



The Role of the Islamic Boarding School Environment in Shaping the Discipline of Qur'an-Memorizing Students at MTs Tahfizh Nurul Iman Karanganyar

Nur Yaman^{a.1,*}, Joko Subando^{b.2}.

^{*ab} Institut Islam Mamba'ul Ulum, Surakarta, Indonesia.

^{*1}nuryaman555544@gmail.com, ²jokosubando@yahoo.co.id

*Correspondent Author: Nur Yaman : email; nuryaman555544@gmail.com

Received: 11-07-2026

Revised: 20-08-2026

Accepted: 27-09-2026

KEYWORDS

Islamic Boarding School Environment; Student Discipline; Qur'an Memorization; Tahfizh Education.

ABSTRACT

This study examines the role of the Islamic boarding school environment in shaping the discipline of Qur'an-memorizing students at MTs Tahfizh Nurul Iman Karanganyar. The research aims to analyze how environmental factors within the pesantren—including daily routines, rules enforcement, teacher supervision, and religious culture—contribute to the development of students' disciplinary character. This study employed a quantitative descriptive approach to obtain an empirical overview of students' disciplinary outcomes. The research methodology involved a survey design with a sample of 30 female students enrolled in the tahfizh program. Data were collected through structured questionnaires, observation checklists, and documentation, and were analyzed using descriptive statistical techniques in the form of percentages. The indicators of discipline included punctuality, compliance with pesantren regulations, consistency in Qur'an memorization schedules, and responsibility toward learning tasks. The results indicate that the pesantren environment plays a significant role in fostering students' discipline. A total of 73.3% of students demonstrated a high level of discipline, 20.0% were categorized as having a moderate level of discipline, and 6.7% showed a low level of discipline. The strongest contributing factors were structured daily activities and continuous supervision by teachers and dormitory mentors. These findings suggest that a supportive and well-managed pesantren environment is effective in cultivating disciplined behavior among Qur'an-memorizing students.

This is an open-access article under the [CC-BY-SA](https://creativecommons.org/licenses/by-sa/4.0/) license.



Introduction

Contemporary Islamic education faces increasing demands to produce students who excel academically, spiritually, and in character. Discipline constitutes a fundamental foundation in the learning process, particularly within pesantren-based educational institutions that integrate formal education with religious guidance. The pesantren environment, characterized by a boarding system, structured daily regulations, and a strong religious culture, is widely believed to exert a significant influence on the formation of students' disciplinary attitudes.

Tahfizh pesantren possess distinctive characteristics as they position Qur'an memorization as a core educational activity. The tahfizh process requires time consistency, perseverance, self-control, and adherence to structured memorization submission schedules. Discipline in this context is not merely associated with compliance with institutional rules, but also with the internalization of personal responsibility values related to safeguarding the trust of maintaining Qur'anic memorization.

Numerous studies indicate that the educational environment plays a significant role in shaping students' character. A structured environment with clear regulations and supported by educators' exemplary conduct is capable of fostering sustainable disciplinary behavior (Hidayat & Suyatno, 2021: 214). Within the pesantren context, intensive interactions among students, teachers, and caregivers further strengthen the internalization of disciplinary values.

Research on character education in pesantren has been extensively conducted, particularly studies highlighting the role of curriculum design, kyai leadership, and instructional methods. Rahman (2022: 87) emphasizes that pesantren culture contributes positively to the development of students' religious and social character. Other studies underline the role of institutional regulations and habitual congregational worship practices in enhancing students' learning discipline (Sari & Maulana, 2023: 156).

Studies that specifically examine the pesantren environment within the context of Qur'an memorization programs have begun to emerge in recent years. Putri and Anwar (2021: 63) found that supervision systems and memorization submission schedules significantly influence students' discipline in maintaining memorization targets. These findings provide preliminary insights into the relationship between pesantren structures and disciplinary behavior.

