

The Role of Parenting in Forming Independent Character and Discipline

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Abstract

Our nation seems to have lost the local wisdom that has become the nation's cultural character since centuries ago. Some of the many cases that occur in Indonesia are the influence of association and morals and beliefs, which significantly affect the nature of students. The process of nurturing the independence and discipline of students is very influential in shaping the character of students who will become more mature and obedient to existing regulations. This study aims to determine how the role of caregivers in shaping the independent character and discipline of students at Al Mawaddah Islamic Boarding School Coper Ponorogo. This research uses a qualitative approach. The formation of independent and disciplined character in the research location has been carried out starting from the beginning of the acceptance of new students. The rules that must be obeyed have been listed from the start. The consequences that are accepted if you violate the laws must also be understood by the students. Supporting factors in forming independent and disciplined characters, the presence of colleagues who can increase the students' enthusiasm in carrying out the activities carried out. While the inhibiting factors include students who do not feel at home in a boarding house, it is challenging to build their character because they are still adapting to a new atmosphere with a new life.

Keywords: *Parenting Role, Character Building, Independent and Discipline.*

Introduction

The age of information and knowledge, marked by the placement of information technology and intellectual abilities as the principal capital in various fields of life, turns out to hurt the growth of the nation's character. Every day the degradation of morals, attitudes, and behaviour is increasingly felt in various academic circles, workers, and society. The emergence of the degradation of applying character education is due to the degradation of the morality of today's young generation. Our nation seems to have lost the local wisdom that has become the nation's cultural character since centuries ago, such as the loss of respect for older people, the culture of cheating during exams, promiscuity, consuming drugs, being an anarchist motorcycle gang, the rise of brawls between students and even between students, acts of corruption in all lines of life and institutions, and so on (Wibowo, 2013).

Character building is not only mandatory for informal educational institutions such as schools. However, family and society also play an essential role in shaping character. Based on the busyness of each parent, Based on the busyness of each parent, education is one of the efforts to form the child's character to be optimal. Social skills are influenced by internal and external factors in shaping one's character (Suryanto, Degeng, et al., 2021;Suryanto, Warring, et al., 2021). So the appearance of a character is very dependent on the efforts made by the family because, after all, a child has the most time in the family environment and not in educational institutions (Anwar, 2021).

To support the character's success, it is necessary to socialize the basic morals that children and adolescents need to have to prevent adolescents from committing crimes that can harm themselves and others (Arikunto, 1998). Because one of the concerns in the development of the world of education lately is the depletion of religious values. Many teachers, students and all elements of the school are increasingly losing their religious orientation. It can be seen as an example of how moral behaviour is decreasing. This is not only among students but among teachers. Without intending to generalize, the reality of the distance of religious values should be the point of attention of all parties interested in the world of education (Mulyasa, 2011). One alternative to overcome this problem is to include children in Islamic boarding schools. Islamic boarding schools were born to respond to the situation and social conditions of a society faced with the collapse of moral joints, as mentioned above, through the transformation of the values it offers (Siradj, 1999).

The values that exist in character education align with the values taught in Islamic boarding schools and are also very prominent characteristics of pesantren life. The character values are summarized in nine fundamental character pillars, namely love for the universe and its contents, responsibility, independence and discipline, honesty, respect, and courtesy, compassion, caring and hard work and never giving up, justice and leadership, good and low, as well as tolerance, love of peace, and unity (Suwito, 2008). The history of Islamic boarding schools is a person called a caregiver, acts as an assistant to the manager, namely the Kiai, in educating and guiding the students to become human beings of faith, knowledge, and good character. In addition, the pesantren itself is the oldest Islamic educational institution in Indonesia. Pesantren or Islamic boarding schools themselves are Islamic educational institutions with at least five elements, namely Kiai who educate and teach, ustadzah/caregivers who teach and care for students, students who study, and mosques worship, and classes for students to learn (Naim, 2012).

Based on the above statement, it is clear that it is essential to build character through Islamic boarding schools because many parents send their children to Islamic boarding schools so that their aqidah and morals are good and make them disciplined and independent as future candidates for the nation. It is proven that in Ponorogo, there are currently a lot of Islamic boarding schools and even many new lodges in Ponorogo. The rise of cottages is due to the progress of the times, and it is starting to look less good than the habits of today's children.

