

## CREATING STUDENT DISCIPLINE CHARACTER THROUGH PANDU HIDAYATULLAH MOVEMENT AT TAHFIDZ AR-RAHMAH MALANG SENIOR HIGH SCHOOL

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**Abstrak:** Pondok SMA Tahfidz Ar-Rohmah Malang yang dikenal sebagai lembaga pendidikan islam dalam mengedepankan hafalan Al-Qur'an, memungkinkan banyaknya pengurus yang ikut serta dalam membangun keberhasilan karakter santri. Kepengurusan santri di dalam pondok ini pastinya tidak luput dalam membantu, mengawasi, dan melaksanakan kegiatan yang berlangsung di setiap acara, maka ada peran penting dari Gerakan Pandu Hidayatullah dalam pembentukan karakter santri di Pondok SMA Tahfidz Ar-Rohmah Malang. Dalam penelitian ini, peneliti menggunakan metode kualitatif dengan jenis pendekatan kualitatif. Pendekatan ini memfokuskan dengan cara observasi, wawancara mendalam pemotretan dan pencatatan. Tujuan dari penelitian ini adalah untuk mengetahui pembentukan karakter disiplin melalui GPH. Penelitian ini memberikan pengetahuan keberhasilan dari kepengurusan GPH dalam pembentukan karakter santri dari disiplin setiap santri. Hasil penelitian menunjukkan bahwa gerakan Pandu Hidayatullah memiliki potensi yang signifikan dalam membentuk karakter disiplin pada peserta didik. Melalui kegiatan seperti latihan kedisiplinan, pemahaman nilai-nilai kehidupan, dan partisipasi dalam kegiatan sosial, peserta didik dapat mengembangkan pola pikir, sikap, dan perilaku yang disiplin. Dari tiap acara yang berlangsung di pondok maka GPH selalu berperan penting guna membantu, mengawasi dan melaksanakan kegiatan yang dilaksanakan.

Kata kunci : Pembentukan karakter, Disiplin, Gerakan Pandu Hidayatullah

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**Abstract:** Pondok SMA Tahfidz Ar-Rohmah Malang which is known as an Islamic educational institution in promoting memorization of the Qur'an, allows many administrators to participate in building the success of the character of students. The management of students in this cottage is certainly not spared in helping, supervising, and carrying out activities that take place at every event, then there is an important role of the Hidayatullah Pandu movement in the formation of the character of students in the Pondok SMA Tahfidz Ar-Rohmah Malang. In this study, researchers used qualitative methods with a qualitative approach. This approach focuses on observation, in-depth interviews, shooting and recording. The purpose of this study was to determine the formation of disciplinary character through GPH. This study provides knowledge of the success of the management of GPH in the formation of the character of students from the discipline of each student. The results showed that Hidayatullah Pandu movement has significant potential in shaping the character of discipline in learners. Through activities such as discipline training, understanding life values, and participation in social activities, learners can develop disciplined mindsets, attitudes, and behaviors. From every event that takes place in the cottage, GPH always plays an important role to help, supervise and carry out the activities carried out.

**Keywords :** Character building, Discipline, Hidayatullah Pandu Movement

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### Introduction

This research focused on the Pandu Hidayatullah movement in shaping the discipline character of students at SMA Tahfidz Ar-Rahmah Malang. Regarding how GPH manages its role in the daily life or activities of students. GPH is an organization or management that provide a platform for student to carry out various activities that able to develop and create their potential through activities carried out by students, whether it's individually, dedication to the community, or participation in the competition, at the school or national level, as well as being the foundation

for change and the hope of a movement. With the GPH, giving future progress for peoples and nations with great optimism.

