



THE IMPACT OF MUSYRIFS' PERFORMANCE ON STUDENTS' DISCIPLINE LEVELS AT AL-KAUTSAR ISLAMIC BOARDING SCHOOL PEKANBARU

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Abstract: (English)

As a traditional Islamic educational institution in Indonesia, Islamic boarding schools have an essential role in shaping the character and morals of the students. Discipline is an essential component of education, and discipline plays a vital role in shaping student character. This quantitative research aims to determine the effect of music performance on the level of discipline of students at the Al-Kautsar Islamic boarding school in Riau. This research involved 138 students living in the Al-kautsar Pekanbaru Islamic boarding school dormitory in Riau. Total sampling was used, and data was collected through questionnaires. The data analysis method is simple regression. The research results show that the performance of musyri at the Al-kautsar Pekanbaru Islamic boarding school in Riau has a significant relationship with the level of discipline of the students.

Abstrak: (Bahasa Indonesia)

Sebagai institusi pendidikan Islam tradisional di Indonesia, pondok pesantren memiliki peran penting dalam membentuk karakter dan moral para students. Disiplin merupakan komponen penting dari pendidikan, dan disiplin memegang peran penting dalam membentuk karakter siswa. Penelitian kuantitatif ini bertujuan untuk mengetahui pengaruh kinerja musyri pada tingkat kedisiplinan students di Pondok pesantren Al-kautsar di Riau. Dalam penelitian ini, 138 students yang tinggal di asrama pondok pesantren Al-kautsar Pekanbaru di Riau terlibat. Sampling total digunakan, dan data dikumpulkan melalui kuesioner. Metode analisis datanya adalah regresi sederhana. Hasil penelitian menunjukkan bahwa kinerja musyri di pondok pesantren Al-kautsar Pekanbaru di Riau memiliki pengaruh yang signifikan terhadap tingkat disiplin students.

PENDAHULUAN

As traditional Islamic educational institutions in Indonesia, Islamic boarding schools play an essential role in building the character and ethics of the students. Increasing students' discipline level is one of the essential elements that Mustahiq (Islamic boarding school leaders) pays attention to. Strong discipline in Islamic boarding schools creates rules and spiritual and moral growth. Therefore, to maintain the quality of Islamic education in Islamic boarding schools, the musyrif (Islamic boarding school leader) approach to improving student discipline is very important.

Islamic boarding schools have the intricate task of cultivating a moral and spiritual youth. The performance of the Musrif (dormitory supervisors in Islamic boarding schools), who are responsible for education and coaching at Islamic boarding schools, is crucial for reaching this goal. Recognizing how Musyrif's performance directly influences the pupils' discipline is crucial.

Musyrif's performance encompasses a range of skills, including a deep understanding of Islamic teachings, effective management of Islamic boarding schools, and the ability to foster holistic student development (Aaliyah & Muzakki, 2023). The performance of Musyrif can significantly influence the behavioral standards in Islamic boarding schools, particularly in terms of student discipline (Haryanti & Indarti, 2022). The Musyrif's comprehension and application of Islamic values influence the students' discipline level.

Management of an Islamic Boarding School Effective administration is essential for providing high-quality education. Musyrif's effectiveness in coordinating and overseeing many aspects of dormitory activities in Islamic boarding schools would influence the learning environment and students' discipline. Effective management of Islamic boarding schools fosters an atmosphere conducive to pupils' spiritual and moral growth (Makruf & Nuryana, 2021).

The Musyrif's capacity to comprehend and impart Islamic principles significantly influences the conduct of students (Febriyanti et al., 2018). Musyrif can assist students in comprehending and implementing these beliefs in their everyday lives. Islamic boarding school regulations are not the sole basis for student behavior management; their beliefs regarding moral and spiritual values also impact their disciplinary approach (Thoha et al., 2020).

Musyrif's performance extends beyond formal education to encompass assistance on pupils' holistic personal development. Musyrif can cultivate an environment conducive to developing pupils' character and discipline by focusing on psychological, social, and spiritual components.

