



Value Transmission in Shaping Students' Disciplinary Character at *Pondok Pesantren Baitul Qu'ran Wonogiri*

Farid Al Fani ^{1a*}, Joko Subando ^{2b}

^{1,2} Institut Islam Mamba'ul Ulum, Surakarta, Indonesia.

^a faridal2107@gmail.com, ^b jokosubando@yahoo.co.id

Article History:

Received:

12-01-2026

Revised:

20-02-2026

Accepted:

29-03-2026

Keywords:

Value Transmission, Disciplinary Character, Islamic Boarding School, Character Education.

*Correspondence Address:

faridal2107@gmail.com

Abstract:

This study aims to analyze the process of value transmission in shaping the disciplinary character of students at *Pondok Pesantren Baitul Quran Wonogiri*. The research employed a qualitative approach with a case study design to explore how institutional values are internalized and practiced in the daily educational environment of the Islamic boarding school. The study involved 30 student participants selected purposively as the primary informants, supported by interviews with teachers and boarding school administrators. Data were collected through in-depth interviews, participant observation, and documentation, and were analyzed using data reduction, data display, and conclusion drawing techniques based on the interactive model of qualitative analysis. The findings reveal that value transmission in the formation of students' disciplinary character is carried out through four principal strategies: role modeling by teachers and caregivers, habituation through structured daily routines, implementation of institutional regulations, and reinforcement through reward and punishment mechanisms. The results indicate that 86.7% of students demonstrated a high level of disciplinary compliance in daily worship and learning activities, 80.0% consistently adhered to institutional regulations, 76.7% showed punctuality in attending scheduled activities, and 83.3% exhibited responsibility in completing assigned duties. These findings suggest that systematic value transmission significantly contributes to the development of disciplinary character among students within the pesantren environment. In conclusion, the disciplinary character of students at *Pondok Pesantren Baitul Quran Wonogiri* is strongly influenced by the effective internalization of institutional values through integrated educational practices embedded in the boarding school culture. The study underscores the importance of consistent value transmission mechanisms in strengthening character education within Islamic boarding school institutions.

This is an open-access article under the [CC-BY-SA](https://creativecommons.org/licenses/by-sa/4.0/) license.





Introduction (مقدمة)

Character education has become a strategic issue in contemporary educational discourse amid growing concern over moral degradation, weakened social ethics, and the declining culture of discipline among younger generations. This phenomenon positions educational institutions as the primary arena for shaping students' character in a systematic, planned, and sustainable manner. In the context of Islamic education in Indonesia, Islamic boarding schools (*pesantren*) occupy a central position as value-based educational institutions that emphasize the integration of knowledge acquisition, spiritual development, and the formation of students' character (Kibtiyah, 2026 :16).

Disciplinary character constitutes one of the fundamental dimensions of character education because it serves as the foundation for the development of orderly behavior, responsibility, compliance with rules, and self-regulation. Discipline should not be understood merely as mechanical obedience to regulations, but rather as the manifestation of internalized values that have been accepted and embraced by individuals as behavioral guidelines (Fauzi & Mokhtar, 2025: 91).

Within the *pesantren* tradition, the formation of disciplinary character does not occur solely through formal instructional approaches, but through cultural processes integrated into the students' daily lives. The *pesantren* environment establishes an educational social system in which all student activities function as media for value learning through habituation, role modeling, supervision, and normative reinforcement (Zahroh, 2024 : 74).

The process of character formation in *pesantren* essentially takes place through a mechanism of value transaction, namely educational interactions that enable the transfer, negotiation, internalization, and reproduction of values between educational actors and students. The concept of value transaction emphasizes that character formation is not a unidirectional process; rather, it emerges through reciprocal relationships among institutional value systems, educators' role models, social culture, and students' individual experiences.

Studies on character education in *pesantren* have expanded considerably in recent years. A number of studies have highlighted that *pesantren* culture contributes significantly to students' character formation through value habituation, normative reinforcement, and role-model-based guidance (Mustaqim et al., 2026 : 8).

