

INSTALLATION CHARACTER VALUES OF DISCIPLINE AND RESPONSIBILITY IN SANTRI THROUGH THE RO'AN TRADITION AT MIFTAHUL HUDA SIWATU ISLAMIC BOARDING SCHOOL

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ABSTRACT

This investigation aims to: 1) To find out the concept of instilling the character values of discipline and responsibility of students through the ro'an tradition at the Miftahul Huda D1 Siwatu Islamic Boarding School, 2) to find out the instillation of the character values of discipline of students through the ro'an tradition at the Miftahul Huda D1 Siwatu Islamic Boarding School, and 3) to find out the instillation of the character values of responsibility of students through the ro'an tradition at the Miftahul Huda D1 Siwatu Islamic Boarding School.

This thesis uses a qualitative research approach with a field research approach. Data collection techniques include observation, interviews, and documentation. Data sources are obtained from the caretakers, administrators, santri, and alumni of the Miftahul Huda D1 Islamic Boarding School. The analysis technique used is an inductive method, which is an analysis based on the data obtained, then developing a specific relationship pattern or hypothesis. The analysis used is an analysis before and during the fieldwork. The results of the study show that: (1) The concept of instilling the character values of discipline and responsibility through the ro'an tradition includes habituation, observing and imitating figures who are considered influential by the students, and receiving information verbally. This ro'an activity is carried out every Sunday morning. This series of activities includes gathering students in the yard of the pondok, distributing tasks and taking attendance. (2) Instilling the character values of discipline through this ro'an tradition uses the exemplary method, habituation method, advice method, supervision method, and rule enforcement method. (3) Instilling the character values of responsibility through this ro'an tradition uses the habituation method, giving tasks, supervision, rule enforcement, and cooperation.

1. INTRODUCTION

Instilling character values is a system that includes knowledge, awareness or willingness, and action within an individual (Bojonegoro: CV. Agrapana Media: 2021). Character is the values that underlie human behavior based on religious norms, Pancasila, culture, law, customs and the goals of national education. The Ministry of National Education has formulated 18 character values that will be instilled in participants, namely: (1)Religious, (2)Honest, (3) Tolerant, (4)

Disciplined, (5) Hardworking, (6) Creative, (7) Independent, (8) Democratic, (9) Curiosity, (10) National Spirit, (11) Love of the Homeland, (12) Appreciating Achievement, (13) Friendly/Communicative, (14) Love of Peace, (15) Love of Reading, (16) Caring for the Environment, (17) Caring for Social Affairs, and (18) Responsibility (Jakarta: Ministry of National Education, 2010).

In the context of Islamic boarding schools, character education plays a very strategic role because it is supported by an integrated system of life between formal learning, religious activities, and the students' daily activities within the dormitory. Therefore, Islamic boarding schools are one of the educational institutions with the potential to foster discipline and responsibility. The term "discipline" in the Great Dictionary of the Indonesian Language is defined as obedience to regulations (Language Center, Ministry of National Education, Jakarta, 2008). Morrison stated that discipline is a process and control of behavior. Student discipline can be seen from adherence to rules related to school hours, including school start and end times, student dress code, student compliance with school activities, and so on (Journal of Economic Education, IKIP Veteran Semarang, Vol. 2, No. 1, 2014). Meanwhile, responsibility is a person's attitude and behavior in carrying out the duties and obligations that should be carried out towards oneself, society, the environment (nature, social and culture), the state and God Almighty.

The instillation of character values is increasingly considered crucial in education, particularly in Islamic boarding schools (*pesantren*), which emphasize not only academic knowledge but also the development of morals and the character of their students. Recently, the level of discipline and sense of responsibility among students has shown a downward trend. This is evident in various behaviors that deviate from the rules and a lack of awareness of fulfilling obligations, indicating that character values have not been properly instilled. As a result, many individuals lack the ability to regulate themselves, ignore rules, and demonstrate a lack of commitment to their duties. This is due to the minimal instillation of character in everyday life. In fact, Law Number 20 of 2003 concerning the National Education System, Article 3, emphasizes that national education functions to develop abilities and shape the character and civilization of a dignified nation (Jurnal Cakrawala Pendas Vol. 8 No. 2, 2022).

