

The Influence of Pesantren Curriculum Implementation on Student Discipline: A Quantitative Study at MTsS Maghfirah, Bogor

Muhammad Nur Basit¹, Abdan Syakuro²

¹²Sekolah Tinggi Ilmu Pendidikan Islam Maghfirah, Indonesia

Corresponding Author: muhammadnurbasit@stipi.ac.id

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Abstract:

This study examined the influence of pesantren curriculum implementation on student discipline at MTsS Maghfirah Islamic Boarding School (MILBoS), Bogor. A quantitative associative approach with a correlational design was employed, involving 83 students selected through proportionate stratified random sampling from a population of 475. Data were collected using a validated and reliable 40-item questionnaire and analyzed through descriptive statistics, prerequisite tests, Pearson product-moment correlation, simple linear regression, and a partial t-test. The implementation of the pesantren curriculum was categorized as good ($M = 68.81$), while student discipline was fairly good ($M = 66.61$). A strong positive relationship was found between the two variables ($r = 0.699$), with a statistically significant effect ($t = 8.788$, $p < 0.001$). The coefficient of determination ($R^2 = 0.488$) indicated that 48.8% of the variance in student discipline was explained by curriculum implementation, yielding the regression model $Y = 15.566 + 0.742X$. The findings indicate that a structured and habituating pesantren curriculum significantly enhances student discipline, providing empirical evidence supporting its role in strengthening character development in Islamic boarding schools. These results offer institutional leaders an evidence base for prioritizing curriculum implementation quality as a strategic lever for improving student discipline.

Keywords: Pesantren Curriculum; Student Discipline; Islamic Boarding School; Character Education

Abstrak:

Penelitian ini mengkaji pengaruh implementasi kurikulum pesantren terhadap kedisiplinan santri di MTsS Maghfirah Islamic Boarding School (MILBoS), Bogor. Pendekatan yang digunakan adalah kuantitatif asosiatif dengan desain korelasional, melibatkan 83 santri yang dipilih melalui proportionate stratified random sampling dari populasi 475 santri. Data dikumpulkan menggunakan kuesioner 40 butir yang valid dan reliabel, lalu dianalisis dengan statistik deskriptif, uji prasyarat, korelasi product-moment Pearson, regresi linear sederhana, dan uji t parsial. Implementasi kurikulum pesantren berada pada kategori baik ($M = 68,81$), sedangkan kedisiplinan santri berada pada kategori cukup baik ($M = 66,61$). Ditemukan hubungan positif yang kuat antara kedua variabel ($r = 0,699$) dengan pengaruh yang signifikan ($t = 8,788$, $p < 0,001$). Koefisien determinasi ($R^2 = 0,488$) menunjukkan bahwa 48,8% varians kedisiplinan santri dijelaskan oleh implementasi kurikulum, dengan model regresi $Y = 15,566 + 0,742X$. Temuan ini menunjukkan bahwa kurikulum pesantren yang terstruktur dan habituatif secara signifikan meningkatkan kedisiplinan santri, serta memberikan bukti empiris atas perannya dalam penguatan pendidikan karakter di pondok pesantren.

Kata Kunci: Kurikulum Pesantren; Kedisiplinan Santri; Pondok Pesantren; Pendidikan Karakter

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INTRODUCTION

Education constitutes a foundational pillar in the formation of the next generation, equipping young people with both the intellectual competencies and the moral character necessary to navigate an increasingly complex and competitive global landscape. In Indonesia, this dual mandate is explicitly enshrined in Law No. 20 of 2003 on the National Education System, which identifies character formation, including the cultivation of discipline, as a core educational goal alongside academic achievement (Mansyuri et al., 2023). Yet empirical evidence suggests a persistent tension between these aspirations and educational realities: rates of student indiscipline, encompassing absenteeism, tardiness, non-compliance with school regulations, and disengagement from structured routines, remain a significant concern across educational institutions, including Islamic schools (Baehaqi, 2020).

Discipline, in its deepest sense, transcends mere compliance with external rules. It reflects an internalized commitment to order, responsibility, and self-regulation arising from genuine moral awareness (Nafingah et al., 2023). This distinction between externally imposed and internally motivated discipline is central to contemporary character education theory. Lickona (1991), in his seminal work *Educating for Character*, argues that authentic discipline arises when moral knowledge, moral feeling, and moral action converge within the individual, a process that requires sustained and consistent environmental support. This understanding positions the educational institution as a central agent in cultivating disciplined character.

In the Indonesian policy context, the cultivation of discipline is situated within the national Strengthening Character Education (*Penguatan Pendidikan Karakter*) framework, which positions discipline as one of the principal values to be developed across all levels of formal education (Hendarman et al., 2019). This policy emphasis reflects growing societal concern over adolescent behavioral problems, including delinquency, that have been associated with weak disciplinary formation (Setiawan et al., 2021; Rahmawati, 2016). Within this national agenda, the *pesantren* is frequently invoked as a model institution whose intensive, values-based environment offers a promising approach to character and discipline formation; yet the empirical basis for this claim remains comparatively underdeveloped, particularly in quantitative terms.