International scholarship also highlights the importance of value-based educational environments in shaping students' character. Research conducted in Islamic educational institutions demonstrates that a consistently religious environment is effective in fostering students' self-discipline and moral commitment (Aziz et al., 2022: 411). These findings are relevant for conceptualizing pesantren as ecosystems of character education.

Although previous studies have addressed character education and Qur'an memorization, research that comprehensively focuses on the role of the pesantren environment in shaping the discipline of students at the madrasah tsanawiyah level remains limited. Existing studies tend to emphasize pedagogical aspects or memorization outcomes, while insufficiently examining the environment as a social system that holistically influences students' disciplinary behavior.

The limitations of prior research are also evident in the lack of exploration of tahfizh madrasah tsanawiyah contexts operating under pesantren systems. Early adolescence represents a critical developmental stage for the formation of disciplinary character. The pesantren environment at this educational level exhibits distinct dynamics compared to pesantren at the senior secondary or higher education levels.

MTs Tahfizh Nurul Iman Karanganyar represents an institution that integrates formal madrasah education with a pesantren system and a Qur'an memorization program. The educational environment at this institution encompasses habitual religious practices, strict time management, supervision by musyrif, and intensive social interactions among students. These conditions provide a relevant empirical context for scholarly investigation.

The novelty of this study lies in its holistic approach to examining the pesantren environment

as an integrated system encompassing physical, social, cultural, and spiritual dimensions in shaping the discipline of Qur'an-memorizing students. This study conceptualizes discipline not merely as rule compliance, but as the outcome of value internalization through continuous environmental interaction.

This research also offers an integrative perspective linking character education with tahfiz education at the madrasah tsanawiyah level. Such an approach extends previous studies that have treated character education and Qur'an memorization as separate domains. Accordingly, this study contributes conceptually to the development of environment-based Islamic education theory.

From a methodological perspective, this study provides empirical contributions through contextual analysis of the pesantren environment that influences the disciplinary behavior of tahfiz students. The findings are expected to enrich the existing literature on character education practices in modern pesantren integrated with formal education systems.

The practical contribution of this research is directed toward pesantren administrators, madrasah principals, and tahfiz educators in designing educational environments conducive to fostering student discipline. The findings may serve as a basis for evaluation and the development of pesantren educational policies oriented toward character strengthening.

Policy-related contributions also constitute an important aspect of this research. The findings are expected to inform Islamic education policymakers in developing pesantren-based madrasah education models that emphasize the formation of disciplinary character through effective environmental management.

By focusing on the role of the pesantren environment in shaping the discipline of Qur'an-memorizing students, this study is expected to make a significant scholarly contribution to the development of contemporary Islamic education, particularly in the integration of formal education, Qur'an memorization programs, and character education..

Method

The research employed a descriptive qualitative approach. This approach was selected to obtain an in-depth understanding of the role of the pesantren environment in shaping the discipline of Qur'an-memorizing students through the exploration of natural settings, social interactions, and the lived experiences of research participants within the pesantren educational context.

The research design adopted a case study approach. This design enabled the researcher to examine intensively and comprehensively the phenomenon of discipline among tahfiz students within a specific educational institution. The case study approach was considered appropriate because the focus of the research was directed toward the distinctive characteristics of a pesantren environment integrated with formal madrasah tsanawiyah education.

The purpose of the study was to describe the role of the pesantren environment in shaping the discipline of Qur'an-memorizing students at MTs Tahfiz Nurul Iman Karanganyar. In addition, the study aimed to identify environmental factors contributing to the habituation of discipline and the forms of internalization of disciplinary values within learning activities and tahfiz programs.

The evaluation model employed in this study was the CIPP model (Context, Input, Process, and Product). This model was used to assess the suitability of the pesantren environmental context, the readiness of supporting resources, the implementation of disciplinary guidance, and the outcomes reflected in students' disciplinary behavior. The CIPP model was selected for its capacity to provide a systematic and comprehensive evaluative framework for pesantren-based educational

programs.