One of the efforts made to instill character values, especially the character of discipline and responsibility in students, is through traditional activities such as *ro'an*, namely joint community service carried out by some or all students on a regular basis. At the Miftahul Huda Siwatu D1 Islamic Boarding School, *ro'an* activities are part of the boarding school culture that not only aims to maintain environmental cleanliness, but also as a means of instilling character in students. Through this activity, students are trained to have a disciplined attitude in carrying out tasks, be responsible for the environment, and be able to cooperate with others.

The word *ro'an* comes from the Arabic "*tabarraka-yatabarraku-tabarrukan*." So, *ro'an* here is the result of cutting the last two syllables of *mashdar* (*tabarrukan*). Furthermore, some believe that *ro'an* is a word derived from the Arabic word *ro'yun*, which means opinion, idea, or notion (Al-Munawwir Arabic-Indonesian Dictionary). In general, what is meant by *ro'an* is a mutual cooperation activity to expect blessings from the boarding school carried out voluntarily by all students to maintain the cleanliness of the boarding school environment, such as cleaning rooms, mosques, halls, and the *ndalem* area (*kyai's* house). This activity can be done together or in small groups with each division of tasks. Although Islamic boarding schools are known to be strict in enforcing rules, the reality in the field shows symptoms of a decline in the internalization of values

in some students. Based on initial observations at the Miftahul Huda D1 Siwatu Islamic Boarding School, a phenomenon was found where some students began to ignore discipline, such as being late to activities, leaving ro'an tasks, being less serious about completing mandates, and showing a habit of procrastinating work. The weakening sense of belonging to the cleanliness of the dormitory environment indicates that the internalization of discipline and responsibility values has not been optimally implemented in depth, but is only limited to formal compliance due to fear of sanctions.

As a solution to the problem of declining discipline and responsibility among female students, this study offers a comprehensive analysis of the optimization of the ro'an tradition, which is not only viewed as a physical activity of cleaning the environment, but also as a structured pedagogical instrument. The approach used integrates three learning concepts: behavioral habituation, modeling, and strengthening cognitive understanding through verbal delivery of Islamic boarding school rules. The novelty of this study lies in its focus, which specifically highlights the degradation of discipline and responsibility among female students from elementary to secondary school age within Islamic boarding schools, a phenomenon that has not been studied in depth before. Furthermore, this study also reveals the innovative ro'an governance system at Miftahul Huda D1 Islamic Boarding School, which includes group-based work area division, the symbiotic involvement of external cleaning staff, and the implementation of administrative sanctions and mass absences after activities, which are characteristics and distinguish them from traditional traditional Islamic boarding school management in general.

2. METHOD

This research used qualitative methods with a descriptive approach to deeply understand the process of instilling the character values of discipline and responsibility in students through the ro'an tradition at the Miftahul Huda Siwatu Islamic Boarding School. The study was conducted from May 13–23, 2026, with subjects including caretakers, administrators, female students, and alumni as data triangulation. Data collection was conducted through participant observation (participating in ro'an activities), semi-structured interviews (with caretakers, administrators, and students), and documentation (boarding school profile, rules, schedules, and activity photos). Data validity was tested through triangulation of sources and techniques, as well as increased observational diligence. Data analysis used the Miles and Huberman interactive model, which includes data reduction, presentation of data in narrative and tabular form, and drawing conclusions based on valid and credible findings.

3. RESULTS AND DISCUSSION

3.1. Research Object Profile

3.1.1. History of the Establishment of the Miftahul Huda Darul Qur'an Siwatu Islamic Boarding School

Miftahul Huda Darul Qur'an Islamic Boarding School is a modern Islamic boarding school that integrates with current developments while remaining steadfast in Islamic values. This is

evident in its educational system, which emphasizes not only the mastery of religious knowledge through the study of the Qur'an and Islamic texts, but also develops students' abilities to face modern challenges through formal education programs and entrepreneurial activities.