Creating an integrity personality can be reached through environmental influences, especially in education. The objective of character building is someone who has a high character. (Taufik & Akip, 2021) In instilling the character of students, every teacher should be aware that instilling character requires guidance and moral education for students, students not only receive theoretical knowledge but also need to learn, internalize and practice it. Education must be able to produce students who have noble character and responsibility so that they are accustomed to facing challenges in contemporary global life. (Taufik & Akip, 2021) Discipline issues in the boarding school, such as students causing disturbances during learning activities, hindering themselves and other students from understanding the material thought by the teacher, not attending classes according to regulations, and various other violations of boarding school regulations and other common problems that often occur. Various efforts to solve discipline problems in the context of learning are part of the character-building process. (Taufik & Akip, 2021) The implementation of the *Emancipated Curriculum* (Kurikulum Merdeka) currently encourages character education through the implementation of the learning-based project to profile Pancasila students. Since the implementation change of curriculum 2013 to an emancipated curriculum, which previously had five character values (religion, nationalism, integrity, independence, and cooperation) it has changed to six character values in accordance with the Pancasila student profile. Pancasila student profile is some characteristics and competencies that are expected to be achieved by students, based on the noble values of Pancasila with six characteristics they are Belief, Piety toward the one and only God, noble character, Global diversity, critical thinking, cooperation, independent and creative (Kemdikbud Ristek, 2022).

Character education is a deliberate effort to help someone understand, pay attention, and practice core ethical values (Lickona, 1991). Character education emphasizes the values that should be understood, paid attention to, and applied by students, such as responsibility, care, justice, and so on. Character education according to Kesuma, and Friends (2013) explains that character education is the development of students' ability to behave well, marked by the enhancement of various skills that will make humans divine creatures and undertake the responsibility of being leaders in the world. (HARAHAP, 2019) In the view of Thomas Lickona noted from (Dalmeri, 2019) is considered as its developer, particularly when he authored the book titled "The Resurgent of Character Education" and then his book educating character: How our schools can teach Respect and Responsibility. According to Thomas Lickona, character education it contains three main elements, namely, knowing the good, desiring the good, and doing the right. (Dalmeri, 2019) Character education not only teaches children right from wrong but goes beyond that, character education instills good habits so that students understand, feel, and want to do what is right. Therefore, character education has the same mission as moral or ethical education.

According to Simon Philips, character is a collection of values that lead to a system, which underlies the thought, attitudes, and behavior displayed. Meanwhile, Dodi Koesoema, understands that character is the same as personality. Personality is considered as a trait, characteristic, style, or unique nature of a person that originates from the formation received from the environment. (Masnur 2011).

According to David Elkind & Freddy Sweet Ph.D. (2004) character building is interpreted as follows: "Character education is a deliberate effort to assist individuals in understanding, caring, and acting based on core ethical values. When we contemplate the kind of character we desire for our children, it is evident that we want them to be able to discern what is right, genuinely care about what is right, and then act upon what they believe is right, even in challenging environments and temptations that arise internally". (Iman Santoso, 2012)

Several studies with similar titles " The Role of School Environment Toward the Formation of Student Discipline Character and Student Responsibility". Gracia Gampu (2022), the researcher aims to explain the process of the school environment that should make students disciplined by coming to school on time, comfortable learning, and more responsible because of the availability of facilities such as students' books. However, the availability of student books does not automatically make students disciplined as they still require guidance. Furthermore, Aswar Yanas' research (2022) aims, to guide in building discipline character through activities such as religious lectures (kultum), through an understanding of the motivation for the students, teachers provide an understanding of the discipline attitudes that need to be applied in the daily lives of students, punctuality. The research titled "Formation of Student Character through the Implementation of School Discipline" was conducted by Suradi. The researcher found positive impacts of the implemented school rules and regulations. As a result, students become obedient to the school or teacher's regulations, engage in self-reflection, and promise not to violate the rules again. They maintain school order and assist in disciplining fellow students. Consequently, the students communicate politely, show care towards others, and reduce indifference when receiving warnings from the school or teachers. (Mawardiyanti, 2018)

