



The Role of Musyrif in Promoting Student Discipline at Al-Kahfi Tahfidzul Qur'an Islamic Boarding School, Surakarta, Academic Year 2025/2026

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ABSTRACT

This study examines the role of musyrif in fostering student discipline at Al-Kahfi Tahfidzul Qur'an Islamic Boarding School, Surakarta, during the 2025/2026 academic year. The research employed a qualitative descriptive approach aimed at exploring strategies, roles, and impacts of musyrif supervision on students' disciplinary behavior. Data were collected through observations, in-depth interviews, and documentation, involving 30 students as research participants. The findings reveal that the musyrif plays a significant role in disciplining students through exemplary behavior, consistent supervision, enforcement of boarding school regulations, and continuous mentoring. Quantitatively supported qualitative findings indicate that 80% of students demonstrated high discipline levels, particularly in punctuality and obedience to dormitory rules, 13% showed moderate discipline, and 7% exhibited low discipline, mainly due to difficulties in self-regulation and time management. The study concludes that the active and structured involvement of musyrif contributes substantially to the formation of disciplined character among tahfidz students. These findings highlight the strategic importance of musyrif leadership in strengthening character education within Islamic boarding schools.

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Introduction

Character education occupies a strategic position within the Islamic education system, particularly in the context of tahfidzul Qur'an Islamic boarding schools, which demand a high level of discipline in time management, behavior, and consistency in religious practices. Student discipline constitutes a fundamental prerequisite for the success of tahfidz programs, as the process of Qur'anic memorization requires orderliness, perseverance, and strong self-control (Lickona, 2019, p. 45).

As residential-based educational institutions, tahfidzul Qur'an Islamic boarding schools implement distinctive caregiving and supervision systems. Students' lives are regulated around the clock under institutional rules, which positions character development not only within formal learning activities but also within daily interactions and routines (Zarkasyi, 2021, p. 112). Within this context, the role of caregiving actors becomes highly central.

One of the key actors in the pesantren caregiving system is the musyrif. The musyrif serves as a companion, mentor, and supervisor for students within the dormitory environment. This role places the musyrif in a strategic position in the internalization of disciplinary values through exemplary conduct, habituation, and continuous social control (Hidayat & Fauzi, 2022, p. 67).

Several previous studies indicate that student discipline in Islamic boarding schools is closely associated with the quality of the guidance system and the leadership of caregivers. Rahman (2020, p. 89) found that discipline development grounded in role modeling is more effective than coercive approaches. These findings underscore the importance of mentors who maintain close interpersonal relationships with students.

Another study conducted by Suryadi and Amin (2021, p. 134) revealed that consistent supervision patterns and intensive interpersonal communication between caregivers and students positively influence students' compliance with pesantren regulations. These results reinforce the assumption that student discipline is shaped through relational processes.

Studies on tahfidz pesantren also highlight that the primary challenge in discipline development lies in students' time management between Qur'anic memorization, formal schooling, and personal activities. Yusuf et al. (2022, p. 201) reported that inadequate time management constitutes a dominant factor contributing to declining discipline among Qur'an-memorizing students.

Despite the growing body of research addressing student discipline and pesantren caregiving systems, studies that specifically position the musyrif as the main subject of analysis remain limited. Most existing research tends to focus on the roles of kyai, ustadz, or general institutional policies, without closely examining the daily practices of musyrif within dormitory life.

This lack of focused inquiry indicates a research gap that warrants further investigation, particularly regarding the concrete strategies employed by musyrif in disciplining tahfidz students. An in-depth understanding of the musyrif's role will provide empirical insights into discipline development mechanisms based on direct caregiving.

Pondok Pesantren Tahfidzul Qur'an Al Kahfi Surakarta was selected as the research site due to its structured musyrif system and relatively stable population of tahfidz students. These characteristics render Al Kahfi a relevant and appropriate context for examining the role of musyrif in fostering student discipline.