The history of the Islamic boarding school, founded by KH Ghozali Syihab, demonstrates that this Islamic boarding school has strong spiritual and scholarly roots, and has developed continuously to include various educational institutions and an organized school complex. The existence of various flagship programs, such as Quran memorization, Islamic text learning, and skills development, demonstrates that this Islamic boarding school plays an active role in developing students with noble character and adaptability to current developments. Furthermore, various Islamic boarding school traditions, such as ro'an (recitation of the Koran), congregational prayer, tahlil (recitation of the Koran), and other religious activities, serve as effective tools for instilling character values, particularly discipline and responsibility. Thus, Miftahul Huda D1 Islamic Boarding School not only functions as a religious educational institution, but also as a center for character formation that is relevant to the needs of modern society without abandoning Islamic sharia values.

3.1.2. Vision and Mission

Vision and mission of Miftahul Huda Darul Qur'an 1 Siwatu Islamic Boarding School:

a. Vision:

“Producing students as ahlussunnah wal jama'ah cadres and developing tafaqquh fiddin to become pious and akrom people.”

b. Mision:

To create an educational institution based on "Iqomatul Wajib Wa Ihyaussunah" which is superior, global and rahmatan lil alamin, To form Muslims who believe and are devoted to Allah SWT, have noble character, have knowledge and skills, physical and spiritual health, a strong and independent personality and a sense of social and national responsibility, and To form Muslims who believe and are devoted to Allah SWT, have noble character, have knowledge and skills, physical and spiritual health, a strong and independent personality and a sense of social and national responsibility.

3.1.3. Organizational Structure of the Management

The following is the management structure of the Miftahul Huda Darul Qur'an Siwatu Islamic Boarding School for the period 1446 Hijri until now:

- | | |
|------------------------------|---------------------------------|
| a. Boarding School Caretaker | : Drs. KH. M. Muslim Syaifuddin |
| b. Daily Management Board | |
| Head of the Village | : Fithry Rohmatul |
| Chairperson | : Laila Nur Fitria |
| Secretary | : Dinda Rizki Amalia |
| Treasurer | : Lusi Rahmawati |
| Security Section | : Lutfah Aliyatul Himmah |
| Cleanliness Section | : Lutfah Aliyatul Himmah |
| Education Section | : Amalia Sofiatun Izzah |

Health Section	: Lusi Rahmawati
Elementary School Room Head	: Viona Nur Faizah
Islamic Middle School Room Head	: Sabrina Nurul Chamim
Vocational High School Room Head	: Aflah Rahma Alfianah

3.1.4. Santri Conditions

The Miftahul Huda D1 Islamic Boarding School has 82 students, consisting of female students from elementary, Islamic Junior High School (MTS), and Vocational High School (SMK) levels. These students come from various regions, both within Java and outside Java. Students who have graduated from vocational high school and completed their Tahfidz (Quran Recitation) program are required to reside at the boarding school for one year. Miftahul Huda D1 Islamic Boarding School is directly under the auspices of the Ghozaly Syihab Islamic Boarding School (YPI). The boarding school also includes a kindergarten section, comprising 14 elementary school students, 55 Islamic junior high school students, and 14 vocational high school students.

3.1.5. Activities of Students at Miftahul Huda D1 Islamic Boarding School

Traditions at Miftahul Huda D1 Islamic Boarding School run from morning to night. All traditions are divided into four categories: daily, weekly, monthly, and annual. The schedule for student traditions can be found in the table below:

Table 4.2 Weekly Traditional Activities Schedule of Students at Miftahul Huda D1 Islamic Boarding School

No.	Time	Activity/Tradition
1	Sunday Night	Simtudurror
2	Thursday Afternoon	Pilgrimage (Ziarah)
3	Saturday Afternoon	Rebana Practice
4	Thursday Night	Burdah Recitation (Burdahan)
5	Friday Morning	Mujahadah
6	Friday Afternoon	Qur'an Recitation
7	Sunday Morning	Communal Work (Ro'an)
8	Saturday Night	Public Speaking Practice (Khitobahan)

3.1.6. Overview of the Ro'an Tradition at Miftahul Huda D1 Islamic Boarding School

The Ro'an tradition is a form of community service or mutual cooperation carried out by students at the Islamic boarding school. This tradition aims to foster discipline and responsibility among students towards themselves and their surroundings. The Ro'an tradition at Miftahul Huda D1 Islamic Boarding School has been running for 12 years since it was founded by Drs. KH. Muslim Syaiffudin. The weekly Ro'an tradition begins every Sunday morning after congregational Dhuha prayers. All students at Miftahul Huda D1 Islamic Boarding School are assigned different tasks, determined by the cleaning staff. Students are typically assigned to work in groups or individually. Heavy Ro'an activities are carried out in groups, while lighter activities can be done individually or in small groups.