Discipline is a crucial component of education. Discipline is crucial for molding students' character. Discipline instills in kids the importance of adhering to rules, respecting others, and cultivating personal accountability. High levels of discipline foster an optimal atmosphere for learning and growth (Nihayati et al., 2021).

Academic achievement is linked to students' level of discipline. Disciplined students typically exhibit improved study attention, work habits, and academic performance (Munir & Muis, 2017). Hence, the correlation between Musyrif's accomplishments and students' discipline contributes to attaining peak academic performance while fostering students' character and ethics that meet standards (Ritonga et al., 2021).

The Al-Kausar Islamic boarding school students require further supervision to improve their level of discipline. This is evident from the significant number of students who

are consistently tardy for prayers at the mosque and for their classes. Many students disobey boarding school regulations by not adhering to uniforms and other school-related requirements. Many students need to complete their assignments and homework and face consequences.

Islamic boarding schools in Indonesia, such as Al-Kausar Islamic boarding schools, are crucial for shaping students' character and ethics, particularly in instilling discipline. This research investigates the intricate correlation between the performance of musyrif (dormitory supervisors in Islamic boarding schools) and the students' discipline level. These factors play a crucial role in the success of Islamic boarding schools in attaining educational objectives and fostering character development. It is expected that by recognizing the relationship between these two variables.

METHOD

This study employs quantitative methodology. This research aims to determine the impact of the variables. The research involves two variables: music performance as variable X and the level of student discipline as variable Y. This study used a survey method for data collection. The instrument utilized is a questionnaire featuring a rating scale. The initial survey assessed student discipline based on four indicators: awareness, willingness, obedience, and ethics. The second questionnaire assessed music performance based on five indicators: work, work correctness, work initiative, workability, and communication. The study included 138 pupils from the Al-Kausar Islamic Boarding School in Riau.

Descriptive statistics characterized respondents' views on musical discipline and performance. Subsequently, the data is computed to derive an average score. Simple regression analysis was conducted to determine the impact of Musrif's performance on the pupils' discipline level. The questionnaire findings are categorized into high, medium, and low.

Table 1. Categorization of survey findings

Ranges	classification
High	3.5-5
Middle	2.5-3.4
Low	0-2.4

A hypothesis test was conducted using simple regression. To test the hypothesis that a substantial relationship exists between the music's performance and the student's discipline (Ha).

RESULT AND DISCUSSION

Musyrif's Performance

Musyrif's performance is evaluated based on five indicators: speed and accuracy, initiative, workability, and communication (Uno & Lamatenggo, 2012). The Musyrif's involvement in Islamic boarding schools significantly impacts these institutions' learning quality and success. It is crucial to evaluate Musyrif's performance at Islamic boarding schools based on five primary indicators: speed and accuracy, enthusiasm for work, work aptitude, and communication.

Musyrif's prompt and accurate handling of everyday responsibilities will showcase their professionalism and preparedness in overseeing the hostel. Musyrif can identify and execute proactive measures in their professional endeavors. Musyrif's ambition is demonstrated via his endeavors to establish and execute supplementary educational programs and address challenges within the Islamic boarding school setting. The third crucial factor is work competence, which encompasses Musyrif's comprehension of his primary duties, such as overseeing dormitories, providing direction to pupils, and effectively managing resources in the Islamic boarding school. Musyrif's ability to do his duties organizationally and effectively impacts his performance evaluation. Communication skills are the fourth indicator. An effective Musyrif should possess strong communication skills to interact effectively with students, teachers, parents, staff, and the broader Islamic boarding school community. Clear communication and inspiring guidance foster an optimal learning environment. Musyrif's performance is displayed in the table below:

Table 2. Musyrif's performance

Indicators	Average	Classification
Work Quality	4.24	High
Work Accuracy	3.89	High
Work Initiative	3.54	High
Work Ability	3.67	High
Communication	4.08	High
Average	3.884	High

Table 2 thoroughly analyzes Musyrif's performance using many variables, presenting a detailed evaluation of his professional skills. The indicators include Work Quality, Work Accuracy, Work Initiative, Work Ability, and Communication. Musyrif has repeatedly shown high levels of proficiency in various areas.

