



The Strategy of the Female Dormitory Supervisor in Improving Student Discipline at the Al Ihsan Modern Islamic Boarding School in Baleendah, Bandung

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ABSTRACT

Student discipline is a fundamental aspect of modern Islamic boarding school education as it plays a crucial role in shaping students' character, independence, and responsibility in a residential learning environment. This article aims to analyze the strategies employed by female dormitory supervisors in improving student discipline at Pesantren Modern Al Ihsan Baleendah Bandung. This study employed a qualitative approach using a case study design. The research participants consisted of female dormitory supervisors, dormitory administrators, and female students selected through purposive sampling. Data were collected through semi-structured interviews, participant observation, and document analysis, while data analysis was conducted through data reduction, data display, and conclusion drawing with triangulation techniques to ensure data validity. The findings reveal that the discipline-building strategies were implemented through daily habituation activities, supervisors' role modeling, structured supervision, and the application of educational rewards and punishments. These strategies were supported by a full boarding system, clear institutional regulations, and strong collaboration between supervisors and dormitory administrators, yet constrained by students' diverse backgrounds, intensive daily activities, and limited number of supervisors. It can be concluded that the strategies of female dormitory supervisors have a positive impact on improving student discipline, although continuous reinforcement and evaluation are still required.

Keywords: supervisory strategies; female dormitory; student discipline; modern Islamic boarding school

INTRODUCTION

Student discipline is a key pillar of modern Islamic boarding school education because it plays a direct role in shaping students' character, independence, and responsibility. In a boarding school system, discipline is understood not only as adherence to rules but also as a continuous process of internalizing religious, social, and moral values in the students' daily lives. Therefore, dormitory management and the role of instructors are strategic elements in building a sustainable culture of discipline. Various studies have shown that the effectiveness of discipline development is greatly influenced by consistent rule implementation, the instructors' exemplary behavior, and a structured system of habituation within the dormitory environment (Winarti et al., 2023).

However, in practice, various disciplinary issues remain in modern Islamic boarding schools, such as lateness to mandatory activities, violations of the official language of the boarding school, and a lack of tidiness and adherence to dormitory rules. This phenomenon demonstrates a gap between the ideals of the Islamic boarding school education system, which emphasizes discipline, and the reality of student behavior in the field. This gap indicates that the mere existence of rules and sanctions does not necessarily guarantee optimal disciplinary behavior. Therefore, a more in-depth study of the development strategies implemented by key actors in the dormitory environment, particularly dormitory supervisors, is needed (Sa'adah, 2017).

Several previous studies have examined the development of student discipline in Islamic boarding schools (pesantren) and boarding schools. These studies generally emphasize the importance of habituation, role models, and reward and punishment mechanisms in fostering student discipline. Other studies have also highlighted the role of dormitory management and the involvement of student administrators in discipline oversight. However, most of this research is general in nature, does not specifically differentiate between male and female dormitories, and has not addressed the gender-sensitive dimension of development strategies. Furthermore, studies that focus on modern Islamic boarding schools characterized by foreign language instruction and a full boarding system with superior accreditation are relatively limited (Upang et al., 2022).

Based on this literature review, it appears that there is limited research specifically examining the strategies of female dormitory supervisors in improving student discipline in modern Islamic boarding schools with intensive development systems. In fact, girls' dormitories have different social, emotional, and pedagogical dynamics than boys' dormitories, necessitating a contextual and gender-sensitive development approach. This is where the novelty of this research lies: its focus on the strategies of female dormitory supervisors, the integration of habituation, role modeling, and supervision within the context of modern Islamic boarding schools, and a comprehensive analysis of the factors supporting and inhibiting the development of female students' discipline (Ahla & Robiah, 2024).

This research does not aim to statistically test hypotheses, but rather to gain an in-depth understanding of how female dormitory supervisors' strategies are designed and implemented in daily dormitory life and how these strategies impact students' disciplinary behavior. Therefore, this research is expected to provide theoretical contributions to the development of Islamic boarding school education management studies, particularly in the aspect of dormitory-based discipline development, as well as practical contributions for modern Islamic boarding school supervisors and managers in formulating more effective, humane, and sustainable development strategies.

METHODOLOGY

This research uses a qualitative approach with a case study design, which was chosen because it allows researchers to gain an in-depth and contextual understanding of the strategies of female dormitory supervisors in improving student discipline in a modern Islamic boarding school environment. The research location is the Al Ihsan Modern Islamic Boarding School in Baleendah, Bandung, with research subjects including the female dormitory supervisor as the main informant, as well as dormitory administrators and female students as supporting informants selected by purposive sampling. Data collection was carried out through semi-structured interviews, participatory observation of dormitory life activities, and documentation studies in the form of rules and regulations, activity schedules, and guidance notes. The research procedures include preparation stages, field data collection, data verification through source and method triangulation, and confirmation of findings with informants (member check). Data were analyzed interactively through the stages of data reduction, data presentation, and conclusion drawing to produce valid and comprehensive findings.