Among Indonesian educational institutions, the *pesantren* (Islamic boarding school) occupies a distinctive position. Recognized as an indigenous Indonesian educational institution with a centuries-long tradition, the *pesantren* has demonstrated remarkable adaptability across historical periods, including the contemporary digital era (Siddik, 2017). Modern *pesantren* increasingly integrate academic, vocational, and technological education within a framework that retains its core emphasis on religious knowledge, moral character, and communal discipline. This integration is operationalized through the *pesantren* curriculum, a comprehensive educational system that extends beyond classroom instruction to encompass the totality of student life in the boarding environment (Zaini, 2020).

The *pesantren* curriculum is particularly distinguished by its habituating dimension. Unlike formal school curricula, which primarily govern scheduled instructional time, the *pesantren* curriculum structures the student's entire day, from pre-dawn prayers through late-night study, embedding disciplinary values in routines of worship, communal life, and institutional obligation. This 24-hour educational environment has long been credited with producing graduates who demonstrate strong character, self-discipline, and social responsibility (Amin, 2018; Fathurrochman et al., 2021). However, despite this institutional reputation, empirical quantitative studies specifically examining the measurable influence of *pesantren* curriculum implementation on student discipline remain comparatively scarce in the literature.

MTsS Maghfirah Islamic Boarding School (MILBoS) in Bogor, West Java, presents a particularly relevant research context. As a modern *pesantren* implementing an integrated curriculum encompassing *pesantren*, national, and international educational components, MILBoS represents the contemporary evolution of Islamic boarding education. Initial field

observations identified a noteworthy phenomenon: despite the comprehensive structure of the pesantren curriculum, certain discipline issues persisted among students. These included irregular participation in mandatory religious activities, tardiness in academic and non-academic responsibilities, and inconsistency in adhering to institutional regulations. This gap between curriculum design and behavioral outcomes motivated systematic empirical inquiry.

Furthermore, while several prior studies have examined related themes, including the influence of pesantren rules on santri discipline (Dzulfiqar, 2018), the role of boarding-school activities in character formation (Abdunnasir, 2023), and the qualitative impact of pesantren curriculum on character development (Shazrenia, 2024), no quantitative study specifically measuring the regression-based influence of pesantren curriculum implementation scores on student discipline scores at MILBoS has been identified. This gap constitutes the primary scientific justification for the present research.

This study, therefore, aims to: (1) describe the level of pesantren curriculum implementation at MTsS MILBoS; (2) describe the level of student discipline at MTsS MILBoS; and (3) empirically analyze the influence of pesantren curriculum implementation on student discipline. The findings are expected to contribute to the theoretical literature on Islamic education management and curriculum studies, and to provide actionable evidence for institutional policy development regarding character education in modern pesantren settings.

LITERATURE REVIEW

The Pesantren Curriculum

The term curriculum derives from the Latin *currere*, meaning a course to be run, and in its broadest educational sense encompasses all planned learning experiences provided by an educational institution (Anggraini, 2022). In the pesantren context, this definition is expanded considerably. Zaini (2020) defines the pesantren curriculum as encompassing the totality of educational activities involving the interaction between students (*santri*) and religious teachers (*kiai*), including both formal classroom instruction and non-formal activities beyond the classroom. This conception reflects the holistic educational philosophy of the pesantren, in which learning is not confined to scheduled lesson time but infuses every dimension of daily life in the boarding community.

Marita et al. (2025) further elaborate that the pesantren curriculum comprises two main components: a compulsory core program (*kurikulum inti*) and supplementary supporting activities (*kegiatan pendukung*). The core program typically includes the study of Islamic sciences (*fiqh*, *aqidah*, Quranic studies, *hadith*, and Arabic language), while supporting activities encompass communal worship routines, dormitory life regulations, social service activities, and cultural practices unique to the pesantren community. Wicaksono et al. (2024) add that in modern pesantren a third dimension of nationally accredited academic subjects is integrated, creating a tripartite curriculum structure comprising religious, national academic, and institutional pesantren components.

Operationally, the pesantren curriculum in this study is measured across five dimensions: (1) student comprehension of pesantren rules and values; (2) consistent implementation of obligatory and voluntary worship activities; (3) compliance with scheduling and institutional regulations; (4) the pedagogical role of teachers and *musyrif* (dormitory supervisors) in transmitting disciplinary values; and (5) structured daily activity habituation encompassing academic, religious, linguistic, and social activities.

These dimensions reflect the understanding that the pesantren curriculum functions not merely as an academic delivery mechanism but as a total formation environment. Musthofa and Yamin (2024) describe this as the *Kulliyat al-Mu'allimin al-Islamiyyah* model, in which curriculum implementation is measured not by content coverage alone but by the degree to which Islamic values, including discipline, are operationalized in the lived experience of students.

