

A Self-Awareness-Based Persuasive Approach Model in Strengthening Student Discipline in Islamic Boarding Schools

Ayu Lestari¹, M. Sukron², Tohari³, Sahidin Wahyudi⁴

¹ Universitas Islam An Nur Lampung, Indonesia; ayulestari@an-nur.ac.id

² Universitas Islam An Nur Lampung, Indonesia; msukron@an-nur.ac.id

³ Universitas Islam An Nur Lampung, Indonesia; tohari@an-nur.ac.id

⁴ Universitas Islam An Nur Lampung, Indonesia; sahidinwahyudi@an-nur.ac.id

Article history

Submitted: 2026/04/15; Revised: 2026/05/18; Accepted: 2026/06/30

Abstract

Islamic boarding schools are one of the Islamic educational institutions that have unique characteristics in the process of forming the personality of students. This study aims to analyze the application of a persuasive approach in fostering self-awareness as a means of internalizing disciplinary values among santri (Islamic boarding school students) and to formulate a Self-Awareness-Based Persuasive Approach Model to strengthen student discipline within pesantren. The study employs a literature review method with a qualitative approach. Data were gathered from various journal articles, books, and relevant scholarly sources particularly research from the last five years—and subsequently analyzed through stages of identification, selection, classification, interpretation, comparison, and synthesis. The findings indicate that a persuasive approach plays a crucial role in building discipline through dialogic communication, counseling, motivation, role modeling, habituation, and self-reflection. Self-awareness proves to be a vital mechanism linking the guidance process to behavioral change, as it enables students to recognize their behavior, understand the consequences of their actions, evaluate their mistakes, and develop self-control skills. This Self-Awareness-Based Persuasive Approach Model offers a conceptual alternative for cultivating student discipline in a manner that is more humanistic, dialogic, reflective, and sustainable, while simultaneously strengthening Islamic educational practices in pesantren.

Keywords

Discipline, Islamic Boarding School, Persuasive Approach, Self-Awareness, Students



© 2026 by the authors. This is an open-access publication under the terms and conditions of the Creative Commons Attribution 4.0 International (CC BY SA) license, <https://creativecommons.org/licenses/by-sa/4.0/>.

INTRODUCTION

Islamic boarding schools are one of the Islamic educational institutions that have unique characteristics in the process of forming the personality of students (Anita et al., 2023). Islamic boarding school education is not only oriented toward mastering Islamic knowledge, but also directed toward developing morals, responsibility, independence, and discipline in students through intensive educational life. Discipline in the context of Islamic boarding schools should not be understood merely as adherence to rules, but as the students' ability to regulate their behavior, carry out obligations, control themselves, and act based on an

awareness of the values they believe in (Rahmat et al., 2025). However, the existence of rules, supervision, and sanctions does not always result in intrinsic discipline. Some students still obey rules out of fear of punishment or supervision, rather than because they understand and recognize their importance to their development. This situation indicates a fundamental problem in developing discipline: how to transform compliance stemming from external control into discipline that grows from the students' internal awareness.

Theoretically, discipline is an important part of character education because it is related to an individual's ability to control behavior and act in accordance with internalized norms and values (Siroz, 2020). From an Islamic educational perspective, discipline is not only related to regular behavior, but also relates to the formation of moral responsibility, awareness of obligations, and the ability to control oneself (Salsabila et al., 2020). Therefore, the formation of discipline requires a process of internalizing values, not just the implementation of rules. The concept of self-awareness is important in this process because it allows students to recognize themselves, understand their behavior, recognize the consequences of their actions, evaluate mistakes, and determine actions that align with their values. Thus, self-awareness can be a psychological foundation for the formation of discipline that originates within. Students who possess self-awareness not only obey rules due to supervision, but are able to understand the reasons, goals, and benefits of disciplined behavior, thus having the ability to control their behavior independently.

In this context, a persuasive approach plays a strategic role in the process of developing students. A persuasive approach is an educational communication process that aims to influence an individual's understanding, attitudes, awareness, and behavior through dialogic communication, advice, motivation, role modeling, positive reinforcement, and awareness-raising (Winarti et al., 2023). This approach differs from guidance that relies solely on punishment and supervision because it positions students as subjects who need to be given understanding and opportunities to realize the value of expected behavior. In Islamic boarding school life, which has a high intensity of interaction between kyai, ustadz, musyrif, administrators, and students, a persuasive approach can be a means of building educational relationships that allow for a deeper internalization of values. Persuasion is not only directed at students following the rules, but also at students understanding the reasons behind the rules, reflecting on their behavior, recognizing mistakes, and gradually being able to develop self-control.