Education is also a part of the effort to help individuals acquire a meaningful life, thus attaining happiness both individually and collectively. As a process, education requires a structured and stable system, as well as clearly defined goals to easily achieve the desired direction. Education is a deliberate endeavor, a design of activities that have a solid foundation and a clear objective to be achieved. (Muhammad Haris, 2015)

Tahfidz Ar-Rahmah Malang Senior High School have a management organization Pandu Hidayatullah Movement (GPH) for directing the students in carrying out various activities that contribute to shaping their character, particularly discipline and noble morals, as well as fostering their potential through the activities they participate in. These activities can be individual-oriented, dedicated to the community, or participation in competitions at the school or national level. They serve as a foundation for change and provide hope for a movement. In line to establish GPH which is to create discipline character among students. Therefore, this research focused on understanding the process of how GPH forms disciplined character among students. This can serve as a role model for other boarding schools.

## **Method**

This research used a qualitative approach with the descriptive qualitative kind According to Moleong (2005:4), the descriptive qualitative approach refers to the research method in which the collection includes texts, illustrations, and other non-numeric elements. The data can be obtained through interviews, field notes, photos, video recordings, personal documents, notes, memos, and other documents.

According to Moleong (2005:157), words and actions are the primary data source in qualitative research, while additional sources of data include documents and other elements (Gampu et al., 2022). The source of data that will be used in this research include:

Primer Source: this data was obtained through deep observation with the informan that was directly involved. The focus of the interview is on individuals who are directly involved in carrying out the activities and those who manage the activity. On the other hand secondary data: this data source is not obtained directly but provides additional information that supports primary data. Secondary data can be obtained from printed media, and electronic media such as books and the Internet, which will be used to support discussions and refer to previous research.

## **Findings and Discussion**

### **Shaping Discipline Character as Responsibility and Obedience**

According to Hasan Alwi (2002), the character is "The psychological, moral, or behavioral qualities that differentiate an individual from others". According to Coon (Zubaedi, 2011:8), character is "a subjective assessment of an individual's personality concerning the characteristic of socially acceptable or unacceptable personality traits". The character will build momentum through appropriate methods and processes. Good character includes caring and actions based on moral values, encompassing cognitive, emotional, and behavioral aspects of moral living (Jamal Ma'mur Asmani, 2011: 27).

Pandu Hidayatullah Movement (GPH) is an organization that has an important role in formatting students' discipline character. This movement focuses on self-development, scouting activities, and strengthening religious values within the students. GPH's participation in shaping disciplined character among students has a significant impact. Pandu Hidayatullah Movement is an active organization that has an important role in Tahfidz Ar Rohmah Senior High School Malang. This movement plays a vital role in developing the potential of students, both in terms of religious and social aspects. One of the primary roles of the Pandu Hidayatullah Movement is to provide religious education to the students of Tahfidz Ar Rohmah Senior High School. They give teachings on Islam, religious laws, and moral values that serve as foundations in daily life. This movement also plays a role in shaping the personality of the students at Tahfidz Ar Rohmah. Through organized activities such as character development, leadership training, and skill development, this movement helps students become resilient and responsible individuals. Additionally, the Pandu Hidayatullah Movement contributes to strengthening the social bonds among the students. They organize common activities such as camping, religious events, and social service activities that help foster closer relationships among the students at Tahfidz Ar Rohmah boarding school. The movement also plays a role in helping students develop communication and leadership skills. Through the conducted exercises and training, students can learn effective communication, teamwork, and effective leadership. (Humam, 2023)