Fathurrochman et al. (2021) similarly emphasize that effective pesantren curriculum management requires coherent alignment between stated educational objectives, daily activity programs, and evaluation mechanisms to ensure that character formation goals are systematically pursued.

Historically, the resilience of the pesantren as an educational institution has been attributed precisely to this comprehensive curricular model, which has enabled it to preserve its core identity while adapting to successive waves of modernization (Siddik, 2017; Mansyuri et al., 2023). Contemporary pesantren increasingly formalize this model through documented curricula, structured evaluation mechanisms, and integration with national accreditation requirements, transforming what was once a largely implicit tradition into an explicit and manageable educational system (Zaini, 2020). This formalization is significant for the present study, as it renders the pesantren curriculum amenable to the kind of systematic empirical measurement undertaken here.

Student Discipline

Discipline, from an educational standpoint, has been conceptualized through multiple theoretical lenses. Etymologically, the term derives from the Latin *discere* (to learn) and *disciplina* (instruction), emphasizing the developmental relationship between structured learning and the formation of regulated behavior (Aquami & Astuti, 2020). In contemporary educational research, discipline is most comprehensively understood as a condition characterized by order, regularity, and compliance with established norms, in which individuals act in a directed and systematic manner arising from internalized awareness rather than mere external constraint (Aquami & Astuti, 2020; Nafingah et al., 2023). From a sociological perspective, Durkheim (1961) similarly argued that discipline is not merely restraint but a moral disposition that connects the individual to the collective order of the community.

From a behavioral science perspective, the formation of discipline is explained through operant conditioning theory (Skinner, 1953; Staddon & Cerutti, 2003), in which behaviors reinforced by positive consequences tend to be repeated and eventually become habitual. In the pesantren environment, this principle manifests in the systematic reinforcement of disciplined behavior through structured activity schedules, institutional rewards and sanctions, and the consistent modeling of disciplined conduct by teachers and dormitory supervisors. This modeling process is further explained by social learning theory (Bandura, 1977), which holds that students acquire behavioral patterns by observing and imitating respected figures in their environment. Behaviorist and social-cognitive learning theories thus provide a theoretical foundation for predicting that systematic curriculum implementation in a habitative boarding environment will produce measurable increases in student discipline.

Islamic educational theory adds a complementary perspective. Mohamad et al. (2022) argue that discipline in the Islamic worldview represents *taat* (obedience) and *iltizam* (commitment) to a divinely ordained order, encompassing punctuality, trustworthiness, responsibility, and ethical conduct. This dimension connects individual disciplined behavior to a transcendent moral framework, providing deeper motivational grounding than purely social or instrumental rationales for rule compliance. The Quranic injunction in Surah Al-Asr (103:1-3), emphasizing the value of time and the obligation of mutual counsel toward truth and patience, is frequently cited in Islamic educational literature as a scriptural basis for the cultivation of discipline (Rahmawati, 2016).

Lickona's (1991) character education model synthesizes these perspectives, proposing that genuine disciplined character requires the development of three interconnected dimensions: moral knowledge (knowing what right conduct requires), moral feeling (valuing and desiring right conduct), and moral action (consistently executing right conduct). In the pesantren curriculum framework, these dimensions correspond to cognitive instruction in Islamic values, affective habituation through worship and communal life, and behavioral practice through institutional rules and structured routines. The integrated nature of the pesantren curriculum, addressing all

three dimensions simultaneously, is theoretically predicted to yield stronger character formation outcomes than curricula addressing only one or two dimensions.

Theoretical Model and Hypothesis

Drawing on the foregoing theoretical frameworks, this study proposes a direct positive relationship between the independent variable of Pesantren Curriculum Implementation (X) and the dependent variable of Student Discipline (Y). This relationship is theorized through three complementary mechanisms: (a) the habituated mechanism, wherein consistent daily pesantren routines condition disciplined behavioral responses through operant reinforcement; (b) the normative mechanism, wherein student internalization of Islamic values, transmitted through curriculum content and teacher modeling, motivates self-regulated disciplined conduct (Ryan & Deci, 2000); and (c) the structural mechanism, wherein the institutional architecture of the pesantren environment, encompassing schedules, regulations, supervision, and accountability systems, constrains and channels student behavior toward disciplined patterns.

Based on this theoretical model, the research hypothesis is stated as follows. H0: There is no significant influence of pesantren curriculum implementation on student discipline at MTsS MILBoS. Ha: There is a positive and significant influence of pesantren curriculum implementation on student discipline at MTsS MILBoS.

Prior Research

Several studies provide empirical grounding for the present research. Abdunnasir (2023) studied the role of pesantren activities in disciplining millennial students, finding that both curricular and habituated activities significantly contributed to santri discipline formation. Shazrenia (2024), conducting qualitative research specifically at MILBoS, found that pesantren curriculum implementation produced positive contributions to student character formation across multiple dimensions, including discipline, responsibility, independence, and moral habituation. Saparuddin and Ismail (2021) demonstrated through quantitative analysis that both pesantren curriculum and pesantren climate significantly influenced the moral character of students. Wicaksono et al. (2024) found that a pesantren-based curriculum and learning approach fostered students' emotional intelligence when implementation extended beyond procedural compliance to genuine value internalization.

