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<https://jurnal.citrabakti.ac.id/index.php/jil>**THE INFLUENCE OF ISLAMIC BOARDING SCHOOL DISCIPLINE ON
LEARNING BEHAVIOR AND INDEPENDENCE OF STUDENTS
OF AL-ITQON ISLAMIC BOARDING SCHOOL**Milati Udhma^{1)*}, Rini Sugiarti²⁾, and Fendy Suhariadi³⁾^{1,2,3)}Fakulty of Pascasarjana Psikologi, Universitas Semarang*Corresponding author email: milatiudhma@gmail.com**Article History***Received:*
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February 14, 2026**Abstract**

Islamic boarding schools (Pondok pesantren) as traditional Islamic educational institutions have an important role in shaping the character of students through the application of strict discipline, which is believed to affect learning behavior and independence. This study aims to determine the influence of Islamic boarding school discipline on the learning behavior and independence of students of Al-Itqon Bugen Islamic Boarding School Semarang. The study used an associative quantitative approach with an instrument in the form of a closed questionnaire that included three main variables: discipline, learning behavior, and independence. The research sample consisted of 58 Aliyah grade 2 students who were selected through random sampling techniques. The data were analyzed descriptively, followed by the Kolmogorov-Smirnov normality test, Spearman Rank correlation, and binary logistic regression. The results showed a positive and significant relationship between discipline and learning behavior ($r = 0.688$; $p < 0.001$) and independence ($r = 0.590$; $p < 0.001$). Logistic regression analysis revealed that students with high discipline had a 12.35 times greater chance of showing high learning behavior and 4.63 times greater to show high independence than students with low discipline. Thus, the discipline applied in the Islamic boarding school environment has proven to be a key factor that supports the development of students' independence and learning behavior significantly.

Keywords: Islamic boarding school discipline, student independence, learning behavior

Abstrak: Pondok pesantren sebagai lembaga pendidikan Islam tradisional memiliki peran penting dalam membentuk karakter santri melalui penerapan disiplin yang ketat, yang diyakini berpengaruh terhadap perilaku belajar dan kemandirian. Penelitian ini bertujuan untuk mengetahui pengaruh disiplin pondok pesantren terhadap perilaku belajar dan kemandirian santri Pondok pesantren Al-Itqon Bugen Semarang. Penelitian menggunakan pendekatan kuantitatif asosiatif dengan instrumen berupa angket tertutup yang mencakup tiga variabel utama: disiplin, perilaku belajar, dan kemandirian. Sampel penelitian terdiri dari 58 santri kelas 2 Aliyah yang dipilih melalui teknik random sampling. Data dianalisis secara deskriptif, dilanjutkan dengan uji normalitas Kolmogorov-Smirnov, korelasi Spearman Rank, dan regresi logistik biner. Hasil penelitian menunjukkan adanya hubungan positif dan signifikan antara disiplin dengan perilaku belajar ($r = 0,688$; $p < 0,001$) dan kemandirian ($r = 0,590$; $p < 0,001$). Analisis regresi logistik mengungkapkan bahwa santri dengan disiplin tinggi memiliki peluang 12,35 kali lebih besar untuk menunjukkan perilaku belajar tinggi dan 4,63 kali lebih besar untuk menunjukkan kemandirian tinggi dibandingkan santri dengan disiplin rendah. Dengan demikian, disiplin yang diterapkan di lingkungan pondok pesantren terbukti menjadi faktor kunci yang mendukung perkembangan kemandirian dan perilaku belajar santri secara signifikan.