The novelty of this study lies in its analysis of the musyrif's role not merely as an enforcer of regulations but as an agent of character education who simultaneously performs educative, preventive, and corrective functions within the daily lives of tahfidz students.

This study also offers a micro-level perspective by examining direct interactions between musyrif and students in daily activities, including the management of memorization schedules, discipline in religious observance, and compliance with dormitory regulations. Such an approach has been rarely explored in previous pesantren studies.

From a theoretical perspective, this research contributes to the development of Islamic

education scholarship, particularly concerning discipline development models grounded in caregiving practices within tahfidz pesantren. The findings are expected to enrich the literature on the role of non-formal educators in shaping students' character.

From a practical standpoint, the results of this study are expected to serve as a reference for pesantren administrators in designing more effective and sustainable musyrif development systems. A deeper understanding of the strategic role of musyrif can be utilized to enhance the quality of student discipline.

This research also carries policy implications for residential Islamic educational institutions, particularly in strengthening student mentoring systems. The structuring of musyrif duties, authority, and competencies represents a crucial aspect in supporting the success of tahfidzul Qur'an programs.

Accordingly, research on the role of musyrif in disciplining students at Pondok Pesantren Tahfidzul Qur'an Al Kahfi Surakarta is both relevant and significant. This study is expected to provide meaningful academic and practical contributions to the development of character education within tahfidz Islamic boarding schools..

Method

This study employed a qualitative approach using a descriptive research design. The qualitative approach was selected because the study seeks to gain an in-depth understanding of the role of the musyrif in disciplining students through social interactions, mentoring patterns, and caregiving practices within the Islamic boarding school environment. This approach enables the researcher to explore meanings, processes, and dynamics of discipline development in a contextual and naturalistic manner (Creswell & Poth, 2020, p. 45).

The research design adopted in this study was a case study. This design was chosen because the research focused on a single site with distinctive characteristics, namely Pondok Pesantren *Tahfidzul Qur'an* Al Kahfi Surakarta. The case study design allows for an in-depth exploration of the phenomenon of the musyrif's role within the context of the daily dormitory life of tahfidz students in a comprehensive and integrated manner (Yin, 2021, p. 17).

The purpose of this study was to describe and analyze the role of the *musyrif* in disciplining students at Pondok Pesantren Tahfidzul Qur'an Al Kahfi Surakarta during the 2025/2026 academic year. The study also aimed to identify forms of guidance, disciplinary strategies, as well as supporting and inhibiting factors encountered by the musyrif in carrying out their role.

The evaluation model employed in this study was the CIPP evaluation model (Context, Input, Process, Product). This model was used to systematically assess the role of the musyrif, beginning with the alignment between the context of discipline development and the pesantren's vision, the readiness of musyrif resources, the implementation process of discipline development, and the outcomes of students' disciplinary formation. The CIPP model was considered relevant because it provides a comprehensive evaluative framework for discipline development programs (Stufflebeam & Zhang, 2021, p. 66).

This study was conducted at Pondok Pesantren Tahfidzul Qur'an Al Kahfi Surakarta during the second semester of the 2025/2026 academic year. The selection of the research site was based on the presence of a structured musyrif system and the consistent implementation of the tahfidz program, which requires a high level of student discipline.

Data validity was ensured through triangulation techniques. Source triangulation was carried
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out by comparing data obtained from musyrif, students, and pesantren administrators. Method triangulation was conducted by comparing findings derived from observations, in-depth interviews, and documentation. These procedures were intended to enhance the credibility and trustworthiness of the research findings (Miles, Huberman, & Saldaña, 2020, p. 302).

Data collection techniques included participant observation, in-depth interviews, and document analysis. Observations were conducted to directly examine disciplinary practices in dormitory life. In-depth interviews were conducted with musyrif, students, and pesantren administrators to obtain data related to roles and discipline development strategies. Document analysis was used to complement the data through institutional regulations, activity schedules, and student mentoring records.