A number of previous studies have provided an empirical basis regarding the relationship between self-awareness, development, and discipline of students. Nabilah, (2024) found a positive relationship between self-control and the disciplined behavior of students who memorize the Qur'an, but the research is still correlation-oriented so it does not explain educational strategies that can build self-awareness; (Rizqiyah, 2021) shows that the ta'zir method can be used to shape the disciplined character of female students, but places more emphasis on control and consequences for violations so that it has not explored the process of internalizing discipline; (Fauzi & Mokhtar, 2024) shows that coaching through various Islamic

boarding school activities can strengthen the disciplined character of students, but has not specifically explained the mechanisms of persuasive communication and the formation of self-awareness; (Faujiah et al., 2024) found that the culture of Islamic boarding schools, regulations, supervision, rewards, punishments, and student organizations play a role in forming discipline, but the approach is still predominantly based on institutional systems and external control; whereas (Yanti et al., 2026) found that self-awareness influences student discipline and acts as a mediator between institutional management and discipline, but the study used a quantitative approach and therefore did not fully reveal how self-awareness is formed through daily coaching interactions. Thus, the five studies show the same gap: the lack of a comprehensive explanation of how a persuasive coaching approach can be used systematically to build self-awareness as an internal mechanism for strengthening student discipline.

This gap is increasingly important because research on student discipline has tended to veer toward two poles. First, research that positions discipline as the result of rules, supervision, habituation, rewards, punishments, and Islamic boarding school culture. Second, research that positions self-control or self-awareness as factors related to discipline. These two perspectives have not yet been fully reconciled in a model that explains the relationship between external development strategies and the process of internalizing values within students. Yet, the effectiveness of disciplinary education depends heavily on the institution's ability to connect the two. Rules and supervision remain necessary as educational structures, but sustainable discipline requires awareness and self-regulation. Therefore, an approach is needed that can transform the development process from simply providing instructions to a process of communication and internalization of values that allows students to gradually understand, accept, realize, and practice the values of discipline.

Based on this gap, this study offers a novelty through the development of a Self-Awareness-Based Persuasive Approach Model in Strengthening Student Discipline in Islamic Boarding Schools. The novelty of this research lies not solely in the simultaneous use of the concepts of persuasive approach, self-awareness, and discipline, but in the integration of these three concepts into a coaching mechanism that explains the transformation of discipline from external compliance to internal awareness. The offered model positions the persuasive approach as a coaching strategy, self-awareness as an internalization mechanism, and discipline as the expected behavioral outcome. This process can be constructed through the stages of persuasive communication, providing understanding, role modeling and motivation, self-reflection, awareness of behavioral consequences, internalization of values, self-regulation, and actualization of disciplined behavior. With this model, discipline is not positioned merely as the result of many rules or strong supervision, but as the result of an educational process that encourages students to be able to discipline themselves.

Conceptually, this research model is built on the integration of persuasion theory, self-awareness, and character education theory. Persuasion theory provides the foundation that changes in attitudes and behavior can be built through an appropriate communication process between the communicator and the recipient of the message. The concept of self-awareness

provides the basis that the ability to recognize, evaluate, and understand oneself is a prerequisite for behavioral control. Meanwhile, character education positions discipline as a value that must be understood, internalized, and manifested in real behavior. All three become increasingly relevant in the context of Islamic boarding schools because the educational process takes place through intensive interaction, role models, habituation, religious activities, student organizations, and supervision of daily life. Therefore, this research is directed not only at identifying the forms of persuasive approaches used in student development, but also at discovering the process by which these approaches can foster self-awareness and subsequently produce more independent and sustainable disciplined behavior.

Based on the description, this study aims to: (1) analyze the application of a persuasive approach in building self-awareness as a process of internalizing the discipline values of students in Islamic boarding schools through communication, role models, advice, motivation, dialogue, reflection, and habituation; and (2) formulate a Self-Awareness-Based Persuasive Approach Model in strengthening student discipline that is able to direct the transformation from external control-based compliance to discipline that grows from awareness and self-control. This study is expected to provide theoretical benefits by enriching Islamic Education studies, especially regarding the development of character and discipline of students through the integration of persuasive and self-awareness approaches, and practically become an alternative for *kyai*, *ustadz*, *musyirif*, and Islamic boarding school administrators in developing humanistic, dialogical, reflective, and sustainable discipline development, so that students do not only obey the rules because of supervision or sanctions, but are able to understand values, realize the consequences of behavior, and build discipline based on self-awareness.

