

Implementation of a Persuasive Approach in Fostering Self-Awareness and Discipline of Male Students

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ARTICLE INFO

Keywords:

Character Development;
Islamic Boarding School;
Self-Awareness; Student
Discipline.

Article history:

Received 2026-03-14

Revised 2026-04-12

Accepted 2026-05-27

ABSTRACT

Islamic boarding schools are Islamic educational institutions that play a strategic role in shaping the character, morals, and personality of students as a whole. This study aims to describe the implementation of a persuasive approach in fostering self-awareness and discipline among male students at Pondok Pesantren Hidayatul Mubtadiin Sidoharjo Jati Agung South Lampung, analyze the forms of persuasive approaches applied, and identify the supporting and inhibiting factors in the student development process. This study employed a qualitative approach with a field research design. Data collection techniques included observation, in-depth interviews, and documentation. The research subjects consisted of the boarding school caretaker, Islamic teachers, administrators, and male students. Data analysis used the Miles, Huberman, including data condensation, data presentation, and conclusion drawing, while data validity was ensured through source, technique, and time triangulation. The results showed that the implementation of the persuasive approach was carried out through interpersonal communication, advice, motivation, role modeling, habituation, and emotional approaches that were continuously applied in the students' daily lives. This approach was able to improve students' self-awareness, responsibility, and discipline, making them more aware of carrying out their obligations and obeying boarding school regulations. The conclusion of this study indicates that the persuasive approach is effective in fostering self-awareness and discipline among male students because it is able to create behavioral changes that originate from students' internal awareness in a humane and sustainable manner.

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1. INTRODUCTION

Islamic boarding schools are Islamic educational institutions that play a strategic role in shaping the character, morals, and personality of students as a whole. (Harisah, 2020) Islamic boarding schools function not only as religious educational institutions but also as centers for the moral and social

development of students through a 24-hour dormitory life. This process of development takes place not only in the classroom but also through culture, rules, role models, and daily social interactions. In this context, fostering self-awareness and discipline is crucial, as both are the primary foundations for developing responsible, independent students who are aware of their religious and social obligations. Self-awareness helps students understand their behavior, emotions, and responsibilities, while discipline serves as a means of establishing order and adherence to the values of the Islamic boarding school. However, the reality on the ground shows that there are still students who lack discipline, violate rules, lack awareness of their obligations to study and worship, and are difficult to consistently direct. This situation indicates that fostering students requires a more humanistic and persuasive approach so that behavioral changes emerge from internal awareness, rather than solely due to pressure or punishment.

The persuasive approach is a coaching process through communication that prioritizes advice, role models, habituation, motivation, emotional touch, and interpersonal dialogue to voluntarily influence individual attitudes and behavior. (Toni, 2016) Persuasive communication is the process of influencing a person's attitudes and behavior through the delivery of messages that touch on psychological aspects without any element of coercion. From an Islamic educational perspective, the persuasive approach aligns with the methods of *da'wah bil hikmah* and *mau'izhah hasanah* as explained by (Faujiah, Zohriah, & Fauzi, 2024) which emphasizes gentleness, wisdom, and the development of the heart in the educational process. This approach is considered more effective in building students' self-awareness than a solely punishment-oriented development model. Studies on persuasive communication in student development show that the success of moral development is greatly influenced by the educator's ability to build emotional relationships and effective communication with students. Research (Annisya & Gery Resty, 2024) A study on the persuasive communication of female Islamic teachers in developing the morals of female students at the 'Aisiyah Imadul Bilad Islamic Boarding School for Girls in Metro City found that strategies of advice, role models, habituation, and discipline were able to shape positive student behavior. Therefore, a persuasive approach is an important alternative in developing students' self-awareness and discipline that grow from self-awareness.