Musyrif achieved a remarkable score of 4.24 in Work Quality, demonstrating a consistently high output level. This indicates that he routinely delivers work of outstanding quality, meeting or above expectations in his given duties. The Work Accuracy, rated at 3.89, demonstrates high precision and meticulousness in completing tasks. This showcases Musyrif's dedication to providing precise and flawless work.

Musyrif's Work Initiative score of 3.54 indicates a proactive approach to duties and a readiness to exceed standard obligations. Their proactive approach enhances the team or organization's productivity. Musyrif's Work Ability indicator, rated at 3.67, reflects their proficiency in managing given duties and obligations. This showcases their capacity to complete jobs and fulfill the requirements efficiently.

Musyrif's Communication indicator, rated at 4.08, indicates excellent communication skills. Musyrif's adept communication skills are vital in a professional environment, fostering successful collaboration and comprehension among team members.

Musyrif is classified as "High" based on an overall average score of 3.884 across all variables. Their sustained high performance in multiple areas highlights their dedication, competence, and positive impact on the workplace. Musyrif's performance not only meets but is above expectations, making him a great asset to the team. The chart is valuable for assessing and identifying Musyrif's strengths and areas of expertise in the professional environment.

Islamic boarding schools can enhance Musyrif's performance by focusing on these five performance factors. Enhancing Musyrif's speed and precision, initiative, work capacity, and communication skills will positively influence the Islamic boarding school's educational quality and the pupils' character and morals. Evaluating and enhancing Musyrif's performance in Islamic boarding schools is crucial in molding individuals' overall growth. In Musyrif's case, five essential performance variables can be focused on to improve his abilities. Work Quality, Accuracy, Work Initiative, Work Ability, and Communication are crucial in a professional environment. They align with the overarching objectives of Islamic education, which focus on educational excellence and cultivating students' character and ethics.

Improving Musyrif's speed and precision can significantly enhance his overall job quality. Delivering high-quality work promptly is crucial in the working world. Islamic boarding schools offer training and courses focused on enhancing time management and efficiency for Musyrif to uphold high standards and meet deadlines accurately. Cultivating and promoting the initiative for Musyrif's ongoing success is crucial. Islamic beliefs stress the significance of being proactive and taking initiative in all areas of life. Boarding schools can implement initiatives that motivate students, such as Musyrif, to actively pursue chances for personal and professional development. This could include mentorship initiatives, leadership development courses, or assignments that demand autonomous decision-making and problem-solving skills.

Students Discipline

Students' Discipline Indicators assess work discipline based on awareness, willingness, compliance, and ethics. (Hasibuan, 2006). Students' willingness to voluntarily comply with all regulations is called awareness. Willingness refers to students' attitudes, behavior, and activities in alignment with established rules. Obedience is the act of students following instructions without objection. Ethics are guidelines that dictate proper behavior and adherence to principles in one's daily life within the hostel.

Table 3 Student Discipline

Indicators	Average	Classification
awareness	4.55	High
willingness	3.82	High
obedience	3.78	High
ethics	3.61	High
Average	3.94	High

Table 3 comprehensively evaluates several factors concerning the discipline of students in a particular setting. The table displays average scores and classifications for four primary indicators: awareness, willingness, compliance, and ethics.

The initial indicator, awareness, achieved an exceptional average score of 4.55, signifying pupils' high level of consciousness regarding disciplinary issues. This indicates that pupils know the significance of following rules and regulations in a specific environment. This high degree of awareness indicates a cheerful and well-informed student body.

The second indication, willingness, received a score of 3.82, indicating a high level of willingness among pupils to adhere to disciplinary norms. The excellent student community's attitude and cooperative spirit demonstrate their dedication to upholding a disciplined environment. A high level of willingness is essential for creating a good and harmonious learning atmosphere.

The indication of obedience obtained an average score of 3.78, categorizing it as high. Students consistently show compliance with set norms and procedures. Compliance is essential for upholding order and organization in an educational setting, fostering an environment conducive to learning and personal growth.