METHODS

This study employed a library research method with a descriptive qualitative approach. The literature review was used to in-depth examine the concepts and research findings related to the persuasive approach, self-awareness, and discipline of students in Islamic boarding schools. The research data sources consisted of secondary data obtained from scientific journal articles, academic books, proceedings, theses, dissertations, and other relevant scientific documents. The literature was selected based on its suitability to the research focus, source credibility, and publication recency, with priority given to research within the last five years. The literature search was conducted through various scientific databases using keywords such as persuasive approach, self-awareness, self-control, discipline, students, Islamic boarding schools, and Islamic education.

Data analysis was conducted systematically through the stages of identification, selection, classification, interpretation, and synthesis of literature. The collected literature was first selected based on its relevance to the research focus, then classified into the themes of persuasive approaches, building self-awareness, and strengthening student discipline. Next, findings from various studies were compared to identify similarities, differences, limitations,

and research gaps. The results of the analysis were then critically synthesized to obtain a conceptual pattern that became the basis for formulating a Self-Awareness-Based Persuasive Approach Model in Strengthening Student Discipline in Islamic Boarding Schools. Thus, the literature review was used not only to summarize previous research, but also to build theoretical arguments and discover conceptual novelties in the research.

RESULTS AND DISCUSSION

Results

A Persuasive Approach to Building Self-Awareness

The literature review indicates that a persuasive approach is a coaching strategy that can be used to build student discipline through communication and internalization of values. Unlike approaches that prioritize rules and punishments, the persuasive approach emphasizes the instructor's ability to provide understanding, build interpersonal relationships, provide advice, motivate, serve as role models, and encourage students to reflect on their behavior. A synthesis of various studies suggests that student discipline is not solely influenced by the existence of rules and oversight mechanisms, but also by the extent to which students understand the meaning and purpose of these rules. A persuasive approach provides space for students to consciously receive coaching messages so that compliance does not arise solely from external pressure. In the context of Islamic boarding schools, this process is crucial because students' lives take place in an environment steeped in religious values, habituation, role models, and intensive interaction with *kyai* (Islamic clerics), *ustadz* (Islamic teachers), *musyirif* (Muslim leaders), and administrators. Therefore, the study demonstrates that a persuasive approach can be a gateway to shifting the pattern of discipline coaching from one focused on controlling behavior to one that fosters awareness.

The results of the study further indicate that persuasive communication is a fundamental element in building students' self-awareness. Communication conducted by instructors serves not only to convey prohibitions or commands, but also to provide explanations regarding the reasons, objectives, and consequences of each applicable rule. When students are given the opportunity to understand the rationale for a rule, cognitive and reflective processes begin to develop, enabling them not only to learn that a behavior is prohibited but also to understand why it should be avoided. In this process, instructors act as communicators, delivering messages in a dialogue, open manner, and in accordance with the students' psychological conditions. Personal advice, dialogue when violations occur, and ongoing motivation can help students recognize their weaknesses and strengths. The study results show that persuasive communication is more likely to lead to the acceptance of values than instructive and one-way communication. Therefore, self-awareness develops when students have the opportunity to understand themselves, evaluate their behavior, and connect their actions with religious values and the goals of Islamic boarding school education.

In addition to communication, the mentor's exemplary conduct is a crucial component in implementing a persuasive approach. The results of a literature synthesis indicate that

students more readily accept the value of discipline when these values are conveyed not only through advice but also demonstrated through the concrete behavior of the kyai, ustadz, musyrif, and administrators. Punctuality, consistency in following rules, responsibility for tasks, sincerity in worship, and the mentor's ability to control emotions are forms of direct learning that can be observed and imitated by students. This exemplary conduct has persuasive power because the educational message does not stop at verbalization but is realized in real experiences. In the context of developing self-awareness, exemplary conduct also provides a standard of behavior that allows students to compare their behavior with expected values. When a gap occurs between actual behavior and expected values, students are encouraged to conduct self-evaluation. Thus, exemplary conduct can be a stimulus that strengthens the process of reflection, while reflection is an important part of developing self-awareness and behavioral control.