Theoretically, this research is based on the theory of persuasive communication, which explains that changes in individual behavior can occur through a message delivery process that touches on cognitive, affective, and conative aspects. (Rahmawati, Idam, & Atmojo, 2021), persuasive communication can influence a person's way of thinking and behavior through effective interpersonal interactions. In addition, the concept of self-awareness according to (Nizarani, Kristiawan, & Sari, 2020) explains that self-awareness is an individual's ability to recognize emotions, behavior, responsibility, and the impact of their actions on themselves and their environment. In Islamic boarding schools, self-awareness is reflected in students' awareness of carrying out worship, obeying regulations, maintaining good manners, and managing their time independently. The theory of discipline according to (Abdulloh, 2024) emphasizes that discipline is not merely a form of compliance with rules, but also a process of developing self-control that is carried out continuously through habituation and supervision. Thus, a persuasive approach is seen as relevant for fostering internal awareness among students so that discipline is no longer forced but rather arises from personal understanding and responsibility.

Relevant research conducted by (Rizqiyah, 2021) regarding the application of the 'iqab method in improving the discipline of students at the Darul Arqom Kendal Modern Islamic Boarding School, it shows that punishment is able to increase students' compliance with the rules of the Islamic boarding school, while (Amri, 2020) In his research on the implementation of rewards and punishments at the Salafiyah Islamic Boarding School in Pasuruan, he found that rewards and punishments were effective in fostering student discipline. Furthermore, (Maliki, 2022) Through research on the application of behavioral counseling with self-management techniques at the Al-Hijrah Islamic Boarding School in Ngawi, it was explained that the counseling approach can improve the discipline of individual

students. Another study by (Sinta, 2025) shows that the discipline of students at the Madinatunnajah Islamic Boarding School in Cirebon City is built through student organizations, rules, motivation, and supervision, while (Fadhilah, 2018) focuses more on the aspects of educational management and management of student discipline through the functions of planning, organizing, implementing, and supervising. Based on several studies, it can be understood that most studies still focus on the approach of punishment, reward and punishment, behavioral counseling, and discipline management, while studies on the implementation of persuasive approaches in fostering self-awareness and discipline in male students are still very limited. Therefore, the research gap lies in the absence of an in-depth discussion of the relationship between persuasive communication, emotional approaches, and the formation of self-awareness in students in creating internal discipline. The novelty of this research lies in the focus of the study which integrates persuasive approaches, self-awareness, and discipline in male students contextually through advice, role models, motivation, habituation, and interpersonal communication at the Hidayatul Mubtadiin Sidoharjo Jati Agung South Lampung Islamic Boarding School.

Based on various previous studies, it can be understood that most studies still focus on aspects of punishment, reward and punishment, discipline management, and behavioral counseling in fostering the behavior of students. Research on persuasive approaches has indeed been conducted, but more oriented towards moral development and has not specifically linked it to self-awareness and discipline of male students in Islamic boarding school life. Therefore, this study has a novelty in the form of an integrative study of the implementation of a persuasive approach in fostering self-awareness and discipline of male students through interpersonal communication strategies, role models, motivation, habituation, and emotional approaches in the Islamic boarding school environment. This study also has a unique research location because it was conducted at the Hidayatul Mubtadiin Islamic Boarding School in Sidoharjo Jati Agung, South Lampung, which has a dormitory-based student development system and intensive 24-hour supervision.

Based on this background, the purpose of this study is to describe the implementation of a persuasive approach in fostering self-awareness and discipline of male students at the Hidayatul Mubtadiin Sidoharjo Jati Agung South Lampung Islamic Boarding School, analyze the forms of persuasive approaches used by the caretakers, ustadz, and boarding school administrators, identify supporting and inhibiting factors in the process of fostering self-awareness and discipline of students, and find the implications of a persuasive approach to changes in student behavior in daily life in the Islamic boarding school environment. This study is expected to provide theoretical contributions to the development of Islamic boarding school education studies and persuasive communication, as well as become a practical reference for Islamic educational institutions in developing a model for fostering students that is humanistic, effective, and oriented towards the formation of self-awareness.

