

ABSTRAK

Saida Alya: Implementasi Kebijakan Kedisiplinan Dalam Pembinaan Karakter Disiplin Santri (Studi Kasus di Pondok Pesantren Al Mawaddah Ciganjur Jakarta Selatan)

Salah satu permasalahan di pondok pesantren adalah pelaksanaan kebijakan kedisiplinan yang belum berjalan secara optimal, yang ditandai dengan masih adanya pelanggaran aturan oleh sebagian santri. Kondisi ini menunjukkan bahwa aturan yang diterapkan belum sepenuhnya terinternalisasi dalam perilaku sehari-hari, sehingga diperlukan kajian lebih mendalam mengenai pembinaan karakter disiplin di Pondok Pesantren Al Mawaddah Ciganjur, Jakarta Selatan. Penelitian ini berfokus pada implementasi kebijakan kedisiplinan dalam upaya pembinaan karakter disiplin santri.

Penelitian ini bertujuan untuk menganalisis implementasi kebijakan kedisiplinan dalam pembinaan karakter disiplin santri yang meliputi aspek komunikasi, sumber daya, disposisi, dan struktur birokrasi dalam membentuk perilaku santri.

Kerangka konseptual dalam penelitian ini menggunakan teori implementasi kebijakan dari George C. Edward III (1980), yang meliputi komunikasi, sumber daya, disposisi, dan struktur birokrasi. Keempat aspek tersebut menjadi dasar dalam pelaksanaan kebijakan kedisiplinan melalui penyampaian aturan, dukungan pelaksana, keteladanan, serta sistem kerja yang terstruktur, sehingga mendukung proses pembinaan disiplin pada santri di lingkungan pesantren.

Penelitian ini menggunakan paradigma konstruktivistik dengan pendekatan kualitatif dan metode studi kasus. Teknik pengumpulan data dilakukan melalui observasi, wawancara mendalam, dan dokumentasi. Analisis data dilakukan melalui pengelompokan kategori, interpretasi langsung, serta pencarian pola dan hubungan antar kategori, kemudian ditarik kesimpulan berdasarkan hasil di lapangan. Keabsahan data diperkuat melalui triangulasi sumber dan metode agar hasil penelitian lebih valid dan dapat dipercaya.

Hasil penelitian menunjukkan bahwa proses komunikasi kebijakan dilakukan melalui penyampaian aturan secara berulang disertai arahan dan pengawasan langsung. Dari aspek sumber daya, pelaksanaan didukung oleh pengurus, pembina, serta fasilitas yang memadai. Pada aspek disposisi, pelaksana menunjukkan sikap tegas, konsisten, dan memberikan teladan kepada santri. Sementara itu, struktur birokrasi terlihat dari pembagian tugas yang jelas serta mekanisme penanganan pelanggaran yang teratur. Secara keseluruhan, implementasi kebijakan kedisiplinan di pesantren mendukung terbentuknya karakter disiplin melalui sistem pembiasaan yang terstruktur sehingga nilai disiplin dapat dipahami dan diterapkan secara konsisten.

Kata Kunci: Implementasi kebijakan; karakter; kedisiplinan; pembinaan; pondok pesantren.

ABSTRACT

Saida Alya: The Implementation of Disciplinary Policy in Fostering Students' Disciplinary Character (A Case Study at Al Mawaddah Ciganjur Islamic Boarding School, South Jakarta)

One of the problems in Islamic boarding schools is the implementation of disciplinary policies that has not been carried out optimally, as indicated by the continued occurrence of rule violations committed by some students. This condition shows that the established rules have not been fully internalized in students' daily behavior; therefore, a deeper study regarding the development of students' disciplinary character at Al Mawaddah Ciganjur Islamic Boarding School is needed. This study focuses on the implementation of disciplinary policies in the effort to foster students' disciplinary character.

This study aims to analyze the implementation of disciplinary policies in fostering students' disciplinary character, which includes aspects of communication, resources, disposition, and bureaucratic structure in shaping students' behavior.

The conceptual framework of this study uses the policy implementation theory proposed by George C. Edward III (1980), which consists of communication, resources, disposition, and bureaucratic structure. These four aspects serve as the basis for implementing disciplinary policies through the delivery of rules, support from implementers, exemplary behavior, and a structured working system, thereby supporting the process of fostering discipline among students in the boarding school environment.

This study employed a constructivist paradigm with a qualitative approach and a case study method. Data collection techniques were carried out through observation, in-depth interviews, and documentation. Data analysis was conducted through category classification, direct interpretation, and identification of patterns and relationships among categories, followed by drawing conclusions based on field findings. The validity of the data was strengthened through source and method triangulation to ensure that the findings were valid and trustworthy.

The results of the study indicate that the policy communication process was carried out through repeated delivery of rules accompanied by direct guidance and supervision. In terms of resources, the implementation was supported by administrators, supervisors, and adequate facilities. In the disposition aspect, the implementers demonstrated firmness, consistency, and exemplary behavior toward students. Meanwhile, the bureaucratic structure was reflected in the clear division of tasks and the organized mechanism for handling violations. Overall, the implementation of disciplinary policies in the boarding school supported the formation of disciplinary character through a structured habituation system, enabling disciplinary values to be understood and consistently applied.

Keywords: Policy implementation; character; discipline; development; islamic boarding school.