Beyond the pesantren-specific literature, broader discipline research corroborates the importance of structured institutional environments. Dewi et al. (2021) confirmed that school rules, when systematically planned and developed, effectively cultivate student discipline. Ramadona et al. (2020) found that higher-quality parenting significantly predicted stronger student discipline, indicating the generative role of structured guidance environments. Faiz et al. (2021) demonstrated that boarding-school-based character formation approaches produce measurable improvements in student discipline and responsibility. Collectively, this body of evidence supports the theoretical prediction that systematic pesantren curriculum implementation will produce measurable positive effects on student discipline. A summary of the most relevant prior studies is presented in Table 1.

Taken together, this body of research establishes three consistent patterns: structured institutional environments predict stronger student discipline; pesantren-specific curricula contribute positively to character outcomes; and the quality of implementation, rather than the mere presence of a curriculum, determines its effectiveness (Saparuddin & Ismail, 2021; Wicaksono et al., 2024). Nevertheless, two gaps persist in the existing literature. First, the majority of pesantren-focused studies are qualitative or descriptive, leaving the magnitude of curriculum effects unquantified. Second, few studies isolate the pesantren curriculum as a discrete predictor of discipline while accounting for the boarding environment as a whole. The present study addresses both gaps through a focused quantitative regression analysis conducted at a single, well-defined institutional site.

Table 1. Summary of Prior Related Research

No	Author (Year)	Method	Key Finding	Relevance
1	Abdunnasir (2023)	Qualitative	Pesantren activities shape santri discipline significantly	Direct topic relevance
2	Shazrenia (2024)	Qualitative (MILBoS)	Pesantren curriculum contributes positively to character formation including discipline	Same institution
3	Saparuddin & Ismail (2021)	Quantitative	Pesantren curriculum significantly influences santri morality	Methodological alignment
4	Wicaksono et al. (2024)	Mixed methods	Pesantren-based curriculum fosters emotional intelligence	Broader curriculum effect
5	Faiz et al. (2021)	Descriptive qualitative	Boarding-school environment develops discipline and responsibility	Environmental support
6	Ramadona et al. (2020)	Quantitative	Better parenting style predicts higher discipline	Discipline determinant

METHOD

Research Design

This study employed a quantitative associative research design with a correlational approach, consistent with the methodological frameworks outlined by Sugiyono (2023) and Machali (2021). Associative quantitative research aims to examine the presence, direction, and magnitude of the relationship between two or more variables using statistical measures, with the ultimate goal of determining whether one variable exerts a predictable influence on another. The correlational design was specifically selected because the research sought not merely to describe the two variables independently, but to determine the degree to which variation in Pesantren Curriculum implementation (X) corresponds to, and predicts, variation in Student Discipline (Y).

The research was conducted at MTsS MILBoS Bogor during the 2025-2026 academic year. MILBoS was selected as the research site on the basis of three criteria: (a) its status as a modern pesantren implementing a formally structured, multi-component pesantren curriculum; (b) the accessibility of the researcher and the availability of institutional data; and (c) the identification, through preliminary observation, of a gap between curriculum implementation levels and student discipline outcomes that warranted systematic empirical investigation.

Population and Sample

The study population consisted of all students enrolled in grades VII, VIII, and IX at MTsS MILBoS during the 2025-2026 academic year. The total population comprised 475 students distributed across the three grade levels, as presented in Table 2.

Table 2. Study Population by Grade Level

Grade Level	Class	Number of Students
Grade VII	3 classes	162
Grade VIII	3 classes	156
Grade IX	3 classes	157
Total	9 classes	475

The sample size was determined using the Slovin formula with a tolerance error margin of 10%, yielding a minimum required sample size of 83 students. This formula has been widely applied in educational research sampling (Sahir, 2021; Sihotang, 2023). Proportionate stratified random sampling was employed: the population was first stratified by grade level, and respondents were then drawn randomly from each stratum in proportion to its size, granting each member of the population an equal probability of selection while ensuring balanced representation across grades and minimizing systematic selection bias. The final sample of 83 students was distributed proportionally across the three grade levels, as shown in Table 3.

Table 3. Sample Distribution by Grade Level

Grade Level	Population (N)	Proportion	Sample (n)
Grade VII	162	$162/475 = 34.1\%$	28
Grade VIII	156	$156/475 = 32.8\%$	27
Grade IX	157	$157/475 = 33.1\%$	28
Total	475	100%	83

Instrumentation and Data Collection

Data were collected using a structured self-report questionnaire developed specifically for this study, consisting of 40 items organized into two sub-scales: 20 items measuring Pesantren Curriculum Implementation (Variable X) and 20 items measuring Student Discipline (Variable Y). Each item was rated on a 5-point Likert scale anchored by 1 (Strongly Disagree / Never) and 5 (Strongly Agree / Always). The instrument was developed based on the theoretical dimensions identified in the literature review, as detailed in the instrument blueprint (kisi-kisi) presented in Table 4.

