswah hasanah, discipline, habituation, and advice that form a systematic habitus of obedience. These three factors interact with each other and strengthen in forming holistic and sustainable student compliance. Research recommendations include the development of self-control and emotional intelligence training programs, the creation of a supportive environment through a structured mentoring system, the strengthening of ustazd pedagogical competence, and the innovation of educational methods that are adaptive but still maintain the traditional values of pesantren to optimize the formation of the character of students who are obedient, independent, and have noble character.

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1. INTRODUCTION

Pesantren is an educational institution that has the goal of forming independent and moral students (Firdaus & Husni., 2021). The cultivation of adab is the main goal of education in Islamic boarding schools. The culture in a pesantren has a distinctive characteristic, the knowledge taught is expected to strengthen every student both from the dimensions of intellectuality, morality, religiosity, spirituality, and society (Zarkasy et al., 2021). Education in Islamic boarding schools does not only focus on the academic aspect, but also on the formation of strong character. This makes the pesantren an ideal place to develop noble values and ethics. Therefore, it is important for students to understand and internalize these values in their daily lives.

Thus, pesantren play an important role in creating individuals who are not only intelligent, but also have moral integrity. Through a structured learning process, students are taught to appreciate and respect the prevailing traditions and norms. In addition, activities carried out in Islamic boarding schools often involve the community, thus fostering a sense of togetherness and solidarity. In this way, pesantren not only educate individuals, but also build a harmonious and civilized society.

Pesantren in its basic sense is a place for students to learn. As an Islamic educational institution, pesantren from a historical point of view is referred to as the center of Islamic culture, which is authorized or institutionalized by the Islamic society in a *de facto* manner whose existence cannot be ignored (Zafirah et al., 2021). Pesantren also function as a place to conserve Islamic culture and traditions that have existed for a long time. In this context, pesantren are not only a place of formal education, but also a center for learning social and cultural values (Umam et al., 2025). The existence of Islamic boarding schools is very important in maintaining and preserving Islamic cultural heritage in Indonesia. Thus, pesantren has a dual role as an educational institution and a guardian of tradition.

The education provided in pesantren often covers a wide range of disciplines, including religious studies, languages, and practical skills (Fauzi et al., 2023). This allows students to develop their potential holistically. In addition, pesantren also play a role in forming a strong cultural identity among students, which they will bring into society. That is why, according to (Majdid, 1997), that from a historical point of view, pesantren is not only synonymous with the meaning of Islam, but must contain the meaning of Indonesian authenticity (indigenous). According to (Qustulani et al., 2018), pesantren is also a place that gives birth to future leaders.

Adolescence is a time when a person has a desire to know various things and wants to have the freedom to do something they want (Grosu et al., 2025). However, in Islamic boarding schools it is not free to do everything you want because it is limited by existing rules. These rules not only regulate daily activities, but also shape the mindset and behavior of students. In this context, compliance with the rules is very important to create an atmosphere conducive to the teaching and learning process. In addition, clear rules also help students in developing the self-discipline needed in daily life. Thus, compliance is one of the indicators of educational success in Islamic boarding schools. These rules are designed to help students understand their responsibilities and avoid inappropriate behavior. In this case, good socialization and communication between administrators and students are very necessary. With strict rules, it is hoped that students can grow into responsible and independent individuals. These rules include student activities from waking up to sleeping again and also regulating student behavior.

Compliance is a value that is to be achieved in an effort to enforce regulations, so in its implementation the administrators, coaches, or ustaz must socialize the applicable rules and the benefits of the rules as well as rational explanations. Effective socialization will help students understand the importance of compliance in the context of education and daily life. In this case, the role of ustaz is very crucial, because they are responsible for setting a good example for students. Consistency in the application of rules is also needed to build trust between students and pesantren administrators. Thus, compliance is not only seen as an obligation, but also as part of a valuable learning process. Ustaz also needs to conduct periodic evaluations to ensure that the existing rules remain relevant and effective. Through an inclusive approach, students are expected to actively participate in the formation of rules. In

this way, students feel responsible for the compliance they carry out. In its implementation, ustaz must be consistent in giving punishments to minimize the occurrence of a gap between students.

Compliance according to (Seymour & Van Kleek, 2021) is fulfilling the request of another, defined as an action or deed performed based on the wishes of another, obedience refers to behavior in response to a direct and originating request from another. This shows that obedience is not just about following the commandments, but also involves understanding and accepting the values that are adhered to. In the context of Islamic boarding schools, obedience is one of the ways for students to show respect for existing authorities, both to the ustaz and to fellow students (Pratama et al., 2025). By understanding compliance within the framework of moral and ethical values, students can internalize the expected good behavior. Therefore, it is important to explore the factors that support the compliance of students in the pesantren environment. In this case, peer support also plays an important role in forming an attitude of obedience. Students who support each other will be more motivated to comply with the existing rules. Thus, a positive atmosphere is created in the pesantren, which supports an effective learning process. (Karimah, 2025) said that obedience is a change in one's attitude and behavior to follow the requests or commands of others.