RESULT AND DISCUSSION

Female Dormitory Supervisors' Strategies for Improving Student Discipline

Research results show that female dormitory supervisors at the Al Ihsan Modern Islamic Boarding School in Baleendah, Bandung, implement various discipline development strategies that are planned, systematic, and sustainable. These strategies are not only oriented towards enforcing rules but also aimed at fostering awareness and internalizing the value of discipline in the students' daily lives (Mardiansyah & Romadlon, 2024). A summary of the female student discipline development strategies is presented in Table 1 below.

Table 1. Female Dormitory Supervisors' Strategies for Improving Student Discipline

No	Development Strategies		Implementation Methods
1	Habit-building Activities	Daily	Implementation of scheduled routines such as waking up early, praying in congregation, cleaning duty, evening study, and the use of Arabic and English.
2	Exemplary	Leadership	Instructors demonstrate disciplinary behavior directly, such as being

No	Development Strategies	Implementation Methods
	from Supervisors	punctual, using consistent language, and adhering to rules.
3	Structured Supervision and Control	Monitoring student activities, checking rooms, and recording disciplinary violations.
4	Educational Rewards and Punishments	Providing rewards for disciplined students and educational sanctions such as additional assignments or religious lectures.
5	Involvement of Dormitory Administrators	Room administrators/senior students assist instructors in supervising and fostering discipline.

Source: Researcher (2026)

Based on this table, it can be understood that the strategies for fostering female students' discipline do not exist in isolation, but are integrated within a single dormitory guidance system. The dormitory supervisor acts as the primary actor, coordinating all strategies, with the support of the dormitory administrators as their operational extension. This pattern demonstrates that fostering discipline in modern Islamic boarding schools requires collective work and a clear division of roles to ensure effective supervision and habituation over time (Sultan et al., 2025).

The research findings also indicate that the primary strength of the female dormitory supervisor's strategy lies in the consistency of implementation and continuity of guidance. Student discipline is not formed through a coercive approach, but rather through a process of internalizing values repeatedly within the context of the students' real lives in the dormitory. Thus, discipline is not merely understood as a formal obligation but develops into a habit and character that is inherent in the students. Furthermore, the guidance strategies implemented reflect a relatively humanistic approach and are sensitive to the students' circumstances. The supervisor functions not only as a supervisor but also as an educator and mentor, fostering an emotional bond with the students. This approach strengthens the effectiveness of guidance because students are more receptive to rules and directions delivered in an educational and persuasive atmosphere (Cahyaning Puteri et al., 2024).

Implementation of Guidance Strategies in Dormitory Life

The implementation of disciplinary guidance strategies for female students at the Al Ihsan Modern Islamic Boarding School in Baleendah, Bandung, takes place in an integrated manner throughout all dormitory life activities. These strategies are not implemented as incidental programs, but rather integrated into the 24-hour dormitory management system. Dormitory supervisors oversee the guidance process through daily schedules, direct supervision, and regular evaluations of students' compliance with dormitory rules (Rahayu & Bahri, 2025).

In practice, disciplinary guidance is implemented through consistent and repetitive routines, thus establishing relatively stable behavioral patterns. Students are directed to align all daily activities—from waking up in the morning and worshiping, studying, and resting—with the established schedule. This

implementation demonstrates that discipline is built through a continuous process of habituation, rather than sporadic rule enforcement. This consistency is key to ensuring that the guidance strategy is truly internalized by the students (Rofi'ah et al., 2023).

Supervision in dormitory life is carried out through coordination between the dormitory supervisor and the dormitory administrators, who are senior students. The administrators play an active role in monitoring student activities at the room level and daily activities, while the supervisors serve as decision-makers and determine the direction of the guidance. This coordination pattern allows for more effective supervision and responsiveness to field dynamics, particularly in anticipating repeated disciplinary violations (Mardiansyah & Romadlon, 2024).

Observations indicate that the implementation of the guidance strategy has resulted in increased student compliance with the dormitory's timetable and regularity. Most students have demonstrated the ability to adapt to the rhythm of Islamic boarding school life, although minor violations are still observed, particularly in informal situations or when supervision is not direct. This situation indicates that the implementation of the guidance strategy still requires strengthening, particularly in fostering an intrinsic sense of discipline (Fitri, 2024).

Overall, the implementation of the guidance strategy in dormitory life reflects an educative and persuasive guidance approach. Dormitory supervisors focus not only on behavioral control but also strive to build relationships that support the students' character development. This approach strengthens the dormitory's role as an effective character education space in fostering sustainable discipline among female students.

Supporting and Inhibiting Factors for Discipline Development

Based on interviews, observations, and documentation analysis, the implementation of discipline development for female students at the Al Ihsan Modern Islamic Boarding School in Baleendah, Bandung, is influenced by various internal and external factors. These factors act as both supporters and obstacles in the implementation of the development strategies implemented by the female dormitory supervisors.