2. METHODS

This study uses a qualitative approach with a field research type that aims to understand in depth the implementation of a persuasive approach in fostering self-awareness and discipline of male students at the Hidayatul Mubtadiin Sidoharjo Jati Agung South Lampung Islamic Boarding School. The qualitative approach was chosen because this study focuses on revealing the meaning, process, behavior, and social interactions that occur in the activities of fostering students naturally and contextually. The research subjects include the caretakers of the Islamic boarding school, ustadz, student administrators, and male students who were selected using a purposive sampling technique based on their involvement in the process of fostering discipline and self-awareness of students. Data collection techniques were carried out through participatory observation to directly observe the activities of fostering, discipline, interpersonal interactions, and the application of a persuasive approach in the daily lives of students in the Islamic boarding school environment; in-depth interviews with caretakers, ustadz, administrators, and students to obtain information about the form of a

persuasive approach, the fostering process, supporting and inhibiting factors, and changes in student behavior; and documentation in the form of Islamic boarding school regulations, student activity schedules, development archives, activity photos, and other data relevant to the research. The data analysis technique uses an interactive model. (Miles, M. B., Huberman, A. M., & Saldaña, 2014) which includes data condensation, data presentation, and drawing conclusions or verification continuously from the beginning to the end of the research. Data validity is carried out through source triangulation, technical triangulation, and time triangulation to ensure the validity and credibility of data obtained from various informants and research situations. The focus of this research includes the form of implementation of the persuasive approach in the development of students, strategies for developing self-awareness and discipline, supporting and inhibiting factors in the implementation of the persuasive approach, and the implications of the persuasive approach on changes in the behavior and discipline of male students at the Hidayatul Muftadiin Sidoharjo Jati Agung South Lampung Islamic Boarding School.

3. FINDINGS AND DISCUSSION

Implementation of a Persuasive Approach in Fostering Self-Awareness and Discipline of Male Students at the Hidayatul Muftadiin Sidoharjo Jati Agung South Lampung Islamic Boarding School

Based on the results of observations and interviews conducted by researchers at the Hidayatul Muftadiin Sidoharjo Jati Agung South Lampung Islamic Boarding School, the implementation of a persuasive approach in fostering self-awareness and discipline in male students is carried out in an integrated manner in the students' daily lives in the dormitory environment and learning activities. The caretakers of the boarding school, ustadz, and student administrators not only provide rules and supervision, but also instill awareness in students through humanistic interpersonal communication, religious advice, emotional approaches, habits, and role models. The persuasive approach is carried out in stages so that students understand the meaning of discipline not as a form of coercion, but as a necessity in forming morals and personal responsibility. Based on the results of interviews with the caretakers of the boarding school, it is known that guidance is carried out with the principle of "educating with the heart" so that students feel appreciated, cared for, and guided in a family-like manner.

The research results show that the most dominant form of persuasive approach is providing direct advice after congregational worship activities, book study, and evaluation of students' daily activities. In these activities, the ustadz provides motivation, direction, and explanations regarding the importance of time discipline, responsibility, manners, and awareness of carrying out obligations as students. The advice is delivered using gentle and communicative language so that students are more easily accepted by the direction without feeling pressured. Students expressed that the ustadz's approach made them feel more aware of their mistakes than if only given punishment. Through this approach, students begin to understand that discipline is part of character building and worship to Allah SWT.

In addition to advice, the implementation of a persuasive approach is also carried out through the example provided by the caretakers and ustadz in daily life. Based on observations, the caretakers and ustadz consistently demonstrate discipline in carrying out congregational worship, teaching on time, maintaining environmental cleanliness, and interacting politely with students. These examples serve as concrete examples for students in building self-awareness and disciplined behavior. Students reported being more motivated to follow the rules of the Islamic boarding school when they see the ustadz also consistently implementing the same rules. This shows that the persuasive approach through example has a significant influence in shaping students' behavior because students not only receive theory but also see direct practice from their mentors.

The practice of religious activities and daily discipline is also an important part of implementing a persuasive approach in Islamic boarding schools. Based on research data, students are accustomed to

following a regular schedule of activities, from waking up, congregational prayer, Quran recitation, school, cleaning duty, and evening activities. Student administrators and ustadz not only supervise but also provide persuasive reminders and motivation when students are lacking discipline. Students who are late or violate rules are usually summoned personally to be given guidance and an understanding of the impact of such behavior on themselves and the Islamic boarding school environment. This approach makes students feel guided, not judged, so they are more open to receiving feedback and consciously strive for self-improvement.