The ethics indicator had an average score of 3.61, indicating high ethical conduct among students. This indicates that pupils demonstrate a robust sense of moral responsibility and integrity in their behavior. Adhering to high ethical standards enhances students' character development and aligns with the educational institution's values.

The mean score is 3.94, categorizing the students' discipline as "High." The examination shows pupils demonstrate high awareness, willingness, compliance, and ethics, contributing to a disciplined and constructive educational environment.

Table 3 offers a good overview of students' disciplinary levels, highlighting their awareness, willingness, obedience, and ethical behavior. The constantly high average and classification represent a good and disciplined student body, reflecting the achievement of the educational institution in creating and maintaining a strong sense of discipline among its students. This table is a valuable tool for evaluating and recognizing the positive behavioral traits of the student community in the given situation.

The Influence of Musrif's Performance on the Level of Disciplinarity Among Students

Next, hypothesis testing will be conducted to confirm the influence of the musyrif's performance on the discipline of students at Al-Kausar Islamic boarding school. The statistical test results are displayed in Table 4.

Table 4. Statistical Test Results of the Influence of Musrif's Performance on Students' Discipline

ANOVA ^a						
Model		Sum of Squares	Df	MeanSquare	F	Sig.
1	Regression	28339999	1	18239999	86,789	.000 ^b
	residual	8738672	172	237,536		
	Total	38078671	172			

The data in Table 2 indicates a p-value of 0.00. This indicates that the supervisor's performance has a significant impact on the discipline of the students. This is indicated by the value of p. A hypothesis H_a is considered statistically significant if the p-value is less than 0.05. Based on the data in Table 2, the p-value is less than 0.05, leading to the acceptance of the alternative hypothesis (H_a).

Musrif's ability to manage the Islamic boarding school's educational environment significantly impacts his performance. One way is to establish rules, create a daily schedule, and enforce the boarding school rules. A well-organized and well-led environment will provide a strong foundation for the discipline of students.

Musiyrif serves as the dormitory's head and sets a moral example for its students. Exemplifying Islamic values in attitude, behavior, and practices will inspire students to follow good examples (Muafiah et al., 2023). Musrif's ability to communicate with students also indicates his level of competence. Effective communication aids in clarifying rules, providing clear guidance and fostering positive relationships between leaders and followers (Afiati, 2018).

Understanding the culture of Islamic boarding schools enables a leader to create rules and norms that align with Islamic values and the needs of the Islamic boarding school. Musyrif can enhance their performance by continuous training in management, leadership, and communication (Nancy & Fajar T., 2017). They can utilize their acquired knowledge and skills to create a conducive educational environment (Hastasari et al., 2022). Mentors and students must have good interpersonal relationship qualities. This relationship fosters mutual trust, which supports the discipline of the students (Hidayah et al., 2018).

The discipline of the mentor might help students become more independent and responsible. They learn to manage time, adhere to rules, and take responsibility for their actions (Deden & Sauru, 2023). Successful teachers can guide students in promoting moral and ethical principles. With strong discipline, students tend to internalize these principles daily.

Environmental order and discipline can influence student academic achievement. This allows them to concentrate on learning without distractions, enhancing the quality of education they receive. Musrif's performance in disciplining students is a crucial component in shaping the character of the pesantren. Its administrative performance includes management and elements of moral leadership and effective communication. Musyrif can enhance their positive influence on the discipline of students by a deep understanding of the pesantren culture, continuous training, and strengthening interpersonal relationships. Therefore, discipline serves as a solid foundation for cultivating the character and ethics of students, resulting in a competitive and high-quality Islamic educational environment.

CONCLUSION

This study uses a statistical method to focus on the impact of Musrif's performance on student discipline. The research findings indicate that the music's performance does not significantly impact student discipline. Statistical study indicates a weak association between the offense's magnitude and the discipline's severity. Teaching methods, learning environments, and social norms can have a more significant impact on influencing disciplinary conduct. It is implied that a review of music's coaching and involvement tactics is necessary to enhance student discipline. This research enhances comprehension of managing Islamic boarding schools and advancing religious instruction.

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