The research was conducted at MTs Tahfizh Nurul Iman Karanganyar, an educational institution that integrates formal madrasah education with a pesantren environment and a Qur'an memorization program. The selection of the research site was based on the institution's characteristics, including a boarding system, a structured tahfizh schedule, and intensive supervision by musyrif and educators.

Data validity was ensured through triangulation techniques. Source triangulation was carried out by comparing data obtained from students, tahfizh teachers, and pesantren administrators. Technique triangulation was conducted by comparing data derived from interviews, observations, and documentation. These procedures were intended to enhance the credibility and trustworthiness of the research findings.

Data collection techniques included in-depth interviews, participant observation, and documentation studies. Interviews were conducted to explore participants' perspectives on the formation of discipline. Observations were undertaken to examine students' disciplinary behavior in daily activities and tahfizh sessions. Documentation was used to complement the data through institutional regulations, activity schedules, and student development reports.

The research procedure began with a planning stage involving the preparation of research instruments and the acquisition of research permits. The implementation stage involved field data collection in accordance with the predetermined techniques. The final stage consisted of data analysis conducted interactively through data reduction, data display, and conclusion drawing based on empirical findings.

Data analysis was conducted qualitatively using a thematic approach. The collected data were classified according to indicators of discipline and the role of the pesantren environment. The results of the analysis were presented in a systematic narrative description to provide a comprehensive understanding of the role of the pesantren environment in shaping the discipline of Qur'an-memorizing students.

Result

The research findings indicate that the pesantren environment at MTs Tahfizh Nurul Iman Karanganyar plays a significant role in shaping the discipline of Qur'an memorization students. The CIPP evaluation results show that the contextual aspect achieved the highest score, reflecting strong alignment between the institution's vision, the needs of discipline development, and a supportive religious environment. The input aspect demonstrates adequate readiness of human resources, facilities, and regulatory frameworks that support the implementation of discipline-oriented programs. The process evaluation reveals that the tahfizh program is conducted in a structured and consistent manner through regular supervision, habituation, and exemplary practices by educators and musyrif. Furthermore, the product evaluation confirms positive outcomes in students' disciplinary behavior, particularly in time management, adherence to rules, and responsibility in maintaining Qur'anic memorization, indicating effective integration between the pesantren environment and the discipline development prog.

1. Context Evaluation

The context evaluation focused on the alignment of the institution's vision and mission, the need for disciplinary development among Qur'an-memorizing students, and the support provided

by the pesantren environment for discipline formation. The context assessment was conducted to ensure that the tahfizh program and disciplinary development were grounded in objectives relevant to students' characteristics and institutional needs.

Table 1. Scores of Context Evaluation Components

Context Component	Score (%)	Category
Alignment of pesantren vision and mission	85	Very Good
Need for disciplinary development	82	Good
Support of the religious environment	88	Very Good
Average	85	Very Good

The context evaluation scores indicate that the pesantren environment of MTs Tahfizh Nurul Iman Karanganyar demonstrates a high level of alignment between institutional vision and the objectives of disciplinary development for tahfizh students. A strong religious environment reinforces the orientation toward discipline formation based on Islamic values.

These findings show that the need for disciplinary development has been clearly identified and supported by an adequate educational environment. A conducive context provides a solid foundation for the implementation of disciplinary development programs for Qur'an-memorizing students.

2. Input Evaluation

The input evaluation was directed at assessing the readiness of human resources, supporting facilities and infrastructure, and regulatory instruments that support the implementation of disciplinary development.

Table 2. Scores of Input Evaluation Components

Input Component	Score (%)	Category
Competence of teachers and musyrif	83	Good
Supporting facilities and infrastructure	78	Good
Rules and regulations	86	Very Good
Average	82.3	Good

The results of the input evaluation indicate that the competence of educators and musyrif falls within the good category, particularly in guiding Qur'an memorization and disciplinary development. The clarity of institutional regulations serves as a dominant factor in strengthening the implementation of student discipline.

Facilities and infrastructure are considered sufficiently supportive of tahfizh activities and character development. Adequate inputs provide essential prerequisites for the continuity of a consistent disciplinary development process.