Keywords: Disiplin pondok pesantren, kemandirian santri, perilaku belajar

Background

Islamic boarding schools (Pondok pesantren) are one of the oldest and historic Islamic educational institutions in Indonesia. The presence of Islamic boarding schools was first known in Indonesia about 300-400 years ago and has developed into a highly influential educational institution in the life of the Muslim community Muslim (Marhamah *et al.*, 2025; Ngimadudin *et al.*, 2024). Initially, Islamic boarding schools functioned as centers for Islamic religious education, where people explored religious teachings with an emphasis on moral values that were important in social life. The existence of Islamic boarding schools is closely related to the needs of the community, because Islamic boarding schools not only teach religious knowledge, but also function as a center for the development of the character and social behavior of students (Gumilang & Nurcholis, 2018). Islamic boarding schools have become an integral part of society, maintaining harmonious relations with the surrounding environment and receiving full support from the community (Nurhadi *et al.*, 2018; Sanusi & Anshory, 2024).

Islamic boarding schools have a central role in shaping the character, morals, and independence of students. As a dormitory-based educational institution, Islamic boarding schools implement a coaching system that integrates learning activities, self-discipline formation, and habituation of religious behavior. This distinctive educational pattern makes Islamic boarding schools not only function as a center for religious knowledge transfer, but also as an environment that shapes students' learning behavior and independence through structured activities, intensive supervision, and strict rules. In the Islamic boarding school, the students are educated to apply discipline and independence in their daily lives (Fahrurrozi *et al.*, 2022; Habibi, 2017). These two values are very important in forming a responsible and organized personal character. The process of fostering discipline and independence is

carried out systematically through habituation and practice carried out every day, both in formal and informal activities at Islamic boarding schools (Sagala *et al.*, 2024).

The discipline of Islamic boarding school students is generally applied through daily rules such as worship rules, study schedules, environmental cleanliness activities, sleep time management, and the obligation to participate in coaching activities at the boarding school. Discipline is a good means to foster obedience, order, and self-control. In the context of education, discipline is often considered an important factor that will affect students' learning behavior, because it is able to form attention, perseverance, motivation, and self-regulation during the learning process. In the Islamic boarding school environment, discipline is not only external in the form of rules from the institution, but also internal, the emergence of awareness and responsibility in the person of a student (Fauzi & Mokhtar, 2024).

Disciplined behavior is one of the important behaviors to be taught to someone at the beginning of their life. Disciplined behavior that an individual has can cause a person to be able to follow the rules so that they do not commit violations, both minor violations and major violations such as law violations. Discipline also helps a person in understanding and distinguishing between things that must be done, things that are allowed, and things that should be avoided because they are prohibited (Hakim *et al.*, 2025; Rohmah *et al.*, 2021).

According to Sugiarto & Yulianti, (2019) There are two factors that affect why many students cannot apply discipline attitudes. They are internal factors and external factors. Internal factors that affect student indiscipline are lack of motivation, laziness, lack of interest in learning, and students' inability to apply effective learning methods. Meanwhile, from external factors that affect student indiscipline, such as lack of support from parents, lack of motivation from teachers, and the influence of peers or the surrounding environment greatly affect student discipline. There are many factors that make the discipline program unable to run well or not running optimally. Among them is due to the management factor of the discipline program that has not been carefully arranged. Discipline management consists of planning, organizing, implementing, supervising, evaluating, punishing or consequential, rewarding, and consistent (Arsyad *et al.*, 2025; Purba, 2021).

The learning process is the core of individual development in various aspects of life, especially in the context of education. Learning is not only related to the mastery of knowledge, but also includes changes in one's skills and attitudes acquired through experience and interaction with one's environment (Salsabila, 2024). Learning behavior is known to refer to the way an individual responds, interacts, and applies what is learned in daily life. It allows individuals to discover and develop concepts, theories, and principles independently through examples that exist in their lives (Wandani *et al.*, 2023). This includes aspects such as motivation, time management, discipline, and patterns of interaction with

others in the context of education. A variety of factors, both internal and external, can affect an individual's learning behavior. Internal factors, such as intelligence, motivation, and emotions, play a major role in influencing cognitive processes and attitudes toward learning (Kumala *et al.*, 2024; Samsudin, 2020).