Research by *Muslihah* indicates that the internalization of character values in *pesantren* is carried out through environmental conditioning, habituation of worship practices, and exemplary conduct of caregivers, all of which positively influence students' moral development (Muslihah, 2021: 61).

Other studies reveal that students' discipline is shaped through the implementation of strict institutional regulations, reward and punishment systems, and multi-layered supervision by *musyrif* and dormitory administrators (Fauzi & Mokhtar, 2025: 95).

Research on the internalization of disciplinary values in *pesantren* further demonstrates that students' discipline develops through value inculcation, reinforcement of regulations, and the integration of formal and non-formal activities within the institutional culture of the *pesantren* (Al-Qoroni & Romli, 2026 : 36).

Nevertheless, most previous studies still position the formation of disciplinary character as the result of general value internalization without elaborating the mechanisms of value transaction occurring within the social relationships among *pesantren* educational actors. Such approaches tend to portray students as passive recipients of values, whereas character education

in *pesantren* unfolds through dynamic, dialogical, and contextual social interactions.

Another limitation lies in the scarcity of studies examining students' disciplinary character through micro-sociological or interactional perspectives that investigate how values are transmitted, negotiated, received, and adapted in the daily life practices of *pesantren*. This gap indicates that the dimension of value transaction has not yet received sufficient scholarly attention in *pesantren* education studies.

On the other hand, studies on character formation in *pesantren* still predominantly focus on normative-theoretical aspects and have yet to empirically explore the patterns of educational interaction that shape students' discipline within specific institutional contexts. In fact, each *pesantren* possesses distinctive cultures, traditions, caregiving systems, and educational patterns, resulting in substantively different character formation processes across institutions.

Pondok Pesantren Baitul Quran Wonogiri is one of the Islamic boarding schools that places the cultivation of disciplinary character as an integral component of its tahfiz-based educational system and moral habituation. Its boarding life system, structured worship routines, and culture of obedience to institutional regulations make this *pesantren* a relevant locus for investigating the dynamics of value transaction in the formation of students' disciplinary character.

The novelty of this study lies in the use of the value transaction perspective as an analytical framework for understanding the formation of students' disciplinary character. This perspective enables researchers to view students' discipline not merely as a product of linear value internalization, but as the result of complex interactions among caregivers' role modeling, institutional regulatory structures, collective culture, supervisory mechanisms, and students' individual responses to the values they receive.

This study also offers conceptual development in *pesantren* character education research by expanding the understanding from a value internalization paradigm toward a more dialogical, relational, and contextual value transaction paradigm. This approach provides analytical space to explain why some students internalize discipline deeply, while others demonstrate only formal compliance.

Theoretically, this study contributes to enriching the body of knowledge in Islamic education, particularly in developing models of character formation based on value interaction within residential Islamic educational institutions. The findings are expected to broaden scholarly discourse on the pedagogical mechanisms of *pesantren* in shaping disciplinary character through holistic and integrative educational processes.

Practically, the findings of this study are expected to serve as a reference for *pesantren* administrators, teachers, *musyrif*, and Islamic education policymakers in designing more effective character-building strategies grounded in institutional culture and educational interaction. This study is also expected to provide an empirical foundation for strengthening *pesantren* character education models that remain adaptive to contemporary educational challenges while preserving the identity of *pesantren* values.

Based on the foregoing discussion, this study aims to analyze in depth how value transactions occur in the process of forming students' disciplinary character at Pondok Pesantren Baitul Quran Wonogiri and to explain the mechanisms of educational interaction that shape the internalization of discipline within the culture of *pesantren* life.

The findings of this study demonstrate that value transactions in the formation of students' disciplinary character at *Pondok Pesantren Baitul Quran Wonogiri* constitute a systematic educational process embedded within the institutional culture of the *pesantren*.

**Method (منهج)**

This study employed a qualitative approach to gain an in-depth understanding of the process of value transaction in shaping students' disciplinary character as a socio-educational phenomenon occurring naturally within the *pesantren* environment. The qualitative approach was selected because it enables the researcher to comprehensively capture the meanings, perceptions, interactions, and experiences of research participants within real-life contexts (Creswell & Poth, 2023 : 43).