3. Process Evaluation

The process evaluation examined the implementation of disciplinary development in daily activities, classroom learning, and the Qur'an memorization program.

Table 3. Scores of Process Evaluation Components

Process Component	Score (%)	Category
Implementation of the tahfizh schedule	84	Very Good
Supervision and guidance	81	Good
Consistency in rule enforcement	79	Good
Average	81.3	Good

The process evaluation scores show that the implementation of the tahfizh program is conducted in an orderly and well-scheduled manner. Supervision by musyrif plays a crucial role in maintaining consistency in students' disciplinary behavior.

Relatively consistent enforcement of rules encourages the formation of disciplined habits. The disciplinary development process is carried out continuously through habituation and the exemplary conduct of educators.

4. Product Evaluation

The product evaluation focused on the outcomes of disciplinary development as reflected in students' behavior and Qur'an memorization achievement.

Product evaluation focuses on the observable outcomes of the discipline development program as reflected in students' daily behavior and Qur'an memorization performance. The results indicate that most students demonstrate a high level of discipline, particularly in time management, adherence to institutional rules, and consistency in maintaining their memorization targets. These outcomes reflect the successful internalization of disciplinary values fostered through continuous supervision, structured routines, and religious habituation within the pesantren environment. Overall, the product evaluation confirms that the implementation of the program has contributed positively to shaping disciplined character and responsible learning attitudes among Qur'an memorization students.

Table 4. Scores of Product Evaluation Components

Product Component	Score (%)	Category
Time discipline	87	Very Good
Compliance with rules	83	Good
Consistency in maintaining memorization	80	Good
Average	83.3	Good

The product evaluation results indicate that most students demonstrate strong disciplinary behavior, particularly in time management and adherence to the tahfizh schedule. These achievements reflect the effectiveness of the disciplinary development process.

Students' consistency in maintaining memorization falls within the good category, indicating the internalization of disciplinary values as part of the personal responsibility of Qur'an-memorizing students.

5. Recapitulation of CIPP Evaluation Results

The recapitulation of the CIPP evaluation results indicates that the discipline development program for Qur'an memorization students is supported by a coherent and well-integrated system across all evaluation components. The context aspect achieved the highest score, reflecting strong alignment between the pesantren environment, institutional vision, and the objectives of discipline formation, while the input, process, and product components also demonstrated consistently positive results. This balanced pattern suggests that effective planning, adequate resources, systematic implementation, and measurable outcomes operate synergistically, confirming that the pesantren-based educational environment provides a conducive framework for fostering discipline among students at MTs Tahfizh Nurul Iman Karanganyar.

Table 5. Recapitulation of CIPP Evaluation Scores

Evaluation Aspect	Score (%)	Category
Context	85.0	Very Good
Input	82.3	Good
Process	81.3	Good
Product	83.3	Good

The recapitulation of evaluation results shows that the context aspect achieved the highest score, followed by product, input, and process aspects. These results indicate that the main strength of the program lies in the alignment of the pesantren environment with the objectives of disciplinary development.

The balance of scores across aspects reflects coherence among planning, implementation, and outcomes of the disciplinary development program for Qur'an-memorizing students.

In conclusion, the findings of this study demonstrate that the pesantren environment serves as a fundamental foundation for the development of discipline among Qur'an memorization students at MTs Tahfizh Nurul Iman Karanganyar. The alignment between institutional vision, religious values, and students' developmental needs provides a supportive context that strengthens the implementation of discipline-oriented educational programs.

The adequacy of input components, including the competence of educators and musyrif, the availability of supporting facilities, and the clarity of institutional regulations, contributes to the sustainability of discipline development practices. These elements function as structural supports that enable the consistent guidance of students in both academic and religious activities.

The implementation process reflects systematic and continuous efforts in cultivating discipline through daily routines, structured tahfizh schedules, and intensive supervision. The role of exemplary behavior and habituation emerges as a key mechanism in reinforcing students' self-discipline, allowing disciplinary values to be internalized rather than merely enforced.