Al Mawaddah Islamic Boarding School is one of the cottages that instil independent and disciplined character in its students. Pondok Al Mawaddah also applies discipline such as light or heavy punishment according to the students' mistakes. Islamic boarding schools have many character values that are embedded in terms of learning and habituation. Examples of learning such as in the morning there is a language conversation that students must follow in the hours after dawn. Then, there is tausiyah from the caregivers between rooms, every evening at maghrib on Fridays after the holidays. The caregivers/ustadzah musyrifah usually give a little tausiyah. After that, they will evaluate the room members to provide sound advice for the future (BK, 2020). Every night after studying at night, mukhadatsah and student attendance are held. This is included in the discipline of students because the purpose of attending students is to see if students are still in good condition and no one is playing truant.

Activities in the context of forming the character of habituation discipline are generally carried out in Islamic boarding schools, such as habituation of tahajjud prayer, dhuha prayer, obligatory prayers in congregation, recitation of the yellow book, *batsul masail* (a phrase in Arabic to find the word to rely on) and speeches and many other activities carried out by students in the cottage (Anggraini & Anwar, 2021). Pondok Al Mawaddah has disciplinary actions that all students must carry out and is a characteristic of the Al Mawaddah Islamic Boarding School, including community service or tandhif, which is carried out after mukhadatsah in the morning and evening before the Maghrib call to prayer, the rules for bathing limits, the schedule for eating foods other than provided at the lodge (such as the schedule for eating instant noodles), the existence of a different menu on Monday and Thursday, the prohibition of sleeping in the morning after the Fajr prayer, and the provision of iqob or punishment for students who do not carry out all these disciplinary activities. In this case, the caregiver guides students by teaching and training students to complete their responsibilities by carrying out activities in the lodge.

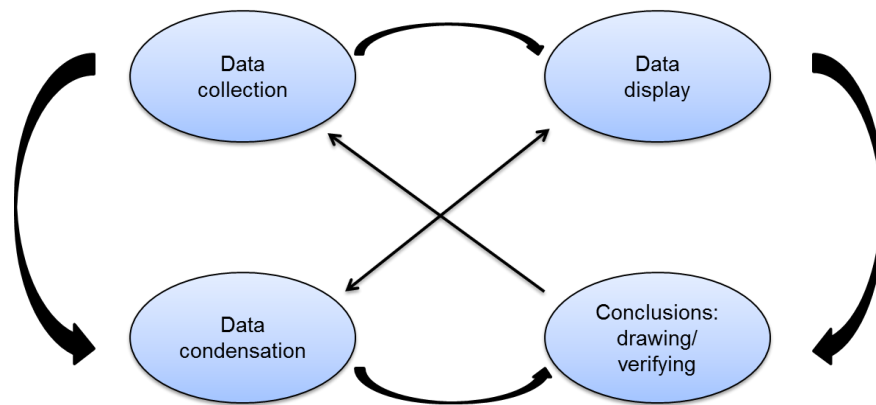
Based on the search for writing from various studies that have been carried out, the researcher refers to several previous studies, namely: Among them are Harun Ikhwantoro's research, which explains the efforts of caregivers in providing independence, supervising independence programs, and providing support activities for autonomy to shape the independent character of students to become more mature (Ikhwantoro, 2019). Akhmad Fauzan Ma'aruf's research discusses student discipline, which is directed through dhuha prayers with the aim that students become accustomed and will have a positive impact on student character (Fauzan, 2017). Then the research of Aniq Sofwatul Aliyah In this study to determine the efforts of caregivers in shaping the character of discipline through the method of punishment to students. The effort made is to give both light and heavy punishments so that they are deterrents and will not repeat their mistakes (Aliyah, 2019).

Based on the review that the researcher did from some of the researchers of previous scientific works, the research problem above is different from the author's research. This study discusses how the efforts made by the caregivers in shaping the independent character and discipline of students in terms of teaching, training, guiding and developing the character of students in Islamic religious education held by these institutions.