The Ro'an tradition at Miftahul Huda D1 Islamic Boarding School includes students gathering in the courtyard to divide up cleaning tasks, carry out the cleaning tradition according to their respective duties, and take attendance. Students who do not participate in the Ro'an tradition will be subject to a fine of Rp. 5,000.00.

3.2. Data Description

3.2.1. The Concept of Instilling Character Values of Discipline and Responsibility in the Ro'an Tradition

Based on research findings, the ro'an tradition at Miftahul Huda D1 Islamic Boarding School has been practiced for 12 years as a routine communal activity to clean the dormitory. Based on this research, the concept of instilling character values in the ro'an tradition at Miftahul Huda D1 Islamic Boarding School consists of three elements.

a. Habituation

Repeated habituation through student participation in the ro'an tradition can transform a sense of compulsion into a conscious habit. Although initially challenging, especially for students who are not used to it, this activity becomes easier over time. Through this process, habituation plays a crucial role in gradually developing a sense of discipline and responsibility in students.

b. Observing and Imitating

In the context of the ro'an tradition at Islamic boarding schools, modeling plays a crucial role in instilling the values of discipline and responsibility in students. Caregivers, administrators, and fellow students can serve as role models that influence the behavior of others. When students see examples of positive attitudes such as caring, cooperation, and responsibility, they tend to emulate them in their daily lives. Therefore, the presence of role models is highly influential in shaping students' character through the habits that occur during ro'an activities.

c. Receiving Verbal Information

Instilling discipline and responsibility through the ro'an tradition is influenced by cognitive processes, namely how students understand information related to rules, duties, and consequences. This information is processed in the mind to form an understanding that becomes the basis for behavior. Thus, students with a good understanding will tend to be disciplined and responsible in carrying out ro'an. Conversely, a lack of understanding can lead to negligent behavior, thus cognitive processes play a crucial role in shaping students' character.

The weekly ro'an (religious gathering) is systematically organized through the following stages:

a. Start: Sunday Morning

Ro'an activities begin in the morning to instill discipline in students. Students are required to wake up early and prepare for the activities.

b. Students Gather in the Yard

All students gather at a designated location. This stage fosters order, readiness, and compliance with instructions within the boarding school environment.

c. Task Distribution by the Management

The management assigns tasks to students according to their needs, such as cleaning the

bathrooms, mosque, yard, or other areas. This division ensures that each student has clear responsibilities.

d. Community Service Implementation

Students carry out their respective tasks responsibly. At this stage, the values of cooperation, caring, and sincerity in their work are emphasized.

e. Final Attendance and Fines

After the activity concludes, attendance is checked and an evaluation is conducted. Students who do not participate or do not perform their tasks properly will be given educational sanctions to enforce the rules. A unique feature of PP Miftahul Huda D1 is the strict implementation of sanctions in the form of an administrative fine of Rp 5,000.00 or additional physical duties for students who are absent or late without permission. This process demonstrates that the Ro'an tradition is not merely a cleaning activity, but also a means of developing character, discipline, and responsibility through a structured and ongoing process.

3.2.2. Instilling Disciplined Character Values through the Ro'an Tradition

The Ro'an tradition at Miftahul Huda D1 Islamic Boarding School is routinely practiced every Sunday morning after the Dhuha prayer. This scheduled and ongoing tradition serves as a means of instilling discipline in students in their daily lives. After conducting research and interviews with various parties, the implementation of the Ro'an tradition reveals the following:

a. Modeling Method.