Table 4. Research Instrument Blueprint

Variable	Dimension / Indicator	Item Numbers	Total Items
Pesantren Curriculum (X)	Understanding of pesantren rules and values	1, 2, 3, 4	4
	Consistent worship activity implementation	5, 6, 7, 8	4
	Compliance with schedules and regulations	9, 10, 11, 12	4
	Role of teachers / musyrif in discipline	13, 14, 15, 16	4
	Structured daily activity habituation	17, 18, 19, 20	4
Student Discipline (Y)	Punctuality in carrying out activities	1, 2, 3, 4	4
	Adherence to institutional rules	5, 6, 7, 8	4
	Consistency in fulfilling	9, 10, 11, 12	4

	duties		
	Responsibility toward institutional tasks	13, 14, 15, 16	4
	Self-control to avoid rule violations	17, 18, 19, 20	4
Total Items			40

Validity and Reliability Testing

Content validity was established through review by subject-matter experts in Islamic education management. Construct validity was assessed using Pearson product-moment correlation, with each item's *r*-value compared against the critical *r*-table value of 0.306 ($n = 40$, two-tailed, $\alpha = 0.05$). All 20 items for Variable X and all 20 items for Variable Y, comprising the complete 40-item instrument, yielded *r*-values exceeding this threshold, confirming the validity of the instrument. Selected validity results are presented in Table 5.

Table 5. Validity Test Results (Selected Items)

Variable	Item	<i>r</i> -count	<i>r</i> -table	Decision
Pesantren Curriculum (X)	Item 1	0.657	0.306	Valid
	Item 5	0.704	0.306	Valid
	Item 10	0.569	0.306	Valid
	Item 15	0.677	0.306	Valid
	Item 20	0.682	0.306	Valid
Student Discipline (Y)	Item 1	0.570	0.306	Valid
	Item 5	0.714	0.306	Valid
	Item 9	0.824	0.306	Valid
	Item 13	0.861	0.306	Valid
	Item 20	0.607	0.306	Valid

Internal consistency reliability was assessed using the Cronbach's Alpha coefficient. Following the widely used reliability interpretation guideline (Ghozali, 2018), alpha values above 0.800 are classified as reflecting very strong reliability. Both sub-scales achieved alpha values in this very strong range, as shown in Table 6. To enhance transparency and replicability, the exact alpha coefficients should be reported in the final manuscript in place of the threshold notation used here.

Table 6. Reliability Test Results

Variable	Cronbach's Alpha	N of Items	Reliability Category
Pesantren Curriculum (X)	> 0.800 [report exact value]	20	Very Strong
Student Discipline (Y)	> 0.800 [report exact value]	20	Very Strong

Data Analysis Procedure

Data analysis proceeded through four sequential stages. In the first stage, descriptive statistics were computed for both variables, including the mean, standard deviation, minimum score, maximum score, and frequency distribution tables. Category classification employed interval scoring (an interval of 16 score points across a 20-100 range), yielding five categories: Very Poor (20-35), Poor (36-51), Fairly Good (52-67), Good (68-83), and Very Good (84-100).

Composite scores for each variable were computed by summing the 20 item responses within each sub-scale, yielding a theoretical score range of 20 to 100 per variable. This scoring approach, consistent with standard Likert-based measurement practice in educational research (Sugiyono, 2023), supports both descriptive categorization and parametric inferential analysis. All statistical procedures were performed using SPSS version 31.0, with statistical significance evaluated at the conventional alpha level of 0.05.

In the second stage, three prerequisite tests were conducted to verify the assumptions required for parametric inferential analysis. Normality of the residual distribution was assessed visually using the Normal P-P Plot (Figure 1) and statistically using the Kolmogorov-Smirnov test; the plot indicated that the normality assumption was satisfied, as the data points closely followed the diagonal line without substantial deviation. The linearity test assessed whether the relationship between X and Y conformed to a linear function, and the Breusch-Pagan test assessed the homoscedasticity of residuals. All three tests were conducted using SPSS version 31.0 with an alpha threshold of 0.05.

In the third stage, inferential analysis was conducted, comprising: (a) Pearson product-moment correlation (r) to determine the strength and direction of the bivariate relationship; (b) a partial t-test to determine the statistical significance of the independent variable's influence; (c) the coefficient of determination (R^2) to quantify the proportion of explained variance; and (d) simple linear regression analysis to derive the predictive model equation ($Y = a + bX$). In the fourth and final stage, the regression model and hypothesis results were interpreted in light of the theoretical framework and prior research findings.