Methods

This study uses a qualitative approach. This research is descriptive because it conducts research by describing the data collected with words or pictures, not numbers. The presence of researchers here is collaborative and participatory. The subjects in this study were administrators, ustad/ustadzah and students of Al Mawaddah Islamic Boarding School Coper Ponorogo. The selection of subjects is made randomly and who has the ability in the problem being studied. Data collection was carried out in three stages, interviews, observation and documentation, with data categories divided into primary and secondary. The preliminary data in this study were obtained directly from the subjects selected above, while the secondary data or supporting data in books, magazines, journals, and archives related to the object of study. The data analysis model in this study follows the concept given by Miles Huberman. The validity of the data in this study was determined by using the credibility criteria. To obtain

relevant data, the researcher checked the validity of the research data using Extended Observation, Persistence of Observation, and Triangulation (Ikhwan, 2021).



Picture 1. Huberman Miles research flowchart

Results

Santri Caregivers in Forming Independent and Disciplined Characters

Based on the research that the researchers did, the role of the caregiver is vital in shaping the independent and disciplined character of the students at the Al Mawaddah Islamic Boarding School Coper Ponorogo. This case explains the importance of a caregiver providing instructions or character building for students in Islamic boarding schools. As for the things that caregivers do in shaping students' character, there are several ways, through daily activities and additional activities at the boarding house.

The following are the results of an interview about the meaning of independence and discipline that the researcher conducted with one of the clerics at the Al Mawaddah Islamic Boarding School Coper Ponorogo:

“Independence at the cottage is when we can manage time and can balance all the activities in the lodge, both daily activities and extracurricular activities and events. Discipline at the boarding house can obey the rules and avoid violations and, if punished, run according to the instructor from the caregiver.” (Ustadzah A, 2020).

In addition, the notion of independence and discipline was also added by Mrs Susi Susilowati as follows:

"Independence and discipline are the characteristics of the santri that must be embedded in the cottage. Independence starts from a daily activity that supports the activeness of students to build new characters. An independent character, students, do something without being assisted by other people under the guidance of caregivers. Being independent here is a form of student maturity when they are teenagers. Independent, which makes students aware of living alone without the closest people or parents. Discipline here is about obeying the rules that exist in the cottage. The rules that we make are for the good of the students so that the students can understand all the existing rules.” (Susilowati, 2020).

From the interviews above, the researcher concludes that independence is when female students can manage themselves and balance the various activities in the cottage, both daily and

extracurricular activities. At the same time, discipline can be marked by complying with all the rules in the boarding school and being willing to accept the consequences that are given when the female student violates the existing laws at the boarding school by applicable regulations.

Before forming the character of a santri, the caregiver must be able to understand in advance how the character of the santri is, this is proven by the following interview results:

"Understanding the character of our students is educating since the acceptance of new students, in the registration of new students, of course, must comply with the existing procedures at the lodge. You can see the existing regulations and have become an example of student discipline. The two new students must comply with the existing rules and regulations at the lodge, and if they violate them, there will be punished according to their mistake. Now from that, it can be seen that with the independent character and discipline of students who are followed by all students, of course, all students must know and understand a character, what they do is their new character which they will do while in the lodge because the character of each student is not only developed in the lodge. however, wherever, since the boarding school is more strict because we are far from parents, the character of a santri must be formed with activities that support them so that they can live independently and disciplined without parents." (Ustadzah B, 2020).

In addition, the results of the study are also strengthened by the results of interviews as follows:

"Before the students enter the lodge, we have given direction to the santri and also the guardians of the students if all the daily schedules of the students and the types of violations have been listed, so all students must understand all the rules and regulations that exist in the lodge, so if one day there is a student violation must bear all the existing punishments, of course, the punishment will more deter the students because of their mistakes and punishments they will realize how important it is to obey the rules that have nothing to lose." (Ustadzah C, 2020).

Based on the description above, the researcher concludes that understanding students' character has been carried out starting from the beginning of the acceptance of new students. The rules that must be obeyed have been listed from the start. The students must also understand the accept the consequences if they violate the laws. Since the students are far from their parents, character building is carried out by providing various activities that support the students to live independently and be disciplined without their parents. If students make mistakes or violate the rules, they will be punished according to their actions. This is supported by the results of interviews as follows:

"The type of punishment depends on the student's violation. If it is a light violation, we will punish the student according to his mistake, and if it is severe, then the punishment is also by his mistake." (Ustadzah B, 2020).