The research also shows that advice, motivation, dialogue, and reflection are complementary forms of persuasive approaches in building students' self-awareness. Advice serves to provide value and moral orientation, motivation provides impetus for change, dialogue opens up space for students to express problems they face, while reflection helps students evaluate their actions. This process shows that disciplinary development is not effective if only carried out when a violation occurs, but needs to be carried out continuously through daily educational interactions. When students commit a violation, the persuasive approach can begin by identifying the reasons for the behavior, inviting students to understand its impact, providing an opportunity to admit mistakes, and then encouraging them to determine corrective actions. This pattern makes violations not only an object of punishment, but also an educational momentum to raise awareness. Based on the results of the synthesis, the more intensive the process of dialogue, reflection, and motivation is consistently provided, the greater the opportunity to develop students' ability to recognize and evaluate their own behavior.

Literature findings show that self-awareness plays a crucial role in the process of disciplinary change because it serves as a bridge between coaching stimuli and students' actual behavior. Students with self-awareness are better able to understand their own circumstances, recognize the reasons for their actions, consider the consequences, and determine behavioral choices that align with norms. In this process, discipline is no longer viewed as an external demand on the student, but rather as a personally understood need. This change can be seen in the shift in behavioral orientation, from "I obey the rules because I am supervised" to "I obey the rules because I understand that these rules are important for me and for our shared life." This shift in orientation demonstrates that a persuasive approach contributes to building awareness-based discipline. Thus, the literature review indicates that self-awareness is not merely a factor correlated with discipline, but can be positioned as an internal process that explains how external coaching is received, understood, and translated into disciplined behavior.

Self-Awareness Based Persuasive Approach Model

The literature review indicates that a self-awareness-based persuasive approach needs to be developed based on the relationship between external factors of guidance and internal factors of students. External factors include the regulatory system, the Islamic boarding school environment, the mentor's role model, communication, habituation, motivation, and supervision, while internal factors include self-awareness, reflective skills, responsibility, self-control, and a willingness to change. A synthesis of various studies shows that these two aspects are inseparable in establishing discipline. Rules are still needed as behavioral boundaries, but they will be more effective if accompanied by a process of understanding and internalization. Based on these findings, the model formulated in this study positions self-awareness as the primary mechanism linking the persuasive approach to strengthening discipline. The persuasive approach serves to provide educational stimulus, while self-awareness ensures that the stimulus does not stop at temporary compliance, but develops into awareness that encourages students to regulate their behavior independently.

The first stage of the model is persuasive communication and understanding of values. At this stage, the instructor conveys the rules and values of discipline in a communicative, dialogical manner that is easily understood by the students. Rules are not simply presented as commands, but also explain their reasons, objectives, benefits, and consequences. The study results indicate that understanding is an important foundation for the emergence of acceptance of a value. Students who understand the reasons for a rule will more easily connect the rule to their own needs and their shared life. In this stage, the *kyai*, *ustadz*, *musyrif*, and administrators play the role of facilitators who help students understand the relationship between discipline and Islamic values such as trustworthiness, responsibility, steadfastness, respect for time, and protecting the rights of others. Thus, persuasive communication is not simply a technique for conveying a message, but an educational process that helps students construct meaning around discipline.

The second stage involves role modeling, motivation, and positive reinforcement. The synthesis of these findings suggests that students' awareness will develop more easily if the Islamic boarding school environment provides concrete examples of disciplined behavior. The mentor's exemplary behavior serves as a source of social learning that reinforces verbal messages conveyed through communication. In addition to role modeling, motivation is also needed to help students maintain positive behavior when facing difficulties. Positive reinforcement in the form of appreciation, recognition, or trust can be used to reinforce disciplined behavior without making rewards the sole reason for students' good behavior. At this stage, mentors need to avoid students' dependence on external rewards and gradually guide students to experience intrinsic satisfaction when successfully fulfilling their obligations.

The third stage is self-reflection and the development of self-awareness. This stage is the core of the model because it is where students are guided to recognize and evaluate themselves. Reflection can be conducted through individual conversations, self-reflection,

activity evaluations, group discussions, reflective journals, or dialogue after a violation occurs. Students are guided to answer questions about what was done, why the behavior occurred, who was affected, what the consequences were, and what actions should have been taken. The reflection process allows students to view their behavior more objectively and understand the relationship between personal decisions and their impact on themselves and their environment. The results of the literature review indicate that such a process is important because self-awareness does not develop automatically simply because someone lives in a disciplined environment. Awareness requires experience, interpretation, evaluation, and a continuous process of reflection. Therefore, self-awareness in this model is positioned as the result of a deliberately developed educational process, not simply an innate characteristic of students.