Preliminary observations at the Islamic boarding school show that the life of the students is carried out simply, the fulfillment of food needs is carried out simply, and other life and learning patterns. Conditions like this show that the students in this Islamic boarding school show descriptively the pattern of independence in the life that is carried out. Conceptually, the independence of students as an orientation to achieve educational goals is important in order to prepare a generation that is ready and resilient to face the inevitable complexities of life in the modern century like this (Alfian *et al.*, 2023; Maulidin, 2024).

The independence of students and the tradition of students in Islamic boarding schools has special characteristics that if conceptualized from empirical to an assumption, an assumption arises that independence has an urgent aspect in order to achieve educational goals, which at the empirical level is represented by the life patterns of students in Islamic boarding schools (Nisa, 2017). This study aims to determine the relationship between the influence of discipline on learning behavior and the independence of students of Al-Itqon Islamic Boarding School, so that it is expected to contribute to the development of a more effective Islamic boarding school education strategy, form an independent student character, and strengthen disciplinary values as the main foundation in the learning process.

Method

This study is an observational associative quantitative research using a closed questionnaire. This research was conducted at the Al-Itqon Islamic Boarding School with the object of research in the form of students of the Al-Itqon Bugen Islamic Boarding School in Semarang. The population of this study includes all 2nd grade Aliyah students of Al-Itqon Bugen Islamic Boarding School Semarang which totals 72 people. From the entire population, researchers took a sample of 58 students. The number of samples was determined using the Krejcie & Morgan table. Sampling was carried out using random sampling techniques.

The variables in this study consisted of one independent variable: the discipline of the students of the Al-Itqon Islamic Boarding School, as well as two dependent variables; the independence of the students and the learning behavior of the students. The data collection technique was carried out using questionnaires that were compiled based on three main research variables: discipline (independent variable), and independence and learning behavior of students (dependent variable). The questionnaire questions for each variable

consist of 20 questions designed to measure specific aspects of the variable. Each variable is measured through a number of statements with an answer scale of SA (Strongly Agree), A (Agree), DA (Disagree), and SDA (Strongly Disagree).

The data from the research results were first analyzed descriptively. Descriptive analysis was carried out through the calculation of the total, average, median, frequency distribution, and percentage of respondent answers, so that the tendencies of the answers in each variable could be known. Furthermore, it is followed by a Spearman Rank correlation test to see the direction and strength of the relationship between variables. Then it was followed by a binary logistics regression test to determine the magnitude of the influence of Islamic boarding school discipline on the independence and learning behavior of students. The outputs obtained included the Chi-Square value (Omnibus Test), Nagelkerke R^2 , regression coefficient (B), odds ratio (Exp(B)), and model classification accuracy. The interpretation of the logistic regression results was then used to explain how much opportunity students with high discipline showed independence and high learning behavior at the Al-Itqon Bugen Islamic Boarding School in Semarang.

Results and discussion

The research was carried out by distributing questionnaires about discipline, learning behavior, and independence to 58 2nd grade Aliyah students of the Al-Itqon Bugen Islamic Boarding School in Semarang. The questionnaire instrument used has been systematically designed to explore information about the real condition of students in terms of discipline, study habits, and their level of independence in the pesantren environment. The data obtained were then analyzed descriptively to provide an overview of the research variables, so that the tendency of respondents' answers on each aspect of the study could be known. The results of the descriptive analysis are presented in the form of a table to make it easier to understand and analyze. Each table contains the total, median, average, and frequency distribution values of each variable to see the trend of the data more clearly.