From the description above, it can be concluded that the punishment given when students make mistakes depends on what mistakes they have made. If the mistake made by the student is a minor one, then the sentence given is also light. On the other hand, if the mistake is severe, the punishment will also be heavy.

The activities of students in Islamic boarding schools can be said to be solid, not only daily activities, but also extracurricular activities that can support students in developing their talents and interests. This can be proven by the results of interviews as follows:

“1) Morning: Fajr Prayer, Mukhadatsah, Cleaning, Eating, Preparation for school. 2) Afternoon: Dhuhur Prayer, Rest, Lunch, Afternoon School, Asr Prayer, Community Service, Preparation for Maghrib Prayer. 3) Night: Maghrib Prayer, Ngaji, Isha Prayer, Dinner, Study, Mukhadatsah, Absence, Night Sleep. 4) Extracurricular Activities: Wednesday afternoon and evening: Mukhadarah, Thursday Afternoon: Scouts, Friday: holiday (SPORT). Other activities carried out every year are: Khutbatul 'arsyi = introduction of new students. And a happy stage for the work of 6th-grade students who will soon graduate.” (Ustadzah D, 2020).

In addition, the results of the study are also strengthened by the results of interviews as follows:

“There are a lot of activities at the lodge. The daily activities in the lodge starting from dawn, namely congregational prayer, Koran, and mukhadatsah, are goals so that students learn the discipline to wake up by providing positive work to learn to be even better. And can fight sleepiness with things that make students able to learn independently. After that, the community service cleans up before school preparation and after-school activities, namely extracurricular activities such as scouts and speeches. This activity is very positive to train the students' mentality and develop the character of the students who previously did not dare to become more confident in front of many people. This activity has a very positive impact. Even students can bring out talents that they previously could not achieve until they finally achieve them with their work. Inside the cottage also has activities for students from grade 5 to grade 6, namely their organization. They have their respective parts in managing the task. There they get a great trust from each of their events which will develop and be assisted by caregivers. The pinnacle of students' independence is that they work with their team to form success for students at the boarding school. Each section has a job that they will distribute to the students. After that, the last success of the students arrived, namely in the teaching exam. Here students will learn to teach and be accompanied by several friends and caregivers. This is the last activity of the santri they have achieved after their struggle while at the point of their success.” (Ustadzah A, 2020).

From the interviews that the researchers conducted above, the researchers concluded that there were many activities in the cottage. These activities start from waking up, namely praying in congregation, reciting the Koran and mukhadatsah. This is done so that students can learn the discipline to wake up on time by providing positive activities to become even better. In addition to mandatory activities, there are also extracurricular activities that students can participate in, namely scouts and mukhadara which aim to develop their potential and help students achieve success.

The formation of students' character is carried out through all activities in the cottage. The following interview results prove this:

"The formation of the students' character through all the activities in the cottage. Both daily activities and extracurricular activities. This activity is carried out every day so that students are also accustomed to their daily activities. Extracurricular at the boarding school is an activity that supports students and trains students' mentality so that students don't get bored with daily activities and can develop students' talents." (Ustadzah C, 2020).

Based on the interviews above, the researchers concluded that the formation of students' character in the boarding school was carried out through all activities in the cottage, including extracurricular activities. It aims to train students to get used to the activities carried out every day. Extracurricular is held to develop the potential that exists in students besides that so that students do not get bored with the activities in the cottage. If students are bored with exercises at the house, the caregivers can make the students feel at home in the house. This is reinforced by the results of interviews as follows:

"It can be seen from the family background or the problems faced by every student in the boarding school, of course, there are not a few students who do not feel at home in the boarding house, for that usually every certain day we will give advice or routine advice to improve students' understanding of life, the title of which we will discuss every day. Different times and if there is a student who wants to confide in the caregiver, they will be given time to come to the parenting office according to their free time. So if there are any problems, both inside and outside the cottage, we will do our best to help ease the burden on students. For all the existing activities, we give the students the best so that the students feel at home in the lodge." (Ustadzah D, 2020).