From the above understanding, there are 4 elements in compliance, namely: 1) there is a party that has authority that demands compliance, 2) there is a party that is required to carry out compliance, 3) there is an object or content of certain demands from the party that has the authority to be carried out by others, 4) and there are consequences of the behavior carried out. These elements suggest that compliance is not only individual, but also involves complex social interactions. In the context of Islamic boarding schools, obedience is an integral part of the formation of the character of students who are expected to be able to contribute positively to society (Habibi & Sholikha, 2025). Understanding these compliance dynamics is critical to developing more effective educational strategies. Thus, this study aims to identify factors that support student compliance in Islamic boarding schools.

These factors can include psychological, social, and structural aspects that interact with each other. This research is expected to provide new insights for pesantren managers in fostering good character education. Thus, the results of this study can also contribute to the development of better educational models in the future. Based on the above explanation, it can be concluded that obedience is the willingness of a person or group to perform a behavior that is a request of another person who has the authority or power to get a pleasant reaction or avoid punishment as a certain consequence.

2. METHODS

This study uses a literature study method to identify and analyze factors that support the compliance of students in Islamic boarding schools. This literature study is carried out by collecting and studying various relevant literature, including journal articles, books, and previous research reports related to student compliance and education in Islamic boarding schools. These sources were selected based on the criteria of relevance, credibility, and contribution to the understanding of internal and external factors that affect student compliance. In this process, the author explores various theories and concepts underlying obedience, such as self-control, social support, emotional intelligence, and environmental influences, as well as how all of these factors interact in the context of pesantren education.

The analysis is carried out by grouping information obtained from the sources that have been studied, then identifying the main themes that arise related to student compliance. This research also considers psychological and social perspectives to provide a more comprehensive understanding of student compliance. The results of this literature study are expected to provide new insights for pesantren managers in developing more effective educational strategies, as well as forming good student characters. Thus, this research not only focuses on data collection, but also on the interpretation and application of findings to improve the quality of education in Islamic boarding schools.

3. FINDINGS AND DISCUSSION

Internal Factors Supporting Student Compliance

The results of the literature analysis show that self-control is the most significant internal factor in shaping the compliance of students in Islamic boarding schools. Self-control is defined as the ability of individuals to regulate and control behavior, emotions, and self-impulses in the face of various external situations and pressures (Wulandari et al., 2024). In the context of Islamic boarding schools, students with high self-control tend to be more able to comply with applicable rules and regulations, even though they face temptation or pressure from the surrounding environment. Research proves that there is a significant positive correlation between self-control and the level of student compliance in implementing pesantren rules (Fitriyah & Wahibatul, 2021). Students who have good self-control are able to delay gratification, refrain from impulsive behavior, and focus more on their long-term educational goals. This is in line with the findings that state that the transformation of religious education culture in the era of disruption requires strengthening the self-control of students as a fortress from negative influences (Halimah et al., 2024). Thus, the development of self-control is a priority in the formation of obedient and disciplined students' character. The practical implication is that pesantren managers need to design programs that specifically train and develop students' self-control skills through various structured and sustainable activities.

Social support is the second internal factor that has a substantial influence on the compliance of students in Islamic boarding schools. Social support includes various forms of help, attention, and motivation that students receive from various parties, including peers, family, and ustaz (Amelia Putri Silma et al., 2025). Research shows that the higher the social support that students receive, the higher their level of compliance in implementing pesantren rules. Emotional support from peers creates a sense of togetherness and solidarity that encourages students to remind each other in carrying out their obligations. Instrumental support from ustaz and pesantren administrators provides practical guidance in facing difficulties in adapting to strict rules. The revitalization of the role of mosques as centers of Islamic education rooted in local wisdom requires strong social support from all elements of the pesantren community (Umam et al., 2025). Informational support in the form of rational explanations about the benefits of discipline also helps students understand the importance of obedience. Thus, the creation of a supportive environment is the key to increasing student compliance and forming a resilient character in facing various challenges.