Interviews with several students showed that the persuasive approach had a positive impact on increasing their self-awareness. Most students admitted to having begun to develop a sense of responsibility to carry out activities without always being told to do so by administrators or religious teachers. Students also began to understand the importance of maintaining discipline as part of personal responsibility and building morals. Before the more persuasive approach, some students admitted to following the rules only out of fear of punishment. However, after receiving guidance through advice and an emotional approach, they became more aware of the importance of discipline for their lives at the Islamic boarding school and in society. These changes were evident in the students' increased compliance with activity schedules, a decrease in violations of rules, and a growing sense of mutual reminders among fellow students.

Thus, the results of the study indicate that the implementation of the persuasive approach at the Hidayatul Mubtadiin Sidoharjo Jati Agung South Lampung Islamic Boarding School is carried out through interpersonal communication, advice, motivation, role models, habituation, and an emotional approach that is integrated into the daily lives of students. This approach has been proven to be able to foster self-awareness and discipline in male students more effectively because behavioral changes arise from the students' internal awareness, not solely due to pressure or punishment. The persuasive approach also creates a harmonious relationship between the ustadz and students so that the coaching process takes place more humanistic, communicative, and oriented towards the formation of the students' character as a whole.

Supporting and Inhibiting Factors in Implementing a Persuasive Approach in Fostering Self-Awareness and Discipline in Male Students

Based on the research results, there are several supporting factors that influence the successful implementation of a persuasive approach in fostering self-awareness and discipline in male students at the Hidayatul Mubtadiin Sidoharjo Jati Agung South Lampung Islamic Boarding School. The main supporting factor is the close and harmonious relationship between the caretakers, ustadz, administrators, and students. The familial relationships established within the Islamic boarding school environment make students feel comfortable receiving advice, direction, and guidance from the ustadz. This emotional closeness facilitates the persuasive communication process because students do not feel afraid or pressured when receiving guidance. In addition, the culture of mutual respect and appreciation implemented in the Islamic boarding school also creates a conducive environment in the process of developing self-awareness and discipline in students.

Another supporting factor is the existence of a structured and consistent 24-hour Islamic boarding school activity system. A regular schedule helps students develop a disciplined and responsible lifestyle. During implementation, the student administrators and ustadz actively supervise and motivate students to maintain good performance. Continuous practice gradually develops students into more disciplined individuals who are aware of their responsibilities. Furthermore, the exemplary behavior of the parents and ustadz is also a crucial factor in strengthening the success of the persuasive approach, as students directly observe examples of disciplined behavior in their daily lives.

The research also shows that the support of the Islamic boarding school environment is a crucial factor in enhancing the effectiveness of student development. A religious and supervised Islamic boarding school environment makes it easier to direct students to carry out activities in a disciplined manner. Peers also have a significant influence in shaping students' behavior by reminding each other

of any violations or negligence in carrying out Islamic boarding school activities. This creates a culture of collective discipline that helps strengthen students' self-awareness in carrying out daily rules and obligations. Thus, development is not only carried out by the ustadz (teacher), but is also supported by the entire social environment of the Islamic boarding school.

However, this study also identified several inhibiting factors in implementing a persuasive approach. One of the main inhibiting factors is the diverse character and background of the students. Some students have low levels of self-awareness, requiring more intensive and repeated coaching. Some students also tend to be difficult to direct because they were accustomed to living freely before entering the Islamic boarding school. These conditions mean that the process of developing discipline and self-awareness cannot be achieved instantly, but rather requires patience and a continuous approach from both the teacher and the ustadz.

Other inhibiting factors include external influences and uncontrolled technology use. Interviews revealed that some students are still influenced by negative habits from their previous social circles, making it difficult to adapt to the disciplined culture at Islamic boarding schools. Furthermore, uncontrolled use of mobile phones and social media also impacts the focus and discipline of some students in carrying out Islamic boarding school activities. Several religious teachers (ustadz) revealed that students sometimes become less disciplined due to being overly influenced by digital entertainment, which can lead to decreased motivation for learning and worship. Therefore, Islamic boarding schools are striving to provide more intensive supervision and guidance to ensure students are able to use technology wisely.