Table 1. Results of Descriptive Analysis of Student Discipline

Category	Σ (Total)	Median	Average \pm elementary school
SA (Strongly Agree)	996	12	17.17 \pm 18.58
A (Agree)	2286	42	39.41 \pm 14.55
DA (Disagree)	276	4	4.76 \pm 5.01
SDA (Strongly Disagree)	12	0	0.22 \pm 0.79

In table 1, you can see the results of a descriptive analysis of the student discipline variable which shows that the Agree (A) category has the highest number of responses, namely 2,286 responses, with an average of 39.41 and a median of 42.00. The Strongly Agree (SA) category is also quite high with a total of 996 responses. In contrast, the

Disagree (D) and Strongly Disagree (SDA) categories had a much lower number, with 276 and 13 responses, respectively. This shows that the majority of students give a positive assessment of the discipline of the Islamic boarding school. The high positive response in the *Agree* and *Very Agree* categories also shows that there is a group of students who really display consistent disciplined behavior, such as arriving on time for all activities, completing tasks well, maintaining the cleanliness of the room and the cottage environment, and complying with the rules of manners towards ustaz and fellow students.

In contrast, the *Disagree (DA)* and *Strongly Disagree (SDA)* categories had a much lower number, with 276 and 13 responses, respectively. This shows that only a small percentage of students feel that the discipline rules are not in accordance or even in accordance with their conditions. The low number of negative responses shows that the discipline system applied in Islamic boarding schools is relatively well received by the majority of students. So overall, the results of this descriptive analysis provide an idea that discipline at Al-Itqon Islamic Boarding School is positively perceived by students, with a dominant tendency in the *category of Agree and Very Agree*.

Table 2. Results of Descriptive Analysis of Student Learning Behavior

Category	Σ (Total)	Median	Average \pm elementary school
SA (Strongly Agree)	756	8	13.03 \pm 15.95
A (Agree)	2185	39	37.67 \pm 13.96
DA (Disagree)	457	8	7.88 \pm 7.09
SDA (Strongly Disagree)	25	0	0.43 \pm 1.67

Table 2 shows the results of a descriptive analysis of the variables of student learning behavior which shows that the *Agree category (A)* has the highest number of 2,185 responses, with an average score of 37.67 and a median of 39.00. This finding indicates that most of the students consider their learning behavior to be in accordance with the expectations and rules that apply at the Al-Itqon Islamic Boarding School. In addition, the *Strongly Agree (SA)* category also received a fairly high number, namely 756 responses, which strengthens the picture that there is a group of students who have very good, consistent, and supportive learning behavior in Islamic boarding schools.

The enthusiasm of participating in learning activities, providing regular study time, making notes or summaries of material, conducting reviews outside of class hours, and actively asking questions and participating in group discussions—are indicators that explain the high level of positive response. Students who choose the SA category in these statements show that they really have learning behaviors that support the learning process, both in terms of motivation, engagement, and learning strategies

Meanwhile, the *Disagree (DA)* and *Strongly Disagree (SDA)* categories had a lower number, with 457 and 25 responses, respectively. This shows that only a small percentage of students feel that their learning behavior is not in accordance with the expected standards, or even Strongly Agree. The low number of negative responses shows that in general, the learning behavior of students at Al-Itqon Islamic Boarding School tends to be positive and supports the achievement of pesantren education goals. So that overall, the results of this descriptive analysis provide an idea that learning behavior at Al-Itqon Islamic Boarding School is also positively perceived by students, with a dominant tendency in the categories of *Agree* and *Strongly Agree*

Table 3. Results of Descriptive Analysis of Student Independence

Category	Σ (Total)	Median	Average \pm elementary school
SA (Strongly Agree)	1184	12	24.41 \pm 22.07
A (Agree)	2319	42	39.98 \pm 16.29
DA (Disagree)	176	4	3.03 \pm 3.69
SDA (Strongly Disagree)	4	0	0.07 \pm 0.41

Then table 3 shows the results of a descriptive analysis of the student independence variable which shows that the *Agree category (A)* has the highest number of responses, namely 2,319 responses, with an average score of 39.98 and a median of 42.00. This finding indicates that most students consider their level of independence to be in accordance with the expectations and demands of life at the Al-Itqon Islamic Boarding School. In addition, *the Strogly Agree (SA)* category also received a fairly high number, namely 1,184 responses, which strengthens the picture that there is a group of students who have very good independence, are able to manage themselves, and show an attitude of responsibility in carrying out daily activities at the pesantren.