Based on the description above, it can be concluded that if there are students who do not feel at home in the cottage, the caregivers overcome them by giving routine advice so that students can understand life. In addition, the titles given are also different, so it doesn't seem monotonous and will excite the students again. Caregivers also accept if there are students who want to talk or vent about their problems and try to provide advice and help ease the burden experienced by students. Caregivers try to give the best to their students.

Supporting and Inhibiting Factors in Building Independent and Disciplined Character

Informing students' independent character and discipline at Al Mawaddah Islamic Boarding School Coper Ponorogo, there are supporting factors and obstacles in carrying out the process. This is proven by the results of interviews as follows:

"The supporting factor is that students can carry out activities and rules well, supported by the presence of their peers to increase students' enthusiasm. The inhibiting factor is when students who do not feel at home in a boarding house are difficult to build their character because they are still adapting to a new atmosphere with a new life." (Ustadzah A, 2020).

In addition, the results of the study are also strengthened by the results of interviews about the difficulties and conveniences in forming independent and disciplined characters as follows:

"The difficulty when guiding students who have the most different characters among others, because the nature and character of students are not all the same, maybe more to the strong direction to build their character, if it can't be built then only an activity that exists to build character, because sometimes It's hard even though you've been given as many directions as possible, but only a few are difficult to manage because a character that is difficult to build will create a character that he will build. So the students themselves will gradually understand and build their character. It's easy when advising students who immediately understand all of our directions." (Ustadzah B, 2020).

Based on the description above, it can be concluded that there are also supporting and inhibiting factors in establishing the independent character and discipline of students at the boarding school. The supporting elements are colleagues who can increase the students' enthusiasm in carrying out the activities carried out. In addition, the inhibiting factor experienced is that students who do not feel at home in a boarding house are challenging to build their character because they are still adapting to a new atmosphere with a new life. Difficulties and conveniences are also inseparable from forming independent and disciplined characters that are carried out. The dilemma faced is guiding students who have the most different feelings than their friends. While the convenience is when the caregiver gives advice, and the students can immediately understand all the directions given.

Discussion

As stated in the previous discussion and based on the theory put forward as well as differences with other relevant studies, the purpose of this study is to determine the role of parenting in shaping the independent character and discipline of students at the Al Mawaddah Coper Islamic Boarding School, Ponorogo, as well as to determine the supporting and inhibiting factors in forming independent character and discipline of students at Al Mawaddah Islamic Boarding School Coper Ponorogo. In this chapter, the researcher analyzes it according to the method used, using the descriptive analysis method.

The Role of Caregivers in Forming Independent and Disciplined Characters

Based on the results of interviews, observations, and documentation that researchers have carried out, the role of caregivers in shaping the independent character and discipline of students at Pondok Pesantren Al Mawaddah Coper Ponorogo is that caregivers play a vital role by trying to give the best to their students and also caregivers can become friends when students have personal problems by telling the issue to the caregiver. At the same time, the supporting and inhibiting factors in forming students' independent character and discipline at the Al Mawaddah Islamic Boarding School Coper Ponorogo is the presence of colleagues who can increase the students' enthusiasm in carrying out the activities carried out. In addition, the inhibiting factor experienced is that students who do not feel at home in a boarding house are challenging to build their character because they are still adapting to a new atmosphere with a new life. Caregivers have the meaning of accepting, caring for, nurturing, protecting, providing stimulation and affection, and good parenting patterns (Hidayah, 2009). Islamic boarding school caregivers must have specific personal quality standards, including responsibility, authority, independence, and discipline (Djamarah, 2002). So it can be concluded that The

caregiver is a teacher, ustad and ustadzah who has the task of receiving, caring for, and providing care and affection and good parenting for all Islamic boarding schools programs and guide students in studying.

The character can be interpreted as a way of thinking and behaviour unique to living and working together, both within the family, community, nation and state. Therefore, the character can be considered a value of human behaviour related to God Almighty, oneself, fellow human beings, the environment, and nationality, manifested in thoughts, attitudes, feelings, words, and actions based on religious norms, laws, and regulations. Manners, culture, customs, and aesthetics. Thus, the character is behaviour that appears in everyday life, both in attitude and action (Warsono, 2010).