Pandu Hidayatullah Movement also roled as This movement has an important role in developing the potential of students, both in terms of religious and social aspects. One of the main roles of the Pandu Hidayatullah Movement is to provide religious education to the students of Tahfidz Ar Rohmah Senior High School. They provide teachings on Islam, religious laws, and moral values that form the basis for everyday life. (Humam, 2023) One of the important roles of the Pandu Hidayatullah Movement is to guide the students in terms of scouting activities. y being members of this movement, students have the opportunity to participate in scouting activities

that train survival skills, outdoor activities, and other scouting values. The movement also plays a role in preparing the students of Pondok Tahfidz Ar Rohmah to become future leaders. (Humam, 2023) Through various leadership activities organized by the movement, students are assisted in developing the leadership skills needed in society. (Fajar, 2023) The Pandu Hidayatullah Movement also contributes to providing guidance and counseling to students regarding relevant religious and social issues. (Murhakim, 2022) They held a discussion and some lectures concerning several important topics that influenced student life in Tahfidz Ar Rohmah Senior high school Malang. (Dewinta, 2021)

Generally, the Pandu Hidayatullah movement has an important role in the Tahfidz Ar Rohmah senior high school Malang. through the activities they held, this movement help to create a strong student personality, resilience, good character, and readiness to face the challenge in daily life and community. (Hamdani & Aminah, 2020) In several activities such as Scout Activity, students were taught about leadership values, being able to work team with another, and responsibility. GPH also teaches discipline to students. Through various activities such as drills commands and work out students are taught to have regularity, obedience to the rules, and awareness time.

According to Hurlock (Andrian, 2017: 140), disciplines are created in several ways, they are: Applying discipline authoritatively means establishing strict rules and regulations and enforcing physical punishment as a consequence when disciplinary standards are not fulfilled. In this authoritative approach, there is no form of reward or appreciation given if someone successfully fulfills the standards. Implementing permissive discipline means providing minimal boundaries or less regulation of behavior. In this approach, children are given the freedom to make decisions and act according to their desires. However, this can make learners feel neglected, and arbitrary behavior gradually diminishes. This approach is considered effective because it doesn't require a lot of energy to constantly tell and instruct difficult-to-manage children, and supervisors can take action and provide reprimands if the child's behavior harms others.

Applying discipline democratically involves using explanations, discussions, and reasoning to help children understand why certain behaviors are expected. This approach emphasizes the educational aspect rather than punishment. In this method, punishment is not given in the form of physical discipline, but rather through the removal of rewards if the child fails to meet the established standards. (Ningrum et al., 2020) This discipline becomes an important role model in daily life and will help students in navigating life outside the boarding school. (Ningrum et al., 2020) Additionally, the Pandu Hidayatullah Movement (GPH) provides religious knowledge to the students. In the formation of discipline character among the students, the aspect of spirituality is also important. GPH organizes activities such as religious gatherings, collective prayers, and understanding of religious values. By strengthening the religious aspect, it is expected that the students will have high moral integrity and become individuals who are obedient to their religion and uphold ethical values. (Wuryandani et al., 2014) Furthermore, GPH also gives pieces of training in practice competencies to students.

The act of discipline displaying orderly behavior and adhering to various rules. (Hartati, 2017) It is a state that is created and formed through a process and a series of behaviors that promote values of obedience, loyalty, orderliness, and tidiness in various rules and regulations. Discipline shapes us so that we don't easily give up on what we have achieved by developing skills and managing time effectively. (Farhani, 2019) The formation of a disciplined character plays a crucial role in our lives. Discipline is the key to success and personal growth, whether it be in academics, professional endeavors, or personal life. (Ulfiandi et al., 2022) The formation of discipline is extremely important because it can develop responsibility within ourselves. With discipline, we learn to accomplish necessary tasks, respect deadlines, and fulfill our commitments. This helps us become reliable and accountable individuals in all aspects of life. (Fajar, 2023)

Be able to increase productivity: Discipline helps improve our productivity. By having a regular schedule and adhering to routines, we can manage time more efficiently and effectively. We become more focused and can complete tasks faster and better. building perseverance: The formation of a discipline character helps us develop the perseverance needed to face challenges and obstacles in life. When we have discipline, we can surpass instant desires and exert the necessary effort to achieve our long-term goals. Improving the quality of life: By having a disciplined character, we can enhance our overall quality of life. We can manage finances well, maintain physical and mental health, and cultivate healthy social relationships. Discipline helps us avoid detrimental behaviors and make wiser decisions. (Aset, n.d.)