The fourth stage is internalization of values and self-regulation. After students understand the rules and reflect on them, the next step is to incorporate discipline into their behavioral principles. At this stage, there is a shift in orientation from compliance dependent on supervision to the ability to regulate behavior independently. Students begin to be able to set behavioral targets, control habits, manage time, complete responsibilities, and correct mistakes without always having to wait for reprimands from their supervisors. The study showed that sustainable discipline is closely related to an individual's ability to self-regulate. Therefore, the success of guidance is not only measured by the reduction in violations when students are under supervision, but also by the students' ability to maintain disciplined behavior when external control is reduced. At this stage, the rules of the Islamic boarding school have been internalized into personal awareness, enabling students to control their behavior based on the values they have received.

Based on these findings, the formulated model produces a flow of "persuasion-understanding-exemplary behavior reflection awareness internalization self regulation-discipline." This model demonstrates that strengthening student discipline is a transformational process, not an instantaneous coaching action. A persuasive approach becomes the starting point for building acceptance, self-awareness becomes the internalization mechanism, and self-regulation becomes the behavioral control mechanism that produces discipline. This model also provides a distinction from discipline approaches that are too oriented towards punishment and supervision because it positions students as active subjects in the process of self-change. In this model, sanctions and supervision are not necessarily eliminated, but are placed as supporting instruments when needed, while the main orientation of coaching is directed towards awareness and internalization of values. Thus, the Self-Awareness-Based Persuasive Approach Model offers a coaching construction that integrates educational communication, exemplary behavior, reflection, self-awareness, and self-regulation to produce student discipline that is not only compliant, but develops into a conscious, independent, and sustainable discipline.

Discussion

A self-awareness-based persuasive approach can be an important strategy in strengthening student discipline because it shifts the orientation of development from compliance stemming from external control to internal awareness. This finding aligns with the perspective of character education, which views discipline not merely as adherence to rules, but as a value that needs to be understood, internalized, and consistently embodied in behavior. In the context of Islamic education, this process is increasingly relevant because discipline is closely related to the values of responsibility, trustworthiness, steadfastness, and self-control. The results of this study also strengthen the findings of Pujawati, (2015) which indicates a positive relationship between self-control and the disciplined behavior of students. However, that study emphasized the relationship between variables, while this study broadens the perspective by demonstrating that self-awareness and self-control can be built through a persuasive coaching process. Therefore, self-awareness in this study is not only understood as a psychological condition that already exists within students, but as a capability that can be developed through educational experiences, social interactions, reflection, and habituation within the Islamic boarding school environment.

The findings regarding the importance of persuasive communication can also be explained through the theory of persuasion, which positions communication as a process of influencing attitudes and behavior through the conscious reception of messages. In the development of Islamic boarding school students, persuasive communication allows instructors to convey rules not only in the form of commands, but also through explanations, dialogue, advice, motivation, and providing an understanding of the rules' purpose. This pattern differs from the dominant disciplinary approach, which uses punishment or *ta'zir*. Research (Maulana, 2025). For example, it shows that *ta'zir* can function as an instrument for developing the disciplined character of female students, but this approach emphasizes the consequences of violations. The findings of this study do not negate the function of rules and sanctions, but rather indicate the need to complement them with a persuasive approach so that students understand the meaning behind the rules. Thus, punishment can be positioned as a corrective instrument, while persuasion functions as a preventive and educational instrument that builds awareness. This difference shows that discipline that is solely controlled from outside has the potential to produce situational compliance, while discipline that is built through understanding and awareness has a greater chance of persisting when external supervision is reduced.