Emotional intelligence is an individual's ability to recognize, understand, manage, and express one's own emotions and understand the emotions of others effectively (Antonopoulou, 2024). In the context of pesantren, emotional intelligence plays a vital role in shaping the compliance of students because it helps them manage the stress and pressure that arises from the demands of strict rules. The results of the study showed that students with high emotional intelligence had a better level of obedience and independence compared to students with low emotional intelligence. Students who are emotionally intelligent are able to identify negative emotional triggers and overcome them in a constructive way, so that it is not easy to break the rules due to emotional outbursts. The contextualization of Bourdieu's theory explains that the formation of the character of students requires the development of habitus that includes emotional intelligence as cultural capital (Habibi & Sholikha, 2025). The ability to empathize which is part of emotional intelligence also helps students understand the perspective of the ustaz and administrators in setting rules. Therefore, emotional intelligence development programs need to be integrated into the pesantren curriculum to improve compliance and the psychological well-being of students holistically.

Self-adjustment is a dynamic process in which students try to adjust their behavior, attitude, and mindset to the demands of the new pesantren environment (Islamic Boarding School & Indonesia, 2023). A good level of self-adjustment is positively correlated with students' compliance with the regulations that apply in Islamic boarding schools. Students who have just entered Islamic boarding schools often experience culture shock because of the significant difference between life at home and life in Islamic boarding schools which are full of strict rules and discipline. This self-adjustment process

requires sufficient time and support from various parties, especially from experienced seniors and ustaz. The research explains that the analysis of motivational factors in adolescent activities shows the importance of a positive adaptation process to achieve the desired goals (Kim et al., 2025). Students who manage to adjust well will more easily accept and internalize the values and rules of the pesantren as part of their identity. Failure in self-adjustment can lead to resistance to rules, feelings of isolation, and even a desire to get out of the boarding school. Thus, a comprehensive orientation program and continuous mentoring are needed to facilitate the self-adjustment process of new students in order to achieve an optimal level of compliance.

Religiosity is the level of commitment and appreciation of a person to the religious teachings he adheres to, which is reflected in his beliefs, worship practices, and daily behavior (Saroglou et al., 2020). In the context of Islamic boarding schools, religiosity is a very fundamental internal factor in shaping student obedience because it provides strong intrinsic motivation. Students with a high level of religiosity view obedience to the rules of the pesantren not only as a formal obligation, but as a form of worship and obedience to Allah SWT. The results of the study show that the increase in the level of religiosity is directly proportional to the increase in the level of student compliance with the rules of the Islamic boarding school. The habitus of students formed through in-depth religious education creates a disposition to obey as part of their religious identity (Hishnuddin & Jazilurrahman, 2025). The dimension of religiosity that includes beliefs, ritual practices, spiritual experiences, religious knowledge, and social consequences all contribute to the formation of an attitude of obedience. Students who have a deep understanding of the wisdom behind each rule will be more motivated to obey it with full awareness. Therefore, deepening religious material that is not only cognitive but also affective and spiritual is an important strategy in increasing the obedience of students through strengthening their religiosity.

External Factors Supporting Student Compliance

Peers are an external factor that has a significant influence on the compliance of students in Islamic boarding schools, especially considering that adolescence is a period where the influence of peer groups is very strong (Maulana Achsan Al Farisi et al., 2025). Intensive interaction with peers in communal pesantren life creates complex social dynamics that can encourage or hinder compliance. Research shows that the main factor that causes student obedience or non-compliance is the influence or invitation of peers who have certain group norms. Students who associate with a group of friends who have a high commitment to the rules of the pesantren tend to develop a similar attitude of obedience through the process of modeling and social reinforcement. In contrast, students who are affected by a group of friends who often break the rules are at risk of adopting similar behaviors due to the pressure of conformity and the desire to be accepted into the group. Social support from peers is positively correlated with the compliance of students in implementing discipline. A positive peer environment creates social norms that support compliance and provide social sanctions for those who violate (Li et al., 2025). Exploring the structural links between peer support, psychological resilience, and exercise adherence in adolescents: a multigroup model across gender and educational stages (Li et al., 2025). Therefore, the formation of structured study and mentoring groups between students can be an effective strategy in utilizing the positive influence of peers to increase collective compliance in Islamic boarding schools.

Ustadz and kyai are central authority figures in the social structure of the pesantren that have a great influence on the obedience of the students (Putra Halilintar & Rafiqah, 2024). The obedience of the students to the ustaz or kyai is based on the awareness of the superiority of science, the level of faith, and the higher spiritual authority possessed by the educators. The relationship between students and ustaz or kyai in the pesantren tradition is hierarchical but full of respect and deep trust. The obedience of ndalem students in the salaf pesantren is greatly influenced by the charisma and example shown by the kyai in daily life. Students develop a strong sense of trust in ustaz and kyai, so that they willingly and sincerely obey what is conveyed or ordered by them (Nashihin et al., 2025). From the

perspective of educational psychology, this obedience is a form of legitimate power that is voluntarily accepted by students because they recognize the competence and moral integrity of the ustaz. The local wisdom of pesantren as a core value in building the culture of Islamic educational organizations is highly dependent on the transformational leadership of ustaz and kyai. Thus, personal qualities, pedagogical competence, and moral integrity of ustaz and kyai are crucial factors in shaping the obedience of students based on respect and example, not solely because of fear of punishment.