Developing good habits: Discipline plays a crucial role in forming good habits in our lives. When we are disciplined, we tend to consistently engage in positive actions. For example, discipline in sports will help us maintain our health, or discipline in studying will assist us in higher academic achievements. (Sidiq, 2023) Helping achieve goals: Discipline is crucial in achieving our goals. Without discipline, goals will merely remain unattainable dreams. By possessing discipline, we can plan necessary steps, follow through with the plan, and stay committed to the journey toward our goals. Reflecting personal integrity: Discipline reflects our integrity. When we have a

discipline character. We become reliable and trustworthy. Others see us as individuals who can self-regulate and manage ourselves, have a controlling self, and commit to the values we hold. Discipline helps us become individuals whose respect integrity and are recognized by others. (Luthfiyah & Zafi, 2021)

Thus, the formation of a discipline character plays a crucial role in shaping our personality and success. Discipline helps develop responsibility, enhances productivity, builds perseverance, improves the quality of life, cultivates good habits, aids in achieving goals, and reflects personal integrity. By having a disciplined character, we can reach our highest potential in various aspects of our lives. (Suradi, 2017) Various skill-based activities, such as survival skills, cooking, and handicrafts, are provided to the students. Through learning these practical skills, students can develop self-competence and gain useful knowledge for daily life. In the Pandu Hidayatullah Movement (GPH), there is also a holistic education approach. In addition to focusing on intellectual and religious development, GPH also pays attention to the emotional, social, and physical aspects of the students. With this holistic approach, it is expected that students will not only have strong discipline in academic and religious domains but also social and daily life matters. (Suradi, 2017) GPH serves as a platform for developing the personality of the students. (Sidiq, 2023)

Through various extracurricular activities and programs, students have the opportunity to develop their interests, talents, and personalities. In this process, GPH also provides guidance and mentoring to students to become individuals with character, independence, and positive thinking. Overall, the Pandu Hidayatullah Movement plays a significant role in shaping the discipline character of the students. Through scouting activities, discipline training, religious guidance, practical skill training, holistic education approach, and personality development, GPH helps students become individuals with strong discipline, high moral integrity, and readiness to face life's challenges in the future. (Sidiq, 2023)

Thus, character education is the right step to instill character traits that can build a strong foundation for the future of the nation. Human character is inseparable from an individual's personality. From the moment a person is born, they are responsible for their life and actions, and they have the freedom and ability to change their attitudes and behaviors. A person's character will develop if influenced by the learning experiences acquired in their environment. One environment that can influence a person's character is the school environment. Discipline character holds an important place in character education, especially in the current era of online learning. The value of discipline is created through regular habits performed with self-awareness from an early age. (Lajim, 2022)

### **The implication of Discipline Character Building from Pandu Hidayatullah Movement at Tahfidz Ar-Rohmah Senior High School Malang**

Discipline is highly important for humans because it reflects one's character. Discipline can also be described as an educational process where learners can apply the essence of discipline throughout the learning process. (Sobri et al., 2019) Discipline in learning is a crucial prerequisite that determines the success of students in their studies (Mulyawati, 2019). Learning discipline serves as a vital indicator of students' academic achievements through enjoyable and timely learning processes. According to Sulistyowati (2019), Discipline can contribute to the success of students in their learning journey. Some functions of discipline include: facing life together, building character, improving attitudes, and creating a peaceful environment. While according to Adiningtyas (2017), The function of discipline is to: regulate communal life, shape personality, train character, enforce rules, impose punishments, and create a conducive environment. (Ayni et al., 2022)