The research also shows that role models, motivation, advice, and habituation are crucial in developing self-awareness. This finding aligns with the view of character education that shaping behavior is not simply through knowledge transfer, but requires exemplary behavior and concrete practice in daily life. Students learn discipline not only from what their mentors say, but also from how the *kyai*, *ustadz*, *musyirif*, and administrators demonstrate disciplined behavior in Islamic boarding school life. This reinforces the research Ashindy & Nazili, (2021) which shows that coaching through Islamic boarding school activities can strengthen disciplined character. However, this study provides further development by placing these

coaching activities within a more specific process, namely how coaching experiences are directed toward reflection and self-awareness. This means that habituation will be more meaningful if students understand the underlying values. When habituation, role modeling, and motivation are accompanied by reflection, students do not simply repeat behavior out of habit but begin to understand the reasons why that behavior is important and then internalize it as part of themselves.

Furthermore, the results of research regarding the stages of persuasive communication→understanding of values→role model and motivation→self-reflection→awareness→internalization→self-regulation→discipline shows that the formation of discipline is a gradual process. This finding has relevance to research (Fiqh, 2022) which shows that the culture of Islamic boarding schools, regulations, supervision, rewards, punishments, and student organization contribute to the formation of discipline. The difference is that the previous study emphasized the Islamic boarding school system and environment as factors in forming discipline, while the model produced by this study places greater emphasis on the internal processes occurring within the students. Thus, the Islamic boarding school environment functions as an ecosystem for forming discipline, while self-awareness becomes a mechanism that allows the values within that environment to be internalized.

The findings of this study are further strengthened by research (Ratih, 2024) which shows that self-awareness influences student discipline and acts as a mediator in the relationship between institutional management and discipline. These findings provide evidence that self-awareness plays a crucial role in explaining the development of disciplinary behavior. However, this study used a quantitative approach, thus emphasizing the relationships and influences between variables. This study makes a distinct contribution by explaining how self-awareness is built through a persuasive coaching process. From this perspective, self-awareness is not positioned merely as a mediating variable, but as an internalization process that develops through communication, role modeling, motivation, dialogue, and reflection. These findings also align with research on self-reflection and the formation of disciplinary character, which emphasizes the importance of self-reflection in increasing awareness and behavioral regulation. Thus, this study brings together psychological perspectives on self-awareness with pedagogical perspectives on persuasive communication in the context of Islamic boarding school education.

Based on this comparison, the main contribution of this study lies in the formulation of a Self-Awareness-Based Persuasive Approach Model as an integrative approach to strengthening student discipline. This model complements previous research that tends to focus on self-control, ta'zir, habituation, Islamic boarding school culture, supervision, or the relationship between self-awareness and discipline partially. The novelty of the model lies in the placement of the persuasive approach as an external strategy and self-awareness as an internal mechanism that together direct behavioral change. With this model, discipline development does not stop at the question of whether students obey the rules, but is directed

to a more fundamental question, namely how students understand, realize, internalize, and ultimately are able to regulate their own behavior. Therefore, this model offers a development paradigm from compliance-based discipline to awareness-based discipline, namely discipline that does not only depend on supervision, punishment, and rules, but grows from students' awareness, responsibility, and self-regulation abilities in accordance with Islamic educational values.

The novelty of this research lies in the development of a Self-Awareness-Based Persuasive Approach Model in Strengthening Student Discipline that integrates external coaching strategies with the process of internalizing values within students. Unlike previous research that tends to emphasize self-control, ta'zir, discipline, supervision, habituation, Islamic boarding school culture, or the partial relationship between self-awareness and discipline, this research positions the persuasive approach as a coaching stimulus and self-awareness as a mechanism for behavioral transformation. The model offered has a persuasive communication flow.→understanding of values→role model and motivation→self-reflection→self-awareness→internalization of values→self-regulation→discipline. Thus, the novelty of this research lies in the paradigm shift from compliance-based discipline, which relies on rules, supervision, and sanctions, to awareness-based discipline, which grows from the students' understanding, awareness, self-control, and responsibility. This model provides a new contribution to Islamic education because it offers a more humanistic, dialogical, reflective, and sustainable framework for developing discipline in the context of Islamic boarding school education.

CONCLUSION

The results of the study indicate that the Self-Awareness-Based Persuasive Approach Model can be a strategy for strengthening student discipline through the stages of persuasive communication, understanding values, role models and motivation, self-reflection, building self-awareness, internalizing values, self-regulation, and actualizing disciplined behavior. This approach shifts the pattern of development from compliance that relies on rules, supervision, and sanctions to discipline that grows from personal awareness and responsibility. Thus, it can be concluded that the integration of persuasive and self-awareness approaches provides a more humanistic, dialogical, and sustainable conceptual foundation in fostering student discipline. This study recommends that Islamic boarding schools develop a development pattern that is not only oriented towards enforcing rules, but also strengthens dialogical communication, role models from instructors, motivation, reflective activities or self-reflection, and the habituation of self-regulation, so that students are able to understand, internalize, and carry out discipline based on self-awareness and Islamic values.