The ability to take care of oneself, not depending on others to meet daily needs, being able to make simple decisions, and having additional learning initiatives outside of class hours are indicators that explain why the positive response is quite high. Students who choose the SA category in these statements show that they really have strong independence, both in academic aspects and daily life at the pesantren. This reflects that most of the students feel that they have been able to develop an independent attitude in accordance with the expectations and rules that apply at the Al-Itqon Islamic Boarding School.

Meanwhile, the *Disagree (DA)* and *Strongly Disagree (SDA)* categories also have a much lower number, 176 and 4 responses, respectively. This shows that only a small percentage of students feel that their level of independence is not in accordance with the expected standards, or even very in Agree. The low number of negative responses shows that the coaching system in Islamic boarding schools is relatively successful in fostering

student independence. Overall, the results of this descriptive analysis provide an idea that the majority of students give a positive assessment of their level of independence, with a dominant tendency in the *categories of Agree and Strongly Agree*.

After obtaining an overview of the distribution of respondents' answers through descriptive analysis, the next step is to test the assumption of data normality. Normality tests are needed to ensure whether the data obtained meet the prerequisites for inferential statistical analysis, so that the test results can be used as a basis for determining the most Agree analysis technique and in accordance with the characteristics of the data. Data normality is one of the important requirements in the use of parametric tests, because normal data distribution will provide more valid and generalizable analysis results.

In this study, the normality test was performed using the Kolmogorov-Smirnov method at a significance level of 5% ($\alpha = 0.05$). If the significance value is greater than 0.05, then the data is considered normally distributed, while if the significance value is less than 0.05, then the data is not normally distributed. The results of this normality test are a reference in determining whether the next analysis uses parametric or non-parametric techniques. Thus, the normality test serves as an initial verification stage before analyzing the relationship and influence between variables. The results of the normality test in detail can be seen in Table 4 which presents the significance value of each research variable

Table 4. Results of the Kolmogorov-Smirnov Normality Test (K-S)

Variabel	Significance	Information
Discipline	0.014	Abnormal ($p < 0.05$)
Learning Behavior	0.090	Normal ($p > 0.05$)
Independence	0.200	Normal ($p > 0.05$)

Based on the results of the normality test in table 4, the student discipline variable has a significance value of 0.014 ($p < 0.05$), so it can be concluded that the discipline data is not normally distributed. This shows that the distribution of discipline data does not follow a normal distribution pattern, so it does not meet one of the basic assumptions in the use of parametric analysis techniques. Meanwhile, the variable data on learning behavior and student independence were distributed normally with significance values of 0.090 and 0.200 respectively ($p > 0.05$).

Because the discipline variable is not normally distributed, inferential analysis cannot be continued using parametric tests. Alternatively, the researcher used a non-parametric Spearman Rank test to test the relationship between the discipline of the Islamic boarding school and the learning behavior and independence of students of the Al-Itqon Bugen Semarang Islamic Boarding School. The Spearman Rank test was chosen because it is more suitable for data that is ordinal-scale and does not meet normality assumptions, and is able to provide information about the direction and strength of the relationship between variables.

Thus, the results of the Spearman Rank test are expected to provide a more accurate picture of the extent to which discipline affects students' learning behavior and independence. The results of the analysis of the non-parametric Spearman Rank test are presented in detail in Table 5.