Based on the overall research results, it can be understood that the successful implementation of a persuasive approach in fostering self-awareness and discipline in students is influenced by various internal and external factors. Supporting factors such as harmonious emotional relationships, the role model of the ustadz, a religious Islamic boarding school environment, and the habituation of disciplinary activities can strengthen the success of student development. Conversely, inhibiting factors such as low self-awareness of some students, differences in character, and the influence of the external environment pose challenges in the development process. Nevertheless, the persuasive approach is still considered effective because it is able to create more lasting behavioral changes through the process of self-awareness, an emotional approach, and humanistic communication between the ustadz and students at the Hidayatul Mubtadiin Islamic Boarding School in Sidoharjo, Jati Agung, South Lampung.

Discussion

The results of the study indicate that the implementation of a persuasive approach in fostering self-awareness and discipline among male students at the Hidayatul Mubtadiin Sidoharjo Jati Agung South Lampung Islamic Boarding School is carried out through interpersonal communication, advice, motivation, role models, habituation, and an emotional approach that are applied continuously in the students' daily lives. This finding is in line with the persuasive communication theory proposed by (Shovmayanti et al., 2025) Persuasive communication is the process of influencing individual attitudes and behavior through a psychological approach without coercion. In this study, the ustadz and administrators not only provided rules and punishments but also attempted to engage the students' emotional aspects through humanistic advice and guidance. This approach proved effective in fostering students' internal awareness to voluntarily fulfill their obligations and obey the pesantren's rules. These findings demonstrate that persuasive guidance is more effective in fostering disciplined behavior than an authoritarian approach that focuses solely on punishment.

The results of this study also show that a persuasive approach can increase students' self-awareness through a continuous process of habituation and role modeling. This finding aligns with the self-awareness theory proposed by (Hasan & Anita, 2022) Self-awareness is an individual's ability to recognize their own behavior, emotions, and responsibilities, thus enabling them to consciously control their actions. In the context of Islamic boarding schools, self-awareness is reflected in the students' increased awareness of performing congregational worship, participating in activities on time,

maintaining cleanliness, and obeying rules without always being ordered by administrators. The habituation process implemented in Islamic boarding schools gradually makes students understand that discipline is not merely a forced obligation, but part of the formation of morals and personal responsibility. Thus, a persuasive approach not only forms temporary obedience but also builds a deeper internal awareness in students.

The findings of this study are in line with research (Naro, 2020) which explains that persuasive communication through advice, role models, and habituation is effective in fostering the morals of female students at the 'Aisyiyah Imadul Bilad Islamic Boarding School for Girls in Metro City. The similarity between the previous study and this study lies in the use of a persuasive approach as the main strategy in shaping positive behavior of students through emotional relationships and good interpersonal communication between ustadz and students. However, this study has differences and novelties because it does not only focus on moral development, but also specifically examines the development of self-awareness and discipline of male students in Islamic boarding school life. In addition, this study emphasizes that a persuasive approach is able to shape internal discipline of students through a process of self-awareness, not only through supervision and formal rules alone.

The results of this study are also different from previous research.(Abdulloh, 2024)about the application of the 'iqab method in improving student discipline at the Darul Arqom Modern Islamic Boarding School in Kendal. The study shows that punishment can increase student compliance with Islamic boarding school rules. However, this study found that a persuasive approach carried out through advice, motivation, and emotional approaches had a more profound impact on the formation of student self-awareness. Students were not only disciplined because of fear of punishment, but also understood the reasons and objectives of the rules implemented in the Islamic boarding school. This shows that internal awareness-based coaching is more effective in creating lasting behavioral changes than coaching that is only oriented towards punishment. This finding also strengthens the view of Nata (2020) that Islamic education is ideally carried out through a wisdom and gentleness approach so that students are able to accept educational values consciously and voluntarily.