REFERENCES

- Anita, A., Hasan, M., Warisno, A., Anshori, M. A., & Andari, A. A. (2023). Pesantren, Kepemimpinan Kiai, dan Ajaran Tarekat sebagai Potret Dinamika Lembaga Pendidikan Islam di Indonesia. *Scaffolding: Jurnal Pendidikan Islam Dan Multikulturalisme*, 4(3), 509–

524. <https://doi.org/10.37680/scaffolding.v4i3.1955>
- Ashindy, M. M., & Nazili, M. (2021). *Manajemen Pembinaan Karakter Santri Di Pondok Pesantren Al-Fithroh Bantul*. UIN Sunan Kalijaga Yogyakarta.
- Faujiah, H., Zohriah, A., & Fauzi, A. (2024). Peranan Manajemen Pendidikan Pondok Pesantren Dalam Menumbuhkan Budaya Disiplin Santri (Studi di pondok Pesantren Al-Wasilah Sigenjah Waringinkurung). *Journal on Education*, 07(01), 6303–6315.
- Fauzi, A., & Mokhtar, H. (2024). Implementasi karakter disiplin santri berbasis budaya pesantren. *Journal of Islamic Education and Innovation*, 89–97.
- Fiqih, M. A. (2022). Peran pesantren dalam menjaga tradisi-budaya dan moral bangsa. *PANDAWA*, 4(1), 42–65.
- Maulana, I. (2025). Implementasi Ta'zir sebagai Upaya Pembentukan Karakter Disiplin Santri. *Cendekia: Jurnal Pengembangan Kurikulum Dan Pendidikan*, 2(1), 28–38.
- Nabilah, N. (2024). *Self Regulation mahasiswa karir penghafal Al-Qur'an: Studi kasus mahasiswa karir di rumah Tahfidz Daarul Qur'an Malang*. Universitas Islam Negeri Maulana Malik Ibrahim.
- Pujawati, Z. (2015). Hubungan kontrol diri dan dukungan Orang tua terhadap perilaku disiplin pada santri. *Psikoborneo: Jurnal Ilmiah Psikologi*, 3(3).
- Rahmat, A., Fitriani, N., & Hakim, F. N. (2025). Manajemen Pembelajaran Dalam Meningkatkan Kedisiplinan Siswa. *Jurnal Intelek Insan Cendekia*, 2(1), 1195–1202.
- RATIH, W. (2024). *Efektivitas Konseling Kelompok Dengan Self Awareness Training Untuk Meningkatkan Perilaku Disiplin Peserta Didik Kelas Viii Di Smp Yayasan Badrullah Latif (Ybl) Natar Lampung Selatan*. Uin Raden Intan Lampung.
- Rizqiyah, F. (2021). Pengaruh Penerapan Ta'zir Dalam Meningkatkan Kedisiplinan Santri Di Pondok Pesantren Nurul Huda Banat Simbang Kulon Buaran Pekalongan. *Islamika : Jurnal Keislaman Dan Ilmu Pendidikan*, 3(2), 163–170.
- Salsabila, U. H., Hutami, A. S., Fakhiratunnisa, S. A., Ramadhani, W., & Silvira, Y. (2020). Peran pendidikan islam terhadap pembentukan karakter disiplin peserta didik. *Intelektual: Jurnal Pendidikan Dan Studi Keislaman*, 10(3), 329–343.
- Siroz, A. (2020). *Internalisasi Nilai-Nilai Pendidikan Islam untuk Meningkatkan Kedisiplinan*. Penerbit Adab.
- Winarti, W., Barnawi, B., & Athar, D. A. (2023). Kedisiplinan Santri Pondok Pesantren Madinatunnajah Kota Cirebon. *JIECO: Journal of Islamic Education Counseling*, 3(2), 165–176.
- Yanti, R., Syam, H., Yusri, F., & Dewi, Y. (2026). Penguatan Self-Awareness dan Kedisiplinan Santri Mas PPTI Gobah melalui Pendekatan Persuasif pada Pembelajaran Fikih. *ANTHOR: Education and Learning Journal*, 5(3), 1446–1456.