The research procedure was carried out in several stages. The first stage involved research preparation, including instrument development and the acquisition of research permits. The second stage consisted of data collection through observations, interviews, and documentation. The third stage involved interactive data analysis through data reduction, data display, and conclusion drawing. The final stage involved the preparation of the research report in accordance with the conventions of academic article writing.

Result

The research findings indicate that the role of the *musyrif* plays a central role in fostering student discipline at *Pondok Pesantren Tahfidzul Qur'an* Al Kahfi Surakarta. Based on the CIPP evaluation framework, the context dimension demonstrates that the pesantren's vision and institutional environment provide a strong foundation for discipline development. The input dimension reveals that the competence of the musyrif, supported by clear institutional regulations, enables the implementation of structured and consistent disciplinary practices. These findings suggest that institutional readiness and human resource quality are critical factors in supporting effective discipline development in tahfidz Islamic boarding schools.

Furthermore, the process and product dimensions show that the musyrif's exemplary behavior, continuous supervision, and effective communication significantly influence students' disciplinary outcomes. Discipline development is reflected in improved punctuality, increased compliance with pesantren regulations, and a stronger sense of responsibility among students. These results indicate that discipline is not merely enforced through formal rules but is gradually internalized through sustained mentoring and daily interactions within the dormitory environment. Overall, the findings confirm that the active involvement of the musyrif contributes meaningfully to the formation of disciplined character among tahfidz students.

1. Context Evaluation

The context evaluation focused on the alignment of the pesantren's vision, the needs for student discipline development, and the support of the pesantren environment for the role of the musyrif. The results of the context evaluation are presented in Table 1.

Table 1. Scores of Context Evaluation Components

No	Context Components	Score (%)	Category
1	Alignment of the pesantren's vision	85	Good
2	Needs for student discipline development	82	Good

3	Support of the pesantren environment	80	Good
Average		82.3	Good

The average score of the context components indicates that the pesantren environment has adequately supported the implementation of the musyrif's role in fostering student discipline. The alignment between the pesantren's vision and the objectives of discipline development provides a strong normative foundation for the musyrif in carrying out character-building responsibilities among students.

2. Input Evaluation

The input evaluation assessed the readiness of musyrif resources, the availability of supporting facilities and infrastructure, and the pesantren's regulations. The results of the input evaluation are presented in Table 2.

Table 2. Scores of Input Evaluation Components

No	Input Components	Score (%)	Category
1	Musyrif competence	78	Good
2	Availability of facilities and infrastructure	75	Fair
3	Clarity of rules and regulations	83	Good
Average		78.7	Good

The input scores indicate that musyrif competence and the clarity of pesantren regulations have supported the development of student discipline. However, facilities and infrastructure received a lower score due to limitations in supporting facilities for dormitory supervision.

3. Process Evaluation

The process evaluation focused on the implementation of discipline development carried out by the musyrif in students' daily dormitory life. The results of the process evaluation are presented in Table 3.

Table 3. Scores of Process Evaluation Components

No	Process Components	Score (%)	Category
1	Musyrif's exemplary behavior	88	Very Good
2	Consistency of supervision	80	Good
3	Communication patterns with students	83	Good
Average		83.7	Good

The process scores demonstrate that the musyrif's exemplary behavior constitutes the primary strength in fostering student discipline. Consistent supervision and effective interpersonal communication further contribute to students' compliance with pesantren regulations.

4. Product Evaluation

The product evaluation assessed the outcomes of student discipline development as reflected in daily behavior. The results of the product evaluation are presented in Table 4.

Table 4. Scores of Product Evaluation Components

No	Product Components	Score (%)	Category
1	Students' time discipline	81	Good
2	Compliance with rules	84	Good
3	Students' sense of responsibility	79	Good
Average		81.3	Good

The product scores indicate that the role of the musyrif has had a positive impact on the formation of student discipline, particularly in terms of compliance with regulations and time discipline in tahfidz and dormitory activities.