1. Supporting Factors

Supporting factors are conditions and resources that strengthen the effectiveness of discipline development for female students and enable the development strategies to run optimally and sustainably. The supporting factors identified in this study are as follows:

a. Full-time boarding school system

The full-time boarding school system allows supervisors to conduct continuous supervision and discipline development 24 hours a day. This facilitates the process of cultivating disciplined behavior because students are under a relatively consistent

environmental control.

b. Clear and structured boarding school regulations

The existence of written, detailed, and well-understood boarding school and Islamic boarding school regulations serves as the primary guideline for implementing discipline development. Clarity of rules helps reduce ambiguity and makes it easier for supervisors to enforce discipline.

c. Collaboration between supervisors and dormitory administrators

The involvement of dormitory administrators, who are senior students, strengthens the effectiveness of disciplinary guidance. The administrators act as liaisons between supervisors and students, while also assisting with supervision at the room level and in daily activities.

d. Islamic boarding school culture that emphasizes discipline and independence

The values of discipline have become part of the culture of the modern Al Ihsan Islamic boarding school, thus supporting the internalization of discipline in students. This conducive environment strengthens the implementation of the implemented guidance strategies.

2. Inhibiting Factors

In addition to supporting factors, this study also identified a number of inhibiting factors that have the potential to reduce the effectiveness of disciplinary guidance for female students. These factors are related to the individual conditions of students, limited resources, and the complex dynamics of dormitory life. The inhibiting factors identified are as follows:

a. Differences in student background and character

Students come from diverse family backgrounds, cultures, and customs, resulting in varying levels of readiness and awareness of discipline. This situation demands a more adaptive and individualized approach to guidance.

b. Dense student activities

A relatively busy schedule of activities has the potential to cause physical and mental fatigue in students, which can ultimately affect compliance with rules, especially during activities taking place outside of core hours.

c. Limited number of dormitory supervisors

The less-than-ideal ratio between supervisors and students hinders the implementation of equitable supervision. This situation opens up opportunities for disciplinary violations, especially at times or locations where direct supervision is difficult.

d. Unequal awareness of discipline

Some students still view discipline as an external obligation, so compliance with rules tends to decline when direct supervision is not available.

Impact of Supervisor Strategies on Student Discipline

The implementation of disciplinary guidance strategies by female dormitory supervisors has had a significant impact on changing student behavior in dormitory life. This impact is not only seen in increased compliance with rules, but also in the

development of students' awareness and responsibility in carrying out daily activities. An analysis of the impact of these guidance strategies on student discipline is presented in Table 2 below.

Table 2. Impact of Instructor Strategy on Female Student Discipline

Discipline Aspects	Initial Conditions	Conditions After Coaching	Behavioral Implications
Time Discipline	Delays in participating in routine activities are still observed	Tardiness rates decreased and adherence to schedules increased	Students are better able to manage their time and adapt to the rhythm of the dormitory.
Religious Discipline	Compliance is not yet uniform across all students	Students' participation in congregational worship was more consistent	More orderly and consistent worship habits are formed.
Cleanliness and Tidiness Discipline	Room and environmental tidiness are not yet stable	Room tidiness and duty were better maintained	Increased responsibility for the dormitory environment.
Language Discipline	Language violations are quite frequent	Language violations decreased, although they still occurred in informal settings	Increased awareness of the use of the official language of the Islamic boarding school.
Regularity Discipline	Compliance tends to depend on supervision	Compliance increased, although further supervision is still needed	An attitude of obedience to rules is formed as part of the habit.

Source: Researcher (2026)

Based on the table, it can be seen that the female dormitory supervisor's strategy has had a positive impact on various aspects of student discipline. The most prominent impact was seen in time discipline and cleanliness, which showed relatively stable and consistent behavioral changes. This indicates that continuous guidance provided in routine activities is highly effective in forming disciplined habits. In addition to external behavioral changes, this study also found a growing internal awareness among students of the importance of discipline. Students began to understand that discipline is not merely a requirement of the Islamic boarding school rules, but rather a personal need to support successful learning and dorm life. This change in mindset is an important indicator that the guidance strategy not only results in short-term compliance but also encourages long-term character development (Fitri, 2024).

However, the impact of the guidance strategy has not been fully distributed across all students, particularly in aspects of language discipline and compliance in situations without direct supervision. This finding suggests that the guidance strategy still requires ongoing reinforcement so that student discipline can develop more consistently and intrinsically.

CONCLUSION

Based on the research results, it can be concluded that the strategy of the female dormitory supervisor at the Al Ihsan Modern Islamic Boarding School in Baleendah, Bandung, plays a significant role in improving student discipline through integrated guidance in daily dormitory life. Consistently implemented

guidance strategies can encourage changes in student behavior, especially in aspects of time discipline, worship, and tidiness, as well as contributing to the growth of student awareness and responsibility towards the pesantren's rules. However, the effectiveness of guidance still faces challenges, especially related to differences in student character, the limited number of supervisors, and the consistency of discipline in situations with minimal supervision. Therefore, continuous strengthening and evaluation of guidance strategies, improvement of supervisor competency, and optimization of the role of dormitory administrators are needed so that student discipline guidance can run more effectively, sustainably, and have a long-term impact.

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