Table 5. Spearman Rank Non-Parametric Test Results

Variabel	r	Sig. (2-tailed)	Interpretation of Relationships
Discipline – Independence	0,590**	< 0.001	Positive, significant, moderate
Discipline – Learning Behavior	0,688**	< 0.001	Positive, significant, powerful
Independence – Learning Behavior	0,386**	0.003	Positive, significant, moderate weak

*Description: r = Spearman correlation coefficient. Sig. (2-tailed): Significance value (p-value). Interpretation of relationships based on r-values: 0.00–0.20 (very weak); 0.21–0.40 (weak); 0.41–0.60 (moderate); 0.61–0.80 (strong); 0.81–1.00 (very strong). ** : significant correlation at the level of 0.01 (2-tailed).*

Based on the results of the analysis of the non-parametric Spearman Rank test which can be seen in table 5, the correlation value between discipline and learning behavior was obtained showing a value of $r = 0.688$ with $p < 0.001$, which also showed a positive and significant relationship. This indicates that the discipline of Islamic boarding schools contributes to improving the learning behavior of students. Furthermore, the correlation value between discipline and independence was $r = 0.590$ with a significance of $p < 0.001$, which showed a positive and significant relationship between the two variables. This means that the higher the discipline applied in the Islamic boarding school, the higher the level of independence of the students. The relationship between independence and learning behavior showed a correlation value of $r = 0.386$ with $p = 0.003$, which means that there is a positive and significant relationship, although the strength is lower than the previous two correlations. Thus, all variables show a mutually supportive relationship in shaping the character and learning behavior of students in the Islamic boarding school environment.

After it was found that the three variables had a positive and significant correlation relationship, the analysis was followed by binary logistic regression to test the influence of Islamic boarding school discipline on two important aspects in the formation of student character, namely independence and learning behavior. This analysis was carried out by categorizing each variable into two groups (low and high) based on the median value of each variable, thus allowing the use of binary logistic regression to see opportunities to improve the character of students based on the level of discipline applied. The table of biner logistics regression results can be seen in Table 6.

The results of the binary logistics regression of discipline with learning behavior and independence in table 6 show that the discipline of the Islamic boarding school has a significant effect on the learning behavior of students ($\chi^2 = 18,465$; $p < 0.001$). The Nagelkerke R^2 value of 0.364 shows that discipline explains about 36.4% of the variation in students' learning behavior. The regression coefficient for the discipline variable was $B =$

2,514 with a value of $\text{Exp}(B) = 12,350$, which means that students with a high level of discipline had a 12.35 times greater chance of showing high learning behavior than students with low discipline. This value is statistically significant ($p < 0.001$), with a 95% confidence interval between 3,488 and 43,726

Table 6. Results of Binary Logistics Regression of Discipline with Learning Behavior and Independence

Variable Dependent	Chi-square	Sig.	Nagelkerke R ²	Exp(B)	Sig. Exp(B)	95% CI Exp(B)
Learning Behavior	18.465		0.364	12.350		3.488-43.72
Independence	7.619	0.006	0.166	4.630	0.008	1.504-14.246

Furthermore, the results of the logistical regression showed that the discipline of the Islamic boarding school had a significant effect on the independence of the students ($\chi^2 = 7.619$; $p = 0.006$). The Nagelkerke R² value of 0.166 indicates that discipline explains about 16.6% variation in student independence. The regression coefficient for the discipline variable was $B = 1,532$ with a value of $\text{Exp}(B) = 4,630$, which means that students with a high level of discipline had a 4.63 times greater chance of showing high independence than students with low discipline. This value was statistically significant ($p = 0.008$), with a 95% confidence interval between 1,504 and 14,246.

The results of research at the Al-Itqon Islamic Boarding School show that discipline plays a significant role in improving students' learning behavior and independence. These findings are in line with character education theory which emphasizes that discipline is a process of internalizing values that form order, responsibility, and motivation for learning (Rohmah *et al.*, 2021). According to Lickona, (1991), character education must be based on habituating moral values through rules and examples, so that students are able to develop self-control and personal responsibility.