As we know, a teacher's role is not merely to teach; more importantly, their role is to educate. This means guiding, building, and developing the character of students so that they develop good character. Not only teachers, but also those with significant influence in a given environment must also play a significant role in character formation.

b. Habituation Method

The tradition of habituating students at Islamic boarding schools can help students develop character values, particularly discipline. By habituating themselves to the Ro'an tradition, negative habits can be changed. This habituation method implemented by students aims to foster awareness, so that they will carry out their obligations in an orderly manner without feeling burdened or deliberating, as they have become accustomed to doing it repeatedly and consistently.

c. Advice Method (Mau'idhoh)

The delivery of messages in the Ro'an Tradition is a form of advice or warning given in Islamic boarding schools. According to Astri and Aflah, students, they stated that:

“The boarding school administrators can be more firm in reminding the students to follow the Ro'an tradition regularly and regularly because in reality, the ones who feel the cleanliness of the boarding school are all of us, the residents of the D1 Islamic boarding school, so that it is more comfortable (a student at Miftahul Huda D1 Islamic Boarding School. Interview by the author, 2026)”.

“My father often encouraged me to always keep the hut clean, carried out with sincerity and the existence of sanctions encouraged me to carry out the Ro'an tradition (a student at Miftahul Huda D1 Islamic Boarding School. Interview by the author, 2026).”

d. Supervision Method

The supervision method is one of the steps taken by the caretakers and administrators of the Islamic boarding school to instill discipline in students through the Ro'an tradition. Supervision is carried out directly during the tradition, from the time the students arrive until the completion of the Ro'an task.

e. Rule Enforcement Method

The rule enforcement method is a step taken by the caretakers and administrators of the Islamic boarding school to instill discipline in students through the Ro'an tradition. Rule enforcement is carried out by ensuring that all students comply with established regulations, such as the obligation to follow the tradition, arrive on time, and carry out assigned tasks. According to Lusi, an administrator.

“As for the rules, they must be enforced, because it has become a mutual agreement. Usually, if someone doesn't participate or is late, we remind them first, and if they are still repeating, we give them an assessment so they can be more disciplined (administrator of Miftahul Huda D1 Islamic Boarding School, 2026).”

3.2.3. Instilling the Character Value of Responsibility through the Ro'an Tradition

Miftahul Huda D1 Islamic Boarding School (Ponpes) instills a sense of responsibility in its students through the Ro'an Tradition. The Ro'an tradition is used by the administrators as a means to train students to carry out assigned tasks, maintain trust, and complete work well. After conducting research and interviews with various parties, the implementation of the Ro'an Tradition revealed the following character values of responsibility:

a. Habituation Method

The Ro'an tradition, performed regularly every week, is an effective way to instill a sense of responsibility in students. Through continuous involvement, students become accustomed to carrying out tasks without needing to be reminded. This habituation gradually fosters an internal awareness that every task is a responsibility. Thus, responsibility is no longer seen as a burden but rather as a necessary part of daily life.

b. Task Assignment Method

The method of assigning tasks involves assigning responsibilities to each student according to the division of labor assigned by the administrators. In the Ro'an Tradition, each student has a specific role, such as cleaning the yard, hall, bathrooms, and so on. This division of tasks aims to ensure the entire Ro'an Tradition can be completed effectively and also trains students to be responsible for the responsibilities entrusted to them.

c. Supervision Method

Supervision methods in the Ro'an Tradition play a crucial role in ensuring students carry out their duties with discipline and responsibility. By monitoring attendance, involvement, and commitment, administrators can prevent negligence and provide reprimands as a form of guidance. With consistent supervision, students feel cared for and encouraged to perform their duties to the best of their ability. This gradually fosters a sense of responsibility within them.

d. Rule Enforcement Method

Rule enforcement methods in the Ro'an Tradition aim to foster discipline and responsibility through consistent and fair application of rules. With educational reprimands or sanctions, students become more aware of their obligations and the consequences of each action, thus

cultivating a habit of carrying out their duties diligently.

e. Cooperation Method

Cooperation Method also plays a crucial role in instilling responsibility in students. Through assignments and group interactions, students learn to help each other, remind each other, and work together to achieve goals. This fosters an awareness that responsibility is not just an individual responsibility, but a shared responsibility.