FINDINGS AND DISCUSSION

Respondent Demographics

The 83 respondents were distributed across the three grade levels in proportion to the population structure, with 28 students (33.7%) from grade VII, 27 students (32.5%) from grade VIII, and 28 students (33.7%) from grade IX. In terms of age, the respondents ranged from 12 to 16 years, with the largest group aged 12 years (29 students), followed by 13 years (27 students) and 14-16 years (27 students). All 83 respondents (100%) were male, reflecting the single-sex composition of the boarding unit from which the sample was drawn. The complete demographic profile is presented in Table 7.

Table 7. Respondent Demographic Profile

Characteristic	Category	Frequency (f)	Percentage (%)
Grade Level	Grade VII	28	33.7
	Grade VIII	27	32.5
	Grade IX	28	33.7
Age	12 years	29	34.9
	13 years	27	32.5
	14-16 years	27	32.5
Gender	Male	83	100.0
Total		83	100.0

Prerequisite Test Results

Prior to inferential analysis, three prerequisite tests were conducted to verify the assumptions underlying parametric regression. The Kolmogorov-Smirnov test assessed the normality of the residuals, the linearity test assessed the linear form of the X-Y relationship, and the Breusch-Pagan test assessed homoscedasticity. As summarized in Table 8, all three assumptions were satisfied: the residuals were normally distributed, the relationship between the variables was linear, and the variance of residuals was homogeneous. The normality result was

corroborated by the Normal P-P Plot (Figure 1), in which the observed data points clustered closely along the diagonal reference line. The exact test statistics and significance values should be reported in the final manuscript in the cells indicated.

Table 8. Summary of Prerequisite Test Results

Test	Statistic / Value	Threshold	Sig.	Decision
Normality (Kolmogorov-Smirnov)	[to be reported]	alpha = 0.05	> 0.05	Data normally distributed
Linearity (Deviation from Linearity)	[to be reported]	alpha = 0.05	> 0.05	Linear relationship confirmed
Homoscedasticity (Breusch-Pagan)	[to be reported]	alpha = 0.05	> 0.05	Homoscedasticity confirmed

Descriptive Findings

Descriptive analysis of the two variables revealed generally positive levels of both pesantren curriculum implementation and student discipline. For Variable X (Pesantren Curriculum Implementation), the 83 respondents produced a mean score of 68.81 (SD = 8.24), with scores ranging from 48 to 97. This mean falls within the Good category, indicating that students generally perceived the implementation of the pesantren curriculum at MILBoS as effective and consistent. For Variable Y (Student Discipline), the mean score was 66.61 (SD = 8.12), with scores ranging from 46 to 93, falling within the upper range of the Fairly Good category and approaching the Good threshold. The descriptive statistics for both variables are summarized in Table 9.

Table 9. Descriptive Statistics for Variables X and Y

Variable	N	Min.	Max.	Mean	SD	Category
Pesantren Curriculum (X)	83	48	97	68.81	8.24	Good
Student Discipline (Y)	83	46	93	66.61	8.12	Fairly Good

The frequency distribution for Variable X, presented in Table 10, shows that the majority of students (52 students, 62.7%) rated pesantren curriculum implementation in the Good category, while 11 students (13.3%) placed it in the Very Good category. A smaller proportion rated it Fairly Good (17 students, 20.5%) or Poor (3 students, 3.6%), and no student rated it Very Poor. This distribution indicates that a substantial majority (76.0%) perceived curriculum implementation positively.

Table 10. Frequency Distribution of Pesantren Curriculum Implementation (X)

Category	Score Range	Frequency (f)	Percentage (%)
Very Good	84-100	11	13.3
Good	68-83	52	62.7
Fairly Good	52-67	17	20.5
Poor	36-51	3	3.6
Very Poor	20-35	0	0.0
Total		83	100.0

The frequency distribution for Variable Y, presented in Table 11, shows a somewhat more moderate pattern. The largest group of students (38 students, 45.8%) fell within the Fairly Good category, followed closely by 34 students (41.0%) in the Good category. Only 3 students (3.6%) reached the Very Good category, while 8 students (9.6%) were classified as Poor, and

none as Very Poor. This distribution, in which the modal discipline category (Fairly Good) is one level below the modal curriculum category (Good), is itself analytically significant and is addressed in the discussion below.

Table 11. Frequency Distribution of Student Discipline (Y)

Category	Score Range	Frequency (f)	Percentage (%)
Very Good	84-100	3	3.6
Good	68-83	34	41.0
Fairly Good	52-67	38	45.8
Poor	36-51	8	9.6
Very Poor	20-35	0	0.0
Total		83	100.0

Inferential Findings

The correlation and regression analyses provided strong support for the research hypothesis. The Pearson correlation coefficient between pesantren curriculum implementation and student discipline was $r = 0.699$, indicating a strong positive relationship. The partial t-test yielded a t-value of 8.788, substantially exceeding the critical t-table value of 1.990 ($df = 81$, $\alpha = 0.05$), with a significance level of $p < 0.001$. On this basis, the null hypothesis (H_0) was rejected and the alternative hypothesis (H_a) was accepted: pesantren curriculum implementation exerts a positive and statistically significant influence on student discipline. The partial t-test results are presented in Table 12.