Character building is a process focused on values development, attitudes, and behavior in individuals.<sup>1</sup> Its goal is to shape individuals who are of high quality, have integrity, and are capable of making positive contributions to their personal lives, families, and communities. There are numerous benefits to character building:

**Moral values:** Character formation involves the introduction and internalization of fundamental moral values such as honesty, hard work, responsibility, cooperation, and respect for others. These values serve as the moral foundation for individuals to make good decisions and act in a virtuous manner. (Ghozali et al., 2021)

**Integrity:** Character development also involves the cultivation of personal integrity. Integrity encompasses the alignment between words and actions, consistency in the values upheld, and honesty in all aspects. Individuals who possess integrity can be trusted and respected by others. (Luthfiyah & Zafi, 2021) **Empathy:** The ability to empathize with others is an important aspect of character development. By having empathy, individuals can understand the feelings, thoughts, and needs of others. This helps in building harmonious and supportive relationships within society. (Naimatun Nisak, 2014) **Adaptability:** Character development also encompasses the ability to adapt to changes and challenges in life. Individuals who can adapt well can face difficult situations, learn from experiences, and grow personally.

**Independence:** Character development involves the cultivation of independence. Independent individuals can take initiative, self-regulate, and take responsibility for their actions and decisions. Independence helps individuals become confident and self-reliant in navigating life. **Collaboration and Leadership:** Character development also involves the development of skills in collaboration and leadership. Individuals are taught to work effectively as a team, appreciate the roles and contributions of each member, and learn to be good leaders by leading by example and inspiring others. (Aset, n.d.)

**Cultural Values Inculcation:** Character development also involves the inculcation of cultural values in individuals. Individuals are taught to respect and preserve the traditions, culture, and norms that exist within their society. The inculcation of cultural values helps individuals to have a strong identity and fosters mutual respect in community life. Character development is an ongoing process that requires awareness and consistent effort. (Yanas, 2022)

Discipline is crucial for a child's development to enable them to lead a happy life and adapt well to their social environment. To achieve this state, discipline must be instilled from early childhood. Efforts to instill discipline values in schools encompass all forms of influences directed towards students to help them understand and adapt to the demands of their environment. (Annisa, 2019)

## Conclusion

The role of the Pandu Hidayatullah Movement in shaping discipline character at Tahfidz Ar-Rohmah Senior High School Malang is extremely important to facilitate and ensure smoothness in every activity that takes place. The participation of the Pandu Hidayatullah Movement in shaping the discipline character of the students has a significant impact. Discipline serves as an important asset in daily life and will assist the students in navigating life outside the pesantren (Islamic boarding school). Discipline is a state that is created and formed through a process and a series of behaviors that promote values of obedience, loyalty, orderliness, and tidiness in various rules and regulations. Discipline shapes us so that we don't easily give up on what we have achieved by developing skills and managing time effectively.

Through discipline, we learn to perform necessary tasks, respect deadlines, and fulfill our commitments. This helps us become individuals who are reliable and responsible in all aspects of life. By having a regular schedule and adhering to routines, we can manage time more efficiently and effectively. When we have discipline, we can surpass instant desires and exert the necessary effort to achieve our long-term goals. We can manage finances well, maintain physical and mental health, and cultivate healthy social relationships.

Discipline helps us avoid detrimental behaviors and make wiser decisions. For example, discipline in sports will help us maintain good health, or discipline in studying will help us achieve higher academic achievements. By having discipline, we can plan the necessary steps, follow through with those plans, and remain committed to our journey toward our goals. When we have a disciplined character, we are reliable and trustworthy. With a disciplined character, we can reach our highest potential in various aspects of our lives. Therefore, Islamic boarding schools are institutions that prioritize the development of good values and character in students, so it is not surprising that Islamic boarding schools give birth to many national cadres who are independent in morals, knowledge and spirit. For pesantren, children are a weak and deficient generation that must be properly educated so that they become a strong and useful generation for society. (Muhammad Haris, 2015)

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