Maulidin, (2024) emphasized that Islamic boarding schools are the main foundation in building student independence. Independence is considered a national character that must be built, and Islamic boarding schools through daily discipline have succeeded in instilling this value. This reinforces the view that discipline is not only an external rule, but also a means of deep character formation. In addition, the research (Shaliha & Sawitri, 2018) shows a positive relationship between independence and *self-regulated learning* to students. Independent students are better able to manage learning strategies, manage time, and make decisions in the learning process. Theory *self-regulated learning* emphasizes that learning independence is formed through an individual's ability to control behavior, motivation, and cognition in achieving academic goals.

Other research by Alfian *et al.*, (2023) It also emphasized that the Islamic boarding school education system forms students to be able to solve learning problems independently,

so that independence is one of the main characters resulting from discipline habituation. Further Wahyuni, (2023) emphasized that the cultivation of disciplined and independent character in Islamic boarding schools is carried out through a strategy of habituating daily activities, intensive supervision, and giving responsibility to students. This shows that discipline in Islamic boarding schools not only forms obedience, but also trains students to be independent in daily life. Discipline in learning activities, such as adherence to schedules, school rules, and involvement in activities, is positively related to students' academic achievement. Students who are disciplined are more consistent in their learning behaviors so that their achievement increases (Anggraini *et al.*, 2024). Successful people have a high level of discipline that makes the person successful and achieves an achievement. Discipline needs to be cultivated and habituated from an early age as best as possible in the learning process (Yasmin *et al.*, 2016).

Adib & Santoso, (2016) states that with discipline that arises due to self-awareness, students succeed in their learning. On the other hand, students who often violate school regulations are generally hampered in optimizing their potential and achievements. Meanwhile, according to Zainidar & Israwati, (2017) Successful people have a high level of discipline that makes the person successful and achieve an achievement. Learning achievement is the result of assessments obtained from activities at school that are cognitive and determined through measurement and assessment activities (Darmadi, 2017). Djamarah, (2016) Reveals that learning achievement is the result obtained in the form of impressions that result in changes in individuals as a result of learning activities and achievements are basically obtained through an activity that has been done. Next (Hudaya, 2018) Good learning achievement is caused by a sufficient, good, and excellent level of intelligence, also supported by a strict and consistent attitude of school discipline, individual discipline in learning, and good behavior.

Thus, previous theories and research support the finding that the discipline of Islamic boarding schools has a positive effect on students' learning behavior and independence. Discipline functions as a comprehensive character formation mechanism, which not only has an impact on the regularity of learning but also on the readiness of students to face life challenges independently. This is in line with the items of the statement in the discipline questionnaire which emphasizes aspects of punctuality in carrying out congregational prayers, consistency in participating in routine worship activities, compliance with discipline, and regularity in managing time between study, worship, and daily activities. The positive response of the students to these statements shows that the discipline applied in the pesantren really forms regular study habits while practicing personal responsibility.

In addition, the relationship between discipline and independence is also reflected in the independence questionnaire, for example in statements about the ability to take care of oneself, make simple decisions, manage study time independently, and dare to express opinions without depending on others. Students who are familiar with discipline rules tend to be better able to develop an independent attitude, because they are trained to complete tasks on time, maintain cleanliness, and be responsible for group goods and tasks. Similarly, in the learning behavior variable, the questionnaire contains statements about the enthusiasm of participating in learning, taking notes, reviewing the material, and actively asking questions and discussing. Disciplined students have proven to be more consistent in showing positive learning behavior, because disciplined habits encourage them to focus, be organized, and actively participate in the learning process.

Conclusion

Based on the results of the study, it can be concluded that the discipline of Islamic boarding schools has an important role in shaping the character of students, especially in increasing independence and learning behavior. Correlation analysis showed a positive and significant relationship between the three variables, while the results of binary logistics regression strengthened the findings by showing that students who had high discipline were 4.63 times more likely to be independent and 12.35 times greater to have high learning behavior than students with low discipline. Thus, the discipline applied in the Islamic boarding school environment has proven to be a key factor that supports the development of students' independence and learning behavior significantly.

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