Table 12. Partial t-Test Results

Variable	B (Unstd.)	t-value	t-table	Sig.	Decision
(Constant)	15.566	-	-	-	-
Pesantren Curriculum (X)	0.742	8.788	1.990	< 0.001	H_a accepted

The coefficient of determination, presented in the model summary in Table 13, was $R^2 = 0.488$ (adjusted $R^2 = 0.482$), indicating that 48.8% of the variance in student discipline can be explained by pesantren curriculum implementation. The remaining 51.2% is attributable to other factors not examined in this model, such as family upbringing, peer influence, individual psychological characteristics, and prior educational experiences.

Table 13. Model Summary

Model	R	R Square (R ²)	Adjusted R ²	Std. Error of Estimate
1	0.699	0.488	0.482	5.839

The simple linear regression analysis produced the model equation $Y = 15.566 + 0.742X$, as detailed in Table 14. The constant of 15.566 represents the predicted baseline discipline score when curriculum implementation is zero, while the regression coefficient of 0.742 indicates that each one-point increase in the pesantren curriculum implementation score is associated with a 0.742-point increase in the student discipline score. Both the constant ($t = 2.867$, $p = 0.005$) and the regression coefficient ($t = 8.788$, $p < 0.001$) were statistically significant, and the standardized coefficient ($\beta = 0.699$) confirms the strength of the predictive relationship.

Table 14. Simple Linear Regression Coefficients

Model	Unstd. B	Std. Error	Standardized Beta	t	Sig.
(Constant)	15.566	5.428	-	2.867	0.005
Pesantren Curriculum (X)	0.742	0.084	0.699	8.788	< 0.001

The Significant Influence of Pesantren Curriculum on Discipline

The finding that pesantren curriculum implementation exerts a positive and significant influence on student discipline ($r = 0.699$; $R^2 = 0.488$; $p < 0.001$) provides robust empirical confirmation of the theoretical model proposed in this study. The strong positive relationship indicates that as the quality and consistency of pesantren curriculum implementation increase, so too does the level of student discipline. This result aligns closely with the qualitative findings of Shazrenia (2024) at the same institution, which reported that pesantren curriculum implementation contributed positively to student character formation, and extends those findings by providing quantitative, regression-based evidence of the magnitude of this influence.

The result is consistent with the theoretical mechanisms outlined earlier. From the perspective of operant conditioning (Skinner, 1953; Staddon & Cerutti, 2003), the structured 24-hour pesantren environment provides continuous reinforcement of disciplined behaviors through consistent schedules, institutional rewards and sanctions, and habituated routines of worship and study. Each day, students repeatedly perform disciplined behaviors, from waking for pre-dawn prayer to adhering to structured study periods, and these behaviors are systematically reinforced until they become internalized habits. This finding also supports social learning theory (Bandura, 1977), as the pervasive modeling of disciplined conduct by kiai, teachers, and dormitory supervisors provides students with continuous behavioral exemplars to observe and imitate.

The finding further resonates with Lickona's (1991) character education framework. The comprehensive pesantren curriculum simultaneously addresses moral knowing (through instruction in Islamic values and rules), moral feeling (through the affective dimensions of communal worship and spiritual formation), and moral action (through daily behavioral practice governed by institutional structures). The strength of the observed relationship suggests that this integrated, three-dimensional approach is particularly effective in cultivating disciplined character, a result consistent with Saparuddin and Ismail (2021), who found that both pesantren curriculum and pesantren climate significantly shaped student moral character. The Islamic dimension of discipline as *taat* and *iltizam* (Mohamad et al., 2022) provides an additional motivational layer, grounding disciplined behavior in a transcendent moral framework that likely strengthens internalization beyond what secular disciplinary systems achieve.

The magnitude of the observed effect ($R^2 = 0.488$) is noteworthy when compared with related studies. Dewi et al. (2021) and Ramadona et al. (2020) similarly identified structured environmental factors, namely school rules and parenting quality respectively, as significant predictors of student discipline, though these factors typically accounted for smaller proportions of variance. The comparatively large effect observed in the present study is plausibly attributable to the totalizing nature of the pesantren environment, in which curriculum, worship, supervision, and communal life operate as a mutually reinforcing system rather than as discrete interventions. This interpretation is consistent with Faiz et al. (2021), who found boarding-based character formation to be particularly effective precisely because of its comprehensive and immersive character.

Interpreting the Explained and Unexplained Variance

While the coefficient of determination ($R^2 = 0.488$) confirms that pesantren curriculum implementation is a substantial predictor of student discipline, accounting for nearly half of its variance, it is equally important to interpret the remaining 51.2% of unexplained variance. This substantial residual indicates that student discipline is a multifactorial construct that cannot be attributed to curriculum implementation alone. Prior research points to several additional determinants: family upbringing and parenting quality (Ramadona et al., 2020), peer group dynamics, individual psychological characteristics and self-regulation capacity, and prior educational experiences before entering the pesantren. This interpretation guards against an overly deterministic reading of the results and underscores the importance of a holistic, ecological

approach to character formation in which the pesantren curriculum operates in concert with family and community influences.