This study also found that the exemplary behavior of religious teachers and caregivers is a crucial factor in the successful development of students. This finding aligns with the Islamic education theory put forward by(Saputra et al., 2023)that role modeling is the most effective educational method in shaping students' character because individuals tend to imitate the behavior they observe directly. In this study, students reported being more motivated to be disciplined when they saw ustadz and caregivers demonstrating disciplined behavior in worship, teaching, and carrying out daily activities. This finding also supports research(SYAHFITRAH, 2022)which states that student discipline can be fostered through supervision, motivation, and a conducive Islamic boarding school culture. However, this study expands on previous research by showing that role models serve not only as moral supervision but also as a form of persuasive communication that indirectly influences students' awareness and behavior.

In addition to supporting factors, this study found inhibiting factors such as low self-awareness among some students, differences in character, and the influence of the external environment and digital technology on student behavior. These findings align with research conducted by(Rufaida, 2020)which explains that improving student discipline requires a continuous coaching process because each student has a different background and level of awareness. However, this study shows that the persuasive approach remains effective because it is able to create a good emotional relationship between the ustadz and students so that students are more open to receiving direction and guidance. Thus, the implementation of the persuasive approach at the Hidayatul Mubtadiin Islamic Boarding School in Sidoharjo, Jati Agung, South Lampung not only functions as a method of developing discipline, but also becomes a character education strategy that is able to shape self-awareness, responsibility, and self-control of students in a more humane and sustainable manner.

This study has several limitations that need to be considered in understanding the results. First, this study was conducted only on male students at the Hidayatul Mubtadiin Sidoharjo Jati Agung Islamic Boarding School in South Lampung, so the results cannot be generalized to all Islamic boarding schools, which have different characteristics, development systems, and cultures. Second, this study used a qualitative approach, so the data obtained depended heavily on observations, interviews, and the researcher's interpretation of the informants' behavior and experiences. Furthermore, this study focused more on implementing a persuasive approach in fostering self-awareness and discipline in students, so it did not discuss in depth the influence of family factors, social background, or psychological conditions on the success of the development. Another limitation was the relatively limited research time, which prevented the researcher from observing changes in students' behavior in a more comprehensive manner over the long term.

The novelty of this research lies in the focus of the study, which integrates persuasive approaches, self-awareness, and student discipline in a comprehensive discussion within the Islamic boarding school environment. Previous studies have focused more on student discipline through punishment, reward and punishment approaches, discipline management, and behavioral counseling. This research, however, focuses on building student self-awareness through interpersonal communication, advice, role models, habituation, motivation, and emotional approaches. Another novelty lies in the context of the research, which was conducted on male students at the Hidayatul Mubtadiin Islamic Boarding School in Sidoharjo, Jati Agung, South Lampung, with a 24-hour dormitory-based guidance system. This research also shows that the persuasive approach is not only effective in improving discipline but also able to build self-awareness, self-control, and responsibility in students in a more humane and sustainable manner.

4. CONCLUSION

The results of the study indicate that the implementation of the persuasive approach at the Hidayatul Mubtadiin Sidoharjo Jati Agung South Lampung Islamic Boarding School is carried out through interpersonal communication, advice, motivation, role models, habituation, and emotional approaches that are applied continuously in the daily lives of male students so that they are able to foster self-awareness and discipline more effectively. This approach makes students more aware of their responsibilities, rules, religious obligations, and the importance of discipline in Islamic boarding school life without feeling pressured by punishment. In addition, the successful implementation of the persuasive approach is supported by a harmonious emotional relationship between ustadz and students, a religious Islamic boarding school culture, the habituation of disciplinary activities, and the exemplary behavior of caregivers and ustadz in daily life. However, this study also found obstacles in the form of low self-awareness of some students, differences in character, and the influence of the external environment and digital technology that affect student discipline. Based on the results of this study, it can be concluded that the persuasive approach is an effective coaching strategy in developing self-awareness, discipline, responsibility, and self-control in male students because the behavioral changes that occur originate from the students' internal awareness, not solely due to external pressure. Therefore, the researcher recommends that guardians, ustadz, and Islamic boarding school administrators continue to optimize the persuasive approach through humanistic communication, role-modeling-based coaching, and strengthening emotional relationships with students. In addition, Islamic boarding schools also need to increase supervision of the use of digital technology, strengthen cooperation between guardians and students' guardians, and develop self-awareness-based character building programs so that student discipline can be formed more consistently and sustainably.

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