Independent, namely attitudes and behaviours that are not easy to depend on others in completing tasks. However, that does not mean that you do not have concern and do not relate to other people. It would be better if it were developed on the basis of deep concern for others (Naim, 2012). Independence is an attempt to break away from parents and the individual's ability to manage himself and be responsible for what he does. Characterized by not depending on the emotional support of others, being able to make decisions independently and consequently to those decisions, and having a set of principles about right and wrong, important is not essential.

Discipline is to train through teaching or training. Discipline is closely related to the training process of those who provide direction and guidance in teaching activities (Khalsa, 2007). Discipline can emerge as a form of our efforts to improve ourselves as individuals who obey the applicable rules. Discipline is compliance with regulations or subject to supervision and control. Discipline also really refers to the learning process. Because it is always associated with the context of the relationship between students and teachers and the environment that accompanies it, such as regulations, learning objectives and ability development and students through teacher guidance (Koesoema, 2011).

Based on the opinion above, the researcher concludes that caregivers in shaping the independent character and discipline of students at the Al Mawaddah Coper Islamic Boarding School in Ponorogo are significant by trying to give the best to their students and also caregivers can become friends when students have personal problems by telling the issue to the caregivers.

The formation of independent and disciplined character has been carried out starting from the beginning of the acceptance of new students. The rules that must be obeyed have been listed from the start. The students must also understand the accept the consequences if they violate the laws. Since the students are far from their parents, character building is carried out by providing various activities that support the students to live independently and be disciplined without their parents. If students make mistakes or violate the rules, they will be punished according to their actions. The punishment given to students who make mistakes or break the rules is adjusted to the violations or errors made. If the mistake made is a minor one, then the punishment is also light.

On the other hand, the punishment is also severe if the mistake is heavy. Discipline is learning not to repeat it and being more disciplined towards the existing rules. Students will

prefer to obey the rules because the punishment they have experienced will make them deter and will not repeat the mistake. The formation of independent and disciplined character provides many positive activities in the cottage. Starting from waking up, namely the morning prayer in congregation, the Koran, and muhadatsah, students can learn independently and be disciplined when they wake up by providing positive activities. Before going to school, the students are also given exercises in cleaning or community service. In addition, the lodge also has extracurriculars that can be used to train and develop the talents and interests of the students.

The extracurricular activities at Al Mawaddah Islamic Boarding School Coper Ponorogo are scouts and speeches. These activities can positively influence students in mental training and develop the character of students who used to be shy, inferior, and don't dare, now become more confident in front of many people. In addition, students who already have talent from the start can be honed and developed through extracurricular activities at the cottage. Al Mawaddah Islamic Boarding School Coper Ponorogo also has its organization for students from grade 5 to grade 6. The organization involves students as administrators because students are given the task of managing their organization. They get a great trust every time there is an event and will be assisted by the caregivers. This is the culmination of the independence of the santri, namely, they can work together with their team to achieve the goals of success at the boarding school.

In this organization, the activities of the students become dense so that they have to manage the tasks at school and the organised mandates. When they are old students, the students' character will be promoted to become more active and have more numerous activities because the longer the change like the students will increase according to their age. Therefore, the purpose of the lodge is for the development and formation of good character, and the santri will continue to be infected as long as what is done at the lodge bears positive results. It is the same with students who will gradually become caregivers because students who have been in boarding schools for a long time will one day be promoted and will have higher experience. The goal is to train mentally better and get used to new things.

Students' activities are very dense in the cottage, both daily and extracurricular activities. Daily activities are carried out starting after dawn until late at night. Through these activities, students begin to get used to busyness, and behind this busyness leads to the independence of students who will run on their own. Even students have talent and interest in these activities because these activities produce results where students will feel happy and proud. The cohesiveness of fellow students through activities is also a point where living with character must prevent students from being selfish. In working together, students learn to do an activity between teams to create a positive sense of togetherness.

The activity that is considered the last success is the teaching exam. In this case, students will learn to teach, accompanied by caregivers and some friends. This is the last activity of the students that they have achieved after their struggle while at the Pondok. Teaching and learning activities can train students to become teachers. This activity can also teach a santri mentally because many people also feel insecure when in front of many people.