3.3. Data Analysis

3.3.1. Concept Analysis: Instilling Discipline and Responsibility in Students through the Ro'an Tradition

Ro'an is a term used by students at Islamic boarding schools to describe a mass cleaning tradition, collective community service, or what is better known as "kerja bakti kubro." Furthermore, ro'an is a tradition of mutual cooperation (gotong royong) to seek blessings from the boarding school, carried out collectively by all students or small groups.

Instilling discipline and responsibility through the Ro'an tradition at Miftahul Huda D1 Islamic Boarding School is carried out through several methods, namely:

a. Habituation

Continuous habituation through the Ro'an tradition is an effective way to shape the **character** of students. This repetitive activity trains students to develop good behavior, preventing them from easily being influenced by bad habits. Through participation in the Ro'an tradition, students are trained to be disciplined in arriving on time, obeying rules, and being responsible in completing tasks according to their roles. Furthermore, interactions between students also strengthen the development of discipline and responsibility in daily life.

b. Observing and Imitating

The instilling of discipline and responsibility in the Ro'an Tradition is strongly influenced by the role of role models such as guardians, administrators, and fellow students who serve as role models for their attitudes and behavior. Through this process of observation and imitation, students learn to shape their character based on their surroundings. Therefore, consistent attitudes from influential figures are crucial, as deviations can hinder the development of students' character. Through good role models and direct involvement in the Tradition, the values of discipline and responsibility can be effectively instilled in students' lives.

c. Receiving Verbal Information

The instilling of discipline and responsibility in students is achieved through an understanding of Islamic values, which emphasize the importance of obeying rules, being punctual, and fulfilling trusts. This knowledge forms the basis for shaping students' attitudes and behavior in daily life. In practice, these values are implemented through the Ro'an tradition at Miftahul Huda D1 Islamic Boarding School, which is held regularly every week. This activity not only creates a clean and healthy environment but also fosters cooperation and fosters discipline and responsibility among students through direct involvement in its implementation.

The Ro'an tradition at Miftahul Huda D1 Islamic Boarding School follows a systematic process, starting with gathering in the courtyard, assigning tasks by the administrators, carrying out clean-up activities, and finally taking attendance after the activity is complete. All students,

from elementary to vocational high school levels, are actively involved, with clear responsibilities assigned to each area, under the coordination of the administrators and the room heads who are responsible.

The uniqueness of the Ro'an tradition at D1 Islamic Boarding School lies in the attendance system after the activity and the implementation of strict sanctions for students who fail to participate. Students who are absent without a valid excuse will be subject to an administrative fine of Rp 5,000 or given additional cleaning duties. This tradition is performed regularly every week, and can even be performed more than once under certain circumstances, such as before the students' return home. With structured, consistent implementation, and clear rules and sanctions, the Ro'an tradition not only maintains the cleanliness of the Islamic boarding school environment but is also effective in instilling discipline and responsibility in the students.

3.3.2. Analysis of the Instillation of Disciplinary Character Values in Students through the Ro'an Tradition

The Ro'an tradition serves as a means of developing various character traits in students, although the process is not instant and requires ongoing effort. Through routine implementation, this tradition is expected to gradually develop discipline in students. This discipline is instilled through various efforts within the Ro'an tradition, which encourage students to be orderly, obedient to rules, and consistent in carrying out their obligations. These include:

a. Modeling Method

The exemplary method in the Ro'an tradition is implemented through concrete examples from the kyai (Islamic cleric) and administrators who demonstrate discipline and responsibility. The kyai's direct involvement in the cleaning activities has a strong influence on students to emulate and follow these behaviors. By providing good examples, students feel encouraged and reluctant to participate, thus fostering the values of discipline and responsibility through the process of emulating the attitudes and behaviors exemplified.

b. Habituation Method

The habituation method, which is carried out repeatedly and consistently in good deeds, can gradually shape the character of students. Although initially forced, through a continuous process, this habit will transform into a necessity, ultimately forming good character within the students.