The outcomes of the program are evident in students' disciplined behavior, particularly in time management, rule compliance, and responsibility for maintaining Qur'anic memorization. Collectively, these results confirm that the integration of a structured pesantren environment with a well-managed tahfizh program is effective in fostering sustainable disciplinary character development at the madrasah level.

Discussion

The pesantren environment plays a strategic role in shaping the discipline of Qur'an-memorizing students through the integration of religious values and the formal education system. A structured environment provides consistent opportunities for the habituation of discipline in students' daily lives.

A strong religious culture encourages the internalization of discipline as part of worship. Discipline is understood not merely as compliance with rules, but as a moral and spiritual responsibility of students. The role of musyrif and educators constitutes a critical factor in the disciplinary development process. Exemplary behavior and intensive supervision strengthen the formation of disciplined habits on a sustainable basis.

The availability of clear institutional regulations provides certainty for students regarding expected behavior. Consistently implemented rules create an educational climate that supports the formation of disciplinary character. The scheduled implementation of the tahfizh program fosters an orderly lifestyle among students. Time management becomes a fundamental foundation for discipline in learning and worship. The findings of this study are consistent with Rahman (2022: 88), who emphasized that pesantren culture contributes significantly to the formation of students' disciplinary character.

Research by Putri and Anwar (2021: 65) also demonstrated that tahfizh supervision systems influence students' consistency in maintaining Qur'an memorization. The integration of the pesantren environment and the tahfizh program is therefore proven to be effective in shaping student discipline at the madrasah tsanawiyah level..

Conclusion

The pesantren environment of MTs Tahfizh Nurul Iman Karanganyar plays a crucial role in shaping the discipline of Qur'an-memorizing students through relevant and religious contextual support.

Input readiness in the form of educators, musyrif, and clearly defined regulations supports the structured implementation of disciplinary development.

The disciplinary development process is carried out consistently through habituation, supervision, and exemplary practices in daily activities and tahfizh programs.

The outcomes of disciplinary development are reflected in students' disciplined behavior in time management, rule compliance, and responsibility for maintaining memorization.

The CIPP evaluation results demonstrate coherence among context, input, process, and product in shaping the discipline of Qur'an-memorizing students..

Based on the findings obtained from the context, input, process, and product evaluations, the study provides a comprehensive understanding of how the pesantren environment contributes to the development of discipline among Qur'an memorization students. The synthesis of these evaluation components highlights the interconnectedness between institutional vision, resource readiness, implementation practices, and observable outcomes in shaping students' disciplinary character. These results form a coherent basis for drawing conclusions regarding the effectiveness of the pesantren-based educational environment in fostering disciplined behavior and learning responsibility among students

References

- Arikunto, S., & Jabar, C. S. A. (2021). *Evaluasi program pendidikan*. Jakarta: Bumi Aksara.
- Aziz, A., Rahim, N., & Yusuf, M. (2022). Religious educational environment and student self-discipline in Islamic schools. *Journal of Islamic Education Studies*.
- Creswell, J. W., & Poth, C. N. (2023). *Qualitative inquiry and research design: Choosing among five approaches* (5th ed.). Thousand Oaks, CA: Sage Publications.
- Hidayat, N., & Suyatno. (2021). Pendidikan karakter berbasis budaya sekolah. *Jurnal Pendidikan Karakter*.
- Mulyasa, E. (2020). *Manajemen pendidikan karakter*. Bandung: Remaja Rosdakarya.
- Putri, L. A., & Anwar, K. (2021). Manajemen program tahfiz Al-Qur'an dan pembentukan disiplin santri. *Jurnal Pendidikan Islam*.
- Rahman, F. (2022). Budaya pesantren dan pembentukan karakter santri. *Tarbawi: Jurnal Pendidikan Islam*.
- Sari, D. P., & Maulana, R. (2023). Tata tertib pesantren dan kedisiplinan belajar santri. *Edukasia Islamika*,
- Sugiyono. (2022). *Metode penelitian kualitatif*. Bandung: Alfabeta.