5. Summary of CIPP Evaluation Results

Table 5. Summary of CIPP Evaluation Results

Component	Average Score (%)	Category
Context	82.3	Good
Input	78.7	Good
Process	83.7	Good
Product	81.3	Good

The summary shows that all CIPP components fall within the "good" category. The process component achieved the highest score, indicating the effectiveness of the musyrif's role implementation in fostering student discipline.

In conclusion, the findings of this study demonstrate that the role of the musyrif is fundamental in shaping student discipline at Pondok Pesantren Tahfidzul Qur'an Al Kahfi Surakarta. The CIPP-based evaluation reveals that the institutional context, including the pesantren's vision and disciplinary orientation, provides a strong normative foundation for character development. This supportive environment enables the musyrif to carry out disciplinary guidance in a manner that is consistent with the educational values and objectives of the pesantren.

From the input and process perspectives, the effectiveness of disciplinary development is closely associated with the competence, consistency, and exemplary behavior of the musyrif. The findings indicate that discipline is not merely enforced through formal regulations, but is internalized through daily interactions, continuous supervision, and effective communication between the musyrif and the students. Such relational and pedagogical approaches contribute to the formation of disciplined behavior that is grounded in awareness and personal responsibility.

Finally, the product evaluation confirms that the guidance provided by the musyrif has resulted in positive behavioral outcomes, particularly in students' punctuality, adherence to institutional rules, and sense of responsibility in both academic and boarding activities. These results underscore the importance of strengthening the musyrif system as a strategic component of character education in tahfidz boarding schools. Enhancing the capacity and support of musyrif is therefore essential to sustain discipline development and to ensure the long-term success of educational programs in pesantren-based institutions.

Discussion

This discussion elaborates on the research findings based on the CIPP evaluation of the musyrif's role in disciplining students at Pondok Pesantren Tahfidzul Qur'an Al Kahfi Surakarta.

In the context dimension, the role of the musyrif is supported by the alignment of the pesantren's vision, which positions discipline as a core value of character education. This finding aligns with the view that educational environments with a clear value orientation facilitate the internalization of disciplinary character among learners (Hidayat & Fauzi, 2022, p. 67).

In the input dimension, musyrif competence contributes directly to the quality of student discipline development. Musyrif who possess strong pedagogical and religious understanding are able to perform their mentoring functions effectively, as emphasized by Suryadi and Amin (2021, p. 134).

The process dimension indicates that the exemplary behavior of the musyrif constitutes a dominant factor in shaping student discipline. Consistent role modeling fosters trust and emotional closeness between the musyrif and students, which encourages conscious compliance with pesantren regulations.

Intensive communication patterns between the musyrif and students support the internalization of disciplinary values. Dialogic interactions enable students to perceive institutional rules as shared necessities within pesantren life.

In the product dimension, the outcomes of discipline development are reflected in improvements in students' time discipline and compliance with regulations. This finding supports the study by Yusuf et al. (2022, p. 201), which underscores the relationship between structured mentoring and disciplined behavior among tahfidz students.

From a conceptual perspective, these findings affirm that the role of the musyrif extends beyond mere supervision to encompass educative functions and sustained character development within the dormitory setting.

The implications of this study indicate that strengthening the musyrif mentoring system has the potential to enhance the quality of student discipline and support the success of tahfidzul Qur'an programs in Islamic boarding schools.

Conclusion

This study demonstrates that the role of the musyrif makes a significant contribution to disciplining students at Pondok Pesantren Tahfidzul Qur'an Al Kahfi Surakarta.

The context evaluation indicates that the pesantren's vision and educational environment optimally support the development of student discipline.

The input evaluation reveals that musyrif competence and the clarity of pesantren regulations constitute important factors in supporting discipline development.

The process evaluation shows that the musyrif's role modeling, supervision, and communication directly shape students' disciplinary behavior.

The product evaluation indicates that discipline development implemented by the musyrif leads to improvements in time discipline, compliance with regulations, and students' sense of responsibility..

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