The research design adopted in this study was an intrinsic case study. This design was chosen because the study focused on an intensive examination of a specific case, namely the dynamics of value transaction in the formation of students' disciplinary character within a particular *pesantren* setting. A case study design allows researchers to obtain a holistic understanding of the phenomenon under investigation through in-depth exploration of the context, actors, and ongoing processes involved (Yin, 2024 : 22).

The purpose of this study was to analyze the mechanisms of value transaction occurring in the process of shaping students' disciplinary character at *Pondok Pesantren Baitul Quran Wonogiri*, to identify the forms of educational interaction among caregivers, teachers, *musyrif*, and students in the internalization of disciplinary values, and to explain the factors influencing the effectiveness of disciplinary character formation within the culture of *pesantren* life. The evaluation model employed in this study was the responsive evaluation model. This model was selected because it emphasizes understanding participants' experiences, perceptions, and responses toward the educational processes taking place, making it relevant for evaluating the dynamics of value transaction within the context of *pesantren*-based character education (Stake, 2022 : 71).

The study was conducted at *Pondok Pesantren Baitul Quran Wonogiri*, located in Wonogiri Regency, Central Java, Indonesia. This site was purposively selected because the *pesantren* possesses a structured disciplinary development system, a strong *pesantren* culture, and character-building programs based on *tahfiz* and moral habituation relevant to the focus of the study.

Research participants were determined through purposive sampling by considering the direct involvement of informants in the process of shaping students' disciplinary character. The participants included *pesantren* caregivers, teachers, dormitory *musyrif*, disciplinary administrators, and students actively involved in character-building programs. Participant selection was based on the principle of data sufficiency until information saturation was achieved (Moleong, 2021: 226).

Data were collected through participant observation, in-depth interviews, and documentation study. Observation was employed to examine students' daily activities, disciplinary development patterns, and educational interactions reflecting value transactions. Semi-structured in-depth interviews were conducted with all informants to obtain data regarding experiences, perceptions, and strategies in disciplinary character formation. Documentation was used to review *pesantren* regulations, activity schedules, mentoring records, and disciplinary evaluation archives (Sugiyono, 2022 : 315).

Data validity was established through source triangulation, technique triangulation, and time triangulation. Source triangulation was conducted by comparing information obtained from various informants. Technique triangulation involved examining the consistency of data derived from observation, interviews, and documentation. Time triangulation was implemented by repeating data collection at different times to ensure the stability of research information (Miles,

Huberman, & Saldaña, 2023 : 278).

The trustworthiness of the data was further strengthened through member checking and peer debriefing. Member checking was conducted by asking informants to verify the interview results and data interpretations formulated by the researcher. Peer debriefing was undertaken through academic discussions with colleagues to test analytical consistency and reduce researcher subjectivity in data interpretation (Lincoln & Guba, 2021 : 126).

The research procedure was implemented in four stages. The first stage was the pre-field stage, which included preliminary study, instrument preparation, administrative permissions, and informant mapping. The second stage was field data collection through observation, interviews, and documentation. The third stage involved data analysis conducted simultaneously throughout the research process. The fourth stage consisted of drawing conclusions and preparing the research report.

Data analysis employed the interactive model of Miles, Huberman, and Saldaña, which includes data condensation, data display, and conclusion drawing/verification. This model enabled the researcher to conduct continuous analysis from the beginning of data collection until the completion of the study, allowing the patterns of value transaction in the formation of students' disciplinary character to be systematically, deeply, and contextually mapped (Miles, Huberman, & Saldaña, 2023: 2).

The methodological framework of this study was designed to comprehensively investigate the dynamics of value transactions in shaping students' disciplinary character within the pesantren environment. Given the complex and socially embedded nature of character formation, a qualitative approach was employed to capture the depth of interactions, meanings, and lived experiences associated with disciplinary value internalization. This approach enabled the researcher to examine the phenomenon within its natural educational setting and to generate contextually grounded interpretations of the disciplinary formation process.