Institutional factors in the form of educational methods applied in Islamic boarding schools have a strategic role in shaping the obedient behavior of students systematically and sustainably (Wulandari, 2024). Research at the Darul Falah Kudus Islamic Boarding School identified four main methods that are effective in shaping student compliance. First, the exemplary method (uswah hasanah) where the ustaz becomes a model of behavior exemplified by students in all aspects of life. Second, the discipline method that emphasizes the obedience of students in implementing rules from simple to complex, creates an internalized discipline habitus. Third, training methods and habits that shape the behavior, way of dressing, speaking, and manners of students through consistent repetition and positive reinforcement. Fourth, the method of advice and taking lessons in which the ustaz routinely provide moral guidance and reflection on events that occur in the pesantren environment. The role of pesantren in shaping the character of students is highly dependent on the consistency of the application of holistic and integrative educational methods and the contextualization of Bourdieu's theory in the formation of student character shows that educational methods create habitus that shapes the disposition of students to behave obediently automatically (Paradise, 2024). Thus, the development and improvement of educational methods that are adaptive to the development of the times while still maintaining the traditional values of pesantren is the key to success in forming sustainable and meaningful student compliance.

Supporting Factors	Description	Implications
Internal Factors		
Self-Control	The ability to control behavior, emotions, and self-impulses in the face of external pressures. Students with high self-control are more obedient to the rules of the pesantren.	Islamic boarding school managers need to design programs that develop self-control, such as structured training.
Social Support	Emotional, instrumental, and informational assistance from peers, family, and ustaz who support the obedience of students.	Creating a supportive environment in pesantren can increase student compliance with strong social support.
Emotional Intelligence	The ability to manage one's own emotions and understand the emotions of others. Students with high emotional intelligence are more obedient to the rules.	Emotional intelligence development programs need to be integrated into the curriculum to support student compliance and well-being.
Self-Adjustment	The process of adapting students to the pesantren environment is full of rules. Students who manage to adjust themselves are more obedient to the rules of the pesantren.	Orientation and mentoring programs are needed to help new students adapt to the pesantren environment and increase compliance.
Religiosity	The level of appreciation for religious teachings, which	Deepening religious material that includes cognitive, affective, and

Supporting Factors	Description	Implications
	motivates students to obey the rules as part of worship.	spiritual aspects will increase students' compliance with pesantren rules.
External Factors		
Peers	The influence of peer groups that can encourage or hinder student compliance. A compliant friend will encourage other friends to obey the rules.	The formation of structured study groups and mentoring between students can utilize the positive influence of peers to increase compliance.
Ustadz and Kyai	The influence of authority figures in Islamic boarding schools, such as ustadz and kyai, in shaping the obedience of students. This obedience is based on respect and trust.	The personal qualities and competence of ustadz and kyai are the key in shaping the obedience of students through example and respect.
Educational Methods	Methods applied in Islamic boarding schools, such as example, discipline, practice, and advice. This method forms the obedient behavior of students in a sustainable manner.	The development of adaptive educational methods and maintaining the traditional values of pesantren can shape the compliance of students systematically and sustainably.

4. CONCLUSION

Based on the results of the literature analysis that has been carried out, it can be concluded that the compliance of students in Islamic boarding schools is influenced by three main categories of factors that interact with each other in a complex and comprehensive manner. First, internal factors that include self-control, social support, emotional intelligence, self-adjustment, and religiosity, where these five aspects form a strong psychological foundation for students to comply with the rules of the pesantren with full awareness and high intrinsic motivation. Second, external factors that include the influence of peers and the role of ustadz or kyai as authority and role models, which create a social environment that supports or hinders obedience through modeling mechanisms, social reinforcement, and legitimate power based on respect and trust. Third, institutional factors in the form of pesantren education methods which include exemplary (uswah hasanah), discipline, practice and habituation, as well as advice and lesson taking, which systematically form the habitus of obedience in students through the process of internalizing sustainable values. These three categories of factors do not work separately, but rather reinforce each other in forming holistic, meaningful, and sustainable student compliance, so pesantren managers need to develop an educational strategy that integrates these three dimensions to optimize the formation of the character of students who are obedient, independent, and have noble character in accordance with the goals of pesantren education.

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