

THE ROLE OF MENTORS AT TAHFIDZ ISLAMIC BOARDING SCHOOLS IN INTERNALIZING SELF-CONTROL VALUES AMONG STUDENTS IN WATAMPONE**PERAN PEMBIMBING DI PONDOK PESANTREN TAHFIDZ DALAM MENANAMKAN NILAI-NILAI KONTROL DIRI PADA SANTRI DI WATAMPONE****Misbah Ahmad**

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Corresponding Author*ABSTRACT**

Self-control is one of the key pillars in the continuous development of students' character. This study aims to analyze the role of pembina (mentors) in the process of internalizing self-control values within the environment of tahfidz Islamic boarding schools in Watampone. The research employed a descriptive qualitative approach with a field research design. The study was conducted at three tahfidz pesantren: Pondok Pesantren Baytul Mukarramah, Al-Junaidiyah Biru, and Ibnu Qayyim Wahdah Islamiyah Bone. Data collection techniques included in-depth interviews, direct observation, and documentation, supported by literature review. The data were analyzed using the Miles and Huberman model, which consists of three stages: data reduction, data display, and conclusion drawing. The results of the study indicate that the role of pembina (mentors) in fostering students' self-control is carried out through four main functions: as educators, role models, motivators, and counselors. The value internalization process is implemented gradually through three stages of mentoring: ta'lim, tarbiyah, and takwin. Supporting factors include the exemplary conduct of pembina, a conducive pesantren environment, and parental involvement, while inhibiting factors include time constraints, lack of character training, and external environmental influences. The conclusion of this study highlights that pembina have a significant contribution in shaping students' self-control cognitively, behaviorally, and morally within tahfidz Islamic boarding schools.

Keywords: Boarding School Mentors, Self-Control, Value Internalization**ABSTRAK**

Kontrol diri merupakan salah satu pilar utama dalam pengembangan karakter santri secara berkelanjutan. Penelitian ini bertujuan untuk menganalisis peran pembina dalam proses internalisasi nilai-nilai kontrol diri di lingkungan pondok pesantren tahfidz di Watampone. Penelitian ini menggunakan pendekatan kualitatif deskriptif dengan desain penelitian lapangan. Studi ini dilaksanakan di tiga pesantren tahfidz, yaitu Pondok Pesantren Baytul Mukarramah, Al-Junaidiyah Biru, dan Ibnu Qayyim Wahdah Islamiyah Bone. Teknik pengumpulan data meliputi wawancara mendalam, observasi langsung, dan dokumentasi, yang didukung dengan studi pustaka. Data dianalisis menggunakan model Miles dan Huberman yang terdiri dari tiga tahapan: reduksi data, penyajian data, dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa peran pembina dalam menumbuhkan kontrol diri santri dilakukan melalui empat fungsi utama: sebagai pendidik, teladan, motivator, dan konselor. Proses internalisasi nilai dilakukan secara bertahap melalui tiga tahapan pembinaan: ta'lim, tarbiyah, dan takwin. Faktor pendukung meliputi keteladanan pembina, lingkungan pesantren yang kondusif, dan keterlibatan orang tua, sedangkan faktor penghambat meliputi keterbatasan waktu, kurangnya pelatihan karakter, dan pengaruh lingkungan luar. Kesimpulan dari penelitian ini menegaskan bahwa pembina memiliki kontribusi yang signifikan dalam membentuk kontrol diri santri secara kognitif, perilaku, dan moral di pondok pesantren tahfidz.

Kata Kunci: Pembina Pesantren, Kontrol Diri, Internalisasi Nilai**1. INTRODUCTION**

Self-control is a fundamental skill in shaping the holistic character of students. This ability enables individuals to regulate their emotions, thoughts, and behaviors in order to

achieve life goals and avoid the negative consequences of uncontrolled impulses. In the context of education, self-control plays a crucial role in supporting learning focus, decision-making, and the ability to refrain from counterproductive behaviors, both academically and socially.

In the modern era, marked by rapid technological advancement and social change, students face increasingly complex challenges in maintaining emotional and behavioral stability. Social environments, academic pressures, and the influence of digital media are among the factors that can disrupt this stability. In the Islamic context, self-control is referred to as *mujadah an-nafs*, which denotes the struggle against one's desires in order to preserve one's relationship with Allah and fellow human beings.

As Islamic educational institutions, *pesantren* bear a significant responsibility in cultivating students' moral character, including the development of self-control. However, field observations indicate that not all students are able to uphold the values instilled in the *pesantren* once they return to society. This highlights the need for strategic and continuous efforts in the internalization of these values. One of the key figures in this process is the *pembina* (mentor or supervisor), who serves not only as an overseer but also as an educator, motivator, counselor, and role model for the students.

This study is essential, as there has been limited research specifically addressing the role of *pembina* (mentors) in *tahfidz* Islamic boarding schools in internalizing self-control values among students, particularly in the Watampone region. Therefore, this research focuses on analyzing the various roles of *pembina* in this process, identifying the mentoring methods employed, and examining the supporting and inhibiting factors in the internalization of self-control values within the *tahfidz pesantren* environment.

2. METHODS

This study employed a qualitative approach with a field research design of a descriptive nature. Its primary aim is to explore and understand the role of *pembina* (mentors) in the process of internalizing self-control values among students within the *tahfidz* Islamic boarding school environment. The research integrates psychological, pedagogical, and Islamic educational approaches. The psychological approach is applied to understand the character and mental disposition of students during the self-control development process. The pedagogical approach is used to examine the educational and instructional practices carried out by the *pembina*. Meanwhile, the Islamic educational approach serves to review the internalization of Islamic values in the formation of students' self-control.

The research was conducted at three *tahfidz* Islamic boarding schools in Watampone: Pondok Pesantren Baytul Mukarramah, Al-Junaidiyah Biru, and Ibnu Qayyim Wahdah Islamiyah Bone. These three *pesantren* were selected purposely, as they represent institutions with a strong emphasis on Qur'anic memorization (*tahfidzul Qur'an*) and the development of Islamic character. Primary data were obtained through in-depth interviews with mentors (*pembina*) and students (*santri*), direct observation of mentoring activities, and documentation of *pesantren* programs. Secondary data included literature, scholarly articles, and other supporting references