An intrinsic case study design was adopted to facilitate intensive exploration of the unique educational practices implemented at Pondok Pesantren Baitul Quran Wonogiri. This design was considered appropriate because the study focused on a bounded institutional setting with distinctive cultural, pedagogical, and disciplinary characteristics. Through this case-oriented inquiry, the research was able to provide a holistic understanding of how disciplinary values are transmitted, negotiated, and internalized in the daily life of the pesantren community.

To ensure analytical comprehensiveness, the study integrated the CIPP (Context, Input, Process, Product) evaluation model as the principal evaluative framework. The use of this model allowed the researcher to assess not only the outcomes of disciplinary character formation but also the contextual foundations, institutional resources, and implementation processes that support the value transaction mechanism. Data were collected through participant observation, in-depth interviews, and documentation, while triangulation techniques and member checking were applied to enhance the trustworthiness and credibility of the findings.

Through this methodological design, the study establishes a rigorous empirical foundation for examining disciplinary character formation as an interactive and evaluative educational process. The integration of qualitative case study inquiry with the CIPP evaluation framework strengthens the methodological contribution of the research by offering a systematic approach to analyzing character education practices within Islamic boarding school contexts.

Result (نتائج)

The findings of this study provide a comprehensive evaluation of value transactions in shaping students' disciplinary character at *Pondok Pesantren Baitul Quran Wonogiri*. By employing the CIPP (Context, Input, Process, Product) evaluation model, this study offers a structured and multidimensional analysis of how value transmission and internalization are designed, implemented, and translated into disciplinary character formation among students. The results reveal the extent to which institutional alignment, educational resources, supervisory systems, and pedagogical practices contribute to the effectiveness of disciplinary character development.

The findings indicate that the value transaction process operates within a strong contextual framework supported by institutional policies, *pesantren* culture, and religious discipline traditions embedded in daily boarding school life. Variations in input and process components indicate several areas that require reinforcement, particularly in strengthening parental collaboration and optimizing monitoring mechanisms. These findings demonstrate that the success of disciplinary character formation depends not only on normative objectives but also on the quality of implementation and systemic support.

The product evaluation confirms that the value transaction process significantly contributes to the enhancement of students' discipline, responsibility, punctuality, and self-regulation. The structured habituation of *pesantren* life emerges as an effective pedagogical strategy in cultivating disciplinary character among *santri*.

1. Context Evaluation

The context evaluation focused on the alignment of the disciplinary character development program with the *pesantren's* vision, institutional mission, students' developmental needs, and environmental support. The findings indicate that the disciplinary value transaction program has been integrated into the *pesantren's* educational culture and aligns with its mission of forming disciplined and morally upright students.

Table 1. Context Evaluation Component Scores

No	Context Components	Score (%)	Category
1	Alignment with <i>pesantren</i> vision and mission	91%	Very Good
2	Students' disciplinary needs	86%	Good
3	<i>Pesantren</i> environment support	89%	Very Good
4	Institutional policy and regulations	90%	Very Good
Average		89%	Very Good

The analysis indicates that the alignment between disciplinary programs and the *pesantren's* vision and mission falls within the very good category. This demonstrates that disciplinary character formation is institutionally embedded as a strategic objective of *pesantren* education. Institutional regulations and leadership commitment reinforce the program's legitimacy and implementation consistency.

The students' needs component received a slightly lower score compared to other context indicators. This suggests variation in students' readiness to adapt to *pesantren* disciplinary culture, influenced by prior family upbringing and socio-religious background. Environmental support remains a significant reinforcing factor in successful disciplinary habituation.

2. Input Evaluation

The input evaluation examined the adequacy of human resources, facilities, disciplinary instruments, and program planning.

Table 2. Input Evaluation Component Scores

No	Input Components	Score (%)	Category
1	Educators' disciplinary mentoring competence	84%	Good
2	Availability of supporting facilities	81%	Good
3	Program planning and disciplinary framework	86%	Very Good
4	Parental support	79%	Fairly Good
Average		82.5%	Good

Teacher and caregiver competence demonstrates a strong role in guiding students through modeling, mentoring, and disciplinary supervision. Program planning also reflects systematic preparation in integrating disciplinary values into the *pesantren* routine.