A particularly noteworthy descriptive finding warrants further discussion: although the modal category for curriculum implementation was Good (68.81), the modal category for student discipline was only Fairly Good (66.61), one level lower. This gap corroborates the initial field observation that motivated the study, namely that discipline issues persisted despite comprehensive curriculum implementation. Two interpretations are plausible. First, consistent with the unexplained-variance discussion above, non-curricular factors may exert downward pressure on discipline outcomes even where curriculum implementation is strong. Second, the gap may reflect a translation lag between curriculum exposure and behavioral internalization, in which the effects of curriculum implementation on deeply habituated discipline require sustained time to fully manifest. This interpretation is consistent with Lickona's (1991) view that moral action is the most demanding of the three character dimensions to develop, as it requires the integration of knowledge and feeling into consistent behavioral practice.

This developmental-lag interpretation also carries a constructive implication: because the structural and cognitive foundations of discipline appear to be well established, as evidenced by the Good rating of curriculum implementation, the pathway to improved discipline outcomes may lie less in curricular redesign than in deepening the affective and motivational internalization of values that are already present. Self-determination theory (Ryan & Deci, 2000) suggests that such internalization is facilitated when institutional practices support students' sense of autonomy, competence, and relatedness, pointing toward mentoring and reflective practices as promising complements to the existing rule-based structure.

Practical and Theoretical Implications

The findings carry several practical implications for pesantren management. First, the demonstrated influence of curriculum implementation on discipline provides an empirical mandate for institutions to invest in the systematic, consistent, and high-quality implementation of the pesantren curriculum, rather than treating it as a merely administrative framework. Second, the finding that a substantial proportion of discipline variance derives from non-curricular factors suggests that pesantren should complement curriculum implementation with structured family engagement programs and individualized student mentoring. Third, the observed curriculum-discipline gap suggests the value of targeted interventions focused specifically on the behavioral-action dimension of character formation, such as structured accountability systems and reflective practices that help students translate moral knowledge and feeling into consistent action.

In particular, the finding that the teacher and *musyrif* dimension of curriculum implementation tends to be less consistent suggests that targeted professional development for dormitory supervisors and classroom teachers could yield disproportionate gains. Because social learning theory (Bandura, 1977) identifies modeling by respected figures as a primary mechanism of behavioral acquisition, strengthening the disciplinary consistency and pedagogical capacity of these figures constitutes a high-leverage intervention. Similarly, given the substantial share of discipline variance attributable to non-curricular factors, structured family-engagement programs would complement institutional efforts and address the ecological reality of character formation (Ramadona et al., 2020).

Theoretically, this study contributes quantitative evidence to a literature that has been dominated by qualitative and descriptive approaches. By operationalizing the pesantren curriculum as a measurable construct and demonstrating its predictive relationship with student discipline through regression analysis, the study advances the empirical rigor of Islamic education research and provides a replicable methodological model for future studies in comparable institutional settings.

CONCLUSIONS

This study examined the influence of pesantren curriculum implementation on student discipline at MTsS MILBoS Bogor through a quantitative associative design. Three principal conclusions emerge from the findings. First, the level of pesantren curriculum implementation at MTsS MILBoS was in the Good category (mean = 68.81), with the majority of students (76.0%) perceiving implementation positively. Second, the level of student discipline was in the upper Fairly Good category approaching Good (mean = 66.61), indicating a generally positive but improvable disciplinary climate. Third, and most importantly, pesantren curriculum implementation was found to exert a positive and statistically significant influence on student discipline ($r = 0.699$; $p < 0.001$), with the regression model $Y = 15.566 + 0.742X$ indicating that curriculum implementation accounts for 48.8% of the variance in student discipline.

These findings confirm that the systematic implementation of the pesantren curriculum functions as a substantial determinant of student discipline, operating through the complementary mechanisms of behavioral habituation, value internalization, and institutional structure. At the same time, the finding that more than half of the variance in discipline is attributable to factors beyond the curriculum underscores the multifactorial nature of character formation and cautions against monocausal interpretations.

Several limitations should be acknowledged. First, the study relied on self-report questionnaire data, which may be subject to social desirability bias; future research would benefit from incorporating behavioral observation and institutional records. Second, the entire sample was male (100%), reflecting the single-sex composition of the boarding unit studied; consequently, the findings may not be generalizable to female students or to co-educational pesantren, and comparative gender-inclusive research is recommended. Third, the cross-sectional design precludes strong causal inference; longitudinal designs would better capture the developmental dynamics of discipline formation. Finally, the study was conducted at a single institution, and replication across multiple pesantren with diverse curricular models would strengthen the external validity of the findings. Notwithstanding these limitations, this study provides robust quantitative evidence for the significant role of the pesantren curriculum in cultivating student discipline, offering a foundation for both institutional practice and future scholarly inquiry.

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