Through positive and solid activities in the cottage, it is hoped that students can form an independent and disciplined character which is one of the goals at the Al Mawaddah Coper

Islamic Boarding School in Ponorogo. These activities are indeed given to help students live a better life.

In addition to providing positive activities, the role of caregivers in forming independent and disciplined characters is carried out by being a place for students to tell stories when they have problems in their lives. Students who have issues, whether problems at the cottage or situations outside the house, can mean the caregivers. If the students are bored at the place, the caregivers also try to give directions or advice to the students regularly to understand life. In addition, the titles given are also different, so it does not seem monotonous, which will make the students even more bored but will make the students excited again. Caregivers try to provide solutions and help overcome the problems faced by the students. Caregivers try to give the best to their students.

What is involved in the cottage, of course, the goal is one, namely success. Caregivers are the second point that plays a vital role in students. In the hut, the caregivers have their respective duties. The departments of teaching, psychology, health, etc., departments have all been divided equally. Caregivers here explain and guide all activities in the lodge which will involve all students. With the aim of all students must be able to do these activities well.

This goal leads to the formation of students' character, both new and old, who will get used to doing it. Caregivers will also guide students in both joy and sorrow. In the activities, not everything goes smoothly because the students' character is not all the same. Some are different; therefore, a regulation was created to urge the students to be able to carry out activities in a disciplined manner and obey the rules that exist in the cottage. The goal is to make the students' personalities even better to learn to be independent and disciplined gradually.

Then trust will arise in the caregiver. Therefore, the caregiver is an essential point for the students for character building. All the characters formed by the caregiver are packaged into activities whose goals can lead to positive things.

Caregivers can be said to be second parents in the cottage. As parents in the boarding school, caregivers also play an essential role in shaping the independent and disciplined character of the students in the boarding school. Regarding the distance between the students and their parents, the caregivers educate and guide the students to become better students. They can lead the students to succeed in the future.

In the process of forming the independent character and discipline of students at Al Mawaddah Islamic Boarding School Coper Ponorogo, of course, there are supporting and inhibiting factors. The factors are as follows:

First, the supporting factor in forming the independent character and discipline of students at the Al Mawaddah Coper Islamic Boarding School in Ponorogo is the presence of colleagues who can increase the students' enthusiasm in carrying out the activities carried out. The students will be excited to do things in the cottage with their friends. They will have fun with their friends even though the activities in the house are pretty busy. However, time will feel faster when doing activities that are done together. This is a supporting factor in shaping the independent and disciplined character of the students at the boarding school.

Second, the inhibiting factor. The inhibiting factor in forming students' independent and disciplined character at the Al Mawaddah Coper Islamic Boarding School in Ponorogo is that students who do not feel at home are difficult to build their character because they are still adapting to a new atmosphere with a new life. However, the caregivers try to overcome these obstacles by providing direction and motivation to the students to feel at home in the cottage.

Difficulties and conveniences are also inseparable from forming independent and disciplined characters that are carried out. The problem faced is guiding students who have the most different feelings than their friends. The texture and nature of the students, of course, differ from one student to another. These difficulties are overcome by providing strong direction to build his character. Although the caregivers have given maximum exposure, it cannot be denied that the nature of the students is difficult to build. Only an activity can create the character if the surface can no longer be made.

The activities provided will make students whose character is complex to build over time develop their character through themselves, of course, cannot be separated from the guidance and supervision of the caregivers.

While the ease in forming an independent and disciplined character is when the caregiver gives advice, and the students can immediately understand all the directions given. Students who quickly understand the rules given by the caregivers certainly make it easy to form independent and disciplined characters in the cottage. This facility can be used as a supporter in achieving the goal of the cottage, which is to form the independent character and discipline of students at the Al Mawaddah Islamic Boarding School Coper Ponorogo.

Conclusions

Caregivers in shaping students' independent character and discipline at the Al Mawaddah Coper Islamic Boarding School Ponorogo are significant in trying to give the best to their students by providing positive activities, both mandatory and extracurricular activities. Personal problems or problems in the cottage tell the caregiver about the issue. Based on the study results, it is hoped that this research can be used as a reference in research on the role of caregivers in forming independent and disciplined characters.

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