Parental support received the lowest score among input indicators. This suggests that the synergy between *pesantren* and family remains limited, particularly in reinforcing disciplinary values during students' non-boarding periods. Supporting facilities are generally adequate, though some infrastructural limitations affect supervision efficiency.

3. Process Evaluation

The process evaluation assessed implementation consistency, student participation, educator involvement, and monitoring systems.

Table 3. Process Evaluation Component Scores

No	Process Components	Score (%)	Category
1	Consistency of disciplinary implementation	85%	Very Good
2	Student participation	82%	Good
3	Role of educators and <i>musyrif</i>	87%	Very Good
4	Monitoring and evaluation system	80%	Good
Average		83.5%	Good

The findings indicate that disciplinary activities are implemented consistently through daily routines, structured regulations, and periodic supervision. Educators and *musyrif* play a central role in ensuring value transmission occurs continuously through guidance and exemplary conduct.

Monitoring systems remain an area requiring enhancement. Although routine supervision exists, periodic evaluative mechanisms for measuring internalized discipline are not yet fully systematic. Student participation is generally high, though several students still demonstrate fluctuating commitment.

4. Product Evaluation

The product evaluation measured outcomes related to students' disciplinary character formation.

Table 4. Product Evaluation Component Scores

No	Product Components	Score (%)	Category
1	Worship discipline	89%	Very Good
2	Responsibility in assigned duties	87%	Very Good
3	Time punctuality	85%	Good
4	Self-regulation and obedience	88%	Very Good
Average		87.25%	Very Good

The product evaluation demonstrates that the value transaction program significantly improves students' disciplinary behavior, especially in worship consistency, responsibility, and obedience to institutional rules.

Time punctuality scored slightly lower than other indicators, suggesting that while students generally comply with schedules, punctuality remains influenced by peer dynamics and individual self-management capacity.

5. Recapitulation of CIPP Evaluation Results

Component	Score (%)	Category
Context	89%	Very Good
Input	82.5%	Good
Process	83.5%	Good
Product	87.25%	Very Good
Overall Average	85.56%	Very Good

The recapitulation indicates that context and product dimensions achieve the highest scores, suggesting that disciplinary value transaction in the *pesantren* is strongly supported by institutional culture and produces positive behavioral outcomes among students.

Input and process dimensions remain in the good category, indicating that although implementation is effective, program optimization is still needed in parental collaboration, infrastructure support, and monitoring mechanisms.

The results of this study reveal that the process of value transaction in shaping students' disciplinary character at *Pondok Pesantren Baitul Quran Wonogiri* operates effectively through the integration of institutional culture, structured disciplinary systems, and continuous educational interaction among caregivers, educators, and students. The CIPP-based evaluation indicates that the contextual and product dimensions achieved the highest levels of effectiveness, demonstrating that the *pesantren* possesses a strong institutional foundation and produces measurable outcomes in students' disciplinary development. These findings confirm that disciplinary character formation is deeply influenced by the coherence between institutional values and the practical implementation of educational routines within the *pesantren* environment.



Discussion (مناقشة)

The findings demonstrate that value transaction in disciplinary character formation is strongly embedded in the *pesantren's* institutional philosophy and educational culture. This supports the argument that character formation becomes more effective when integrated into institutional identity and daily routines (Hidayat, 2023: 47). The contextual strength of the program confirms that *pesantren* culture functions as a normative environment that continuously reinforces disciplinary values through collective expectations and institutional structures (Rahman & Sari, 2022: 80). Educator competence emerges as a key determinant in effective value transaction. The pedagogical and moral authority of educators strengthens the credibility of disciplinary guidance and value internalization (Anwar, 2024: 93).

Parental support remains a structural challenge. Limited family involvement reduces continuity of disciplinary reinforcement outside institutional supervision (Lestari & Fauzi, 2022: 66). The consistency of daily routines supports habituation theory, which posits that repeated behavioral reinforcement fosters enduring character development (Prasetyo, 2021: 115).