c. Advice Method

The advice method in the Ro'an Tradition is carried out through the delivery of messages and motivation from the teacher before the activity begins. This advice serves as a guide for the students' attitudes and actions, while also encouraging them to follow the tradition with enthusiasm. With regular advice, students better understand the importance of Ro'an activities, fostering a sense of discipline and responsibility.

d. Supervision Method

The supervision method in the Ro'an Tradition plays a crucial role in fostering student discipline through direct supervision from the teacher and administrators. This supervision ensures that students are actively involved and carry out their duties in an orderly manner and according to the rules. Furthermore, supervision also serves as a means of development, as any violations can be immediately addressed with direction or reprimands, allowing students to learn from

their mistakes. Thus, supervision not only controls but also reinforces the development of a truly disciplined attitude within the students.

e. Rule Enforcement Methods

Rule enforcement methods in the Ro'an Tradition are implemented through clear and consistent implementation of rules, ranging from warnings to sanctions (ta'ziran) for repeated violations. Through this process, students learn that every action has consequences, thereby fostering a sense of discipline and responsibility. The success of this method depends on its fair and educational implementation, making it more easily accepted by students and fostering a sense of discipline that is sustainable, rather than simply imposed through coercion.

3.3.3. Analysis of the Instillation of Responsible Character Values in Students through the Ro'an Tradition

The various character values formed in the Ro'an Tradition, the character of responsibility is a primary focus in instilling these values in students. The character of responsibility in the Ro'an Tradition is reflected in the students' attitudes in carrying out assigned tasks according to their respective roles. The Ro'an Tradition not only fosters cooperation but also fosters students' awareness of the tasks that must be completed. This can be achieved through the following traditions:

a. Habituation Method

The Ro'an Tradition, which is performed routinely every week, fosters the habit of carrying out tasks responsibly. Through this habituation, students become accustomed to completing tasks without being reminded, thus fostering an awareness that responsibility is an obligation. Over time, responsibility is no longer perceived as a burden but becomes part of their daily routine.

b. Assignment Methods

The division of tasks in the Ro'an Tradition trains students to be responsible for their respective work. Each student is required not only to carry out but also to complete tasks diligently, thus fostering a sense of responsibility and orderliness in completing work.

c. Supervision Methods

The supervision method in the ro'an tradition is carried out directly by the management to ensure the presence, involvement and seriousness of the students in carrying out their duties. Through this supervision, any negligence can be immediately reprimanded as a form of coaching. With consistent supervision, students feel cared for and encouraged to be more disciplined and responsible in carrying out their assigned tasks.

d. Methods of Enforcement

The method of enforcing the rules in the Ro'an tradition is carried out consistently, firmly and fairly to ensure that all students carry out their obligations well. Every violation is given a warning and educational sanctions (takziran), so that students understand the consequences of each action. Through the application of these rules, students are trained to live disciplined lives, be responsible, and not neglect their duties.

e. Collaboration Method

Collaboration Method The ro'an tradition trains cooperation between students in completing tasks together, so that work can be completed more effectively. Through this collaboration,

students learn that responsibility is not only individual, but also has a social aspect within the group. The attitude of helping each other when a member is having difficulties also fosters a sense of togetherness, so that the values of cooperation and responsibility are formed simultaneously within the students.

4. CONCLUSION

Based on the results of research on the instillation of character values of discipline and responsibility of students through the ro'an tradition at the Miftahul Huda Siwatu Islamic Boarding School, it can be concluded that character building is carried out through the habituation of ro'an activities which are carried out routinely every Sunday morning after the dhuha prayer, the exemplary behavior of the kyai and administrators as role models, and the provision of information and advice that shape students' understanding of their attitudes. The implementation of ro'an begins with the division of tasks, work according to their respective responsibilities, to attendance, with sanctions for those who do not follow. The character of discipline is instilled through the method of exemplary behavior, habituation, advice, supervision, and enforcement of rules so that students are accustomed to being orderly and aware of the consequences. Meanwhile, the character of responsibility is instilled through habituation, assignments, supervision, enforcement of rules, and cooperation that are seen from the preparation to the implementation of activities, so that students are able to carry out their duties well and responsibly.

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