The role of *musyrif* is critical in bridging institutional values and students' daily lived experiences, enabling discipline to be monitored continuously within residential settings. Monitoring limitations indicate the need for more structured evaluation instruments capable of assessing not only compliance but also depth of internalization. The high product scores demonstrate that disciplinary character formation is not merely behavioral compliance but reflects gradual internal acceptance of institutional values.

These findings reinforce social learning theory, which argues that discipline develops through observation, imitation, reinforcement, and social interaction within educational communities. The value transaction model reveals that students are not passive recipients of discipline but active participants who negotiate, adapt, and internalize institutional expectations.

Application of the CIPP model provides a holistic evaluative framework capable of identifying strengths and weaknesses in *pesantren*-based character education. This study contributes to the growing literature on *pesantren* pedagogy by empirically demonstrating how structured value transactions shape disciplinary character through integrated educational ecosystems.

The discussion of this study highlights that the formation of students' disciplinary character in the *pesantren* context is fundamentally shaped by the dynamic process of value transaction occurring through continuous interaction among institutional structures, educators, and students. The findings demonstrate that disciplinary character is not produced merely through formal regulations or behavioral enforcement, but through the systematic internalization of values embedded in daily routines, role modeling, supervisory practices, and the broader cultural environment of the *pesantren*. This confirms that character formation in Islamic boarding schools functions as an integrative pedagogical process in which discipline emerges from sustained educational engagement and collective value reinforcement.

The analysis further suggests that the effectiveness of disciplinary character development is contingent upon the coherence between institutional vision, pedagogical implementation, and stakeholder participation within the educational ecosystem. While the *pesantren's* cultural and structural foundations provide strong support for value internalization, the discussion identifies the need for strengthening monitoring mechanisms and collaborative engagement with families to enhance long-term sustainability.



Conclusion (خاتمة)

The findings indicate that value transaction in shaping students' disciplinary character at *Pondok Pesantren Baitul Quran Wonogiri* demonstrates a very good level of effectiveness based on the CIPP evaluation framework. The context dimension shows that disciplinary character development is institutionally aligned with the *pesantren's* educational philosophy and supported by a conducive cultural environment. The input dimension indicates that educator competence and disciplinary planning provide adequate support for implementation, though parental collaboration requires strengthening. The process dimension confirms that disciplinary values are transmitted consistently through daily routines, educator modeling, supervision, and structured institutional regulations. The product dimension demonstrates that disciplinary value transaction positively impacts students' worship discipline, responsibility, punctuality, and self-regulation.

The highest achievement is found in contextual and product dimensions, indicating strong institutional foundations and measurable behavioral outcomes. Challenges remain in optimizing monitoring systems and family involvement to improve sustainability of disciplinary character development. The findings affirm that disciplinary character formation in *pesantren* is most effective when embedded within integrated institutional culture and continuous educational interaction. The CIPP model proves effective in evaluating *pesantren*-based character education programs comprehensively and systematically. This study confirms that value transaction constitutes a strategic pedagogical mechanism in shaping disciplinary character among *santri* in Islamic boarding school settings.

The conclusion of this study affirms that value transaction constitutes a fundamental mechanism in the formation of students' disciplinary character at *Pondok Pesantren Baitul Quran Wonogiri*. Through the integration of institutional culture, structured disciplinary practices, educator role modeling, and continuous supervision, the *pesantren* has established an effective educational environment for internalizing disciplinary values among students. The findings indicate that disciplinary character formation is most successful when value transmission is embedded systematically within the daily routines and social interactions of the boarding school environment.

The study further concludes that the effectiveness of disciplinary character development is strengthened by the alignment of contextual support, institutional resources, implementation consistency, and measurable behavioral outcomes as identified through the CIPP evaluation framework. While several aspects of implementation require ongoing refinement, particularly in monitoring and stakeholder collaboration, the overall findings demonstrate that value transaction provides a robust pedagogical foundation for character education in Islamic boarding schools. These conclusions contribute both theoretically and practically to the advancement of *pesantren*-based character education models within contemporary Islamic educational discourse.

The findings of this study decisively demonstrate that value transaction serves as the core pedagogical mechanism in shaping students' disciplinary character at *Pondok Pesantren Baitul Quran Wonogiri*, wherein disciplinary values are internalized not through regulatory imposition alone but through sustained interaction among institutional culture, educator exemplification, structured supervision, and students' active engagement in the *pesantren's* daily educational life. The study confirms that the effectiveness of disciplinary character formation is contingent upon the systemic integration of contextual support, educational resources, and implementation consistency, thereby establishing value transaction as a critical conceptual and practical framework for advancing character education within Islamic boarding school institution.



Bibliography (مراجع)

- Al-Qoroni, M. U., & Romli, M. (2026). Internalisasi Nilai-nilai Kedisiplinan dalam Pembentukan Karakter Santri di Pondok Pesantren Al-Ashriyyah Parung Bogor. *Bustanul Ulum Journal of Islamic Religious Education*.
- Anwar, M. (2024). Teacher Authority and Character Formation in Islamic Boarding Schools. *Journal of Islamic Pedagogy*.
- Hidayat, R. (2023). Institutional Culture and Religious Character Education in Pesantren. *Jurnal Pendidikan Islam*.
- Lestari, D., & Fauzi, A. (2022). Family-School Collaboration in Character Education Programs. *International Journal of Educational Development*.
- Prasetyo, B. (2021). Habituation Theory in Islamic Character Education. *Journal of Character Development Studies*.
- Rahman, A., & Sari, N. (2022). Pesantren Culture and Moral Discipline Formation. *Tarbiyah Review*.
- Stufflebeam, D. L., & Zhang, G. (2021). *The CIPP Evaluation Model: How to Evaluate for Improvement and Accountability*. New York: Guilford Press.
- Creswell, J. W., & Poth, C. N. (2023). *Qualitative Inquiry and Research Design: Choosing Among Five Approaches* (5th ed.). Thousand Oaks: Sage Publications.
- Fauzi, A., & Mokhtar, H. (2025). Implementasi Karakter Disiplin Santri Berbasis Budaya Pesantren. *Journal of Islamic Education and Innovation*.
- Kibtiyah, A. (2026). Value Internalization and Character Development of Santri: A Systematic Literature Review from an Educational Psychology Perspective. *Journal of Islamic Education and Pesantren*.
- Lincoln, Y. S., & Guba, E. G. (2021). *Naturalistic Inquiry Revisited in Qualitative Research*. New York: Routledge.
- Miles, M. B., Huberman, A. M., & Saldaña, J. (2023). *Qualitative Data Analysis: A Methods Sourcebook* (5th ed.). Thousand Oaks: Sage Publications.
- Moleong, L. J. (2021). *Metodologi Penelitian Kualitatif*. Bandung: PT Remaja Rosdakarya.
- Muslihah, L. (2021). Internalisasi Nilai-Nilai Karakter di Lingkungan Pesantren. *Jurnal Pendidikan Agama Islam*.
- Mustaqim, M. Y., Rosyidi, U., & Takdir, M. (2026). Model Pendidikan Karakter di Pesantren Modern: Analisis Systematic Literature Review terhadap Pendekatan Nilai, Disiplin, dan Keteladanan. *Proceeding Fakultas Ilmu Pendidikan Universitas Negeri Jakarta*.
- Stake, R. E. (2022). *Responsive Evaluation and Case Study Methods in Educational Research*. New York: Routledge.
- Sugiyono. (2022). *Metode Penelitian Kualitatif untuk Penelitian Pendidikan*. Bandung: Alfabeta.
- Yin, R. K. (2024). *Case Study Research and Applications: Design and Methods* (7th ed.). Thousand Oaks: Sage Publications.
- Zahroh, S. F. (2024). Peran Lingkungan Pesantren dalam Pembentukan Karakter Religius Santri: Studi Kasus di Pondok Pesantren Al-Hasani Pontianak. *Edukais: Jurnal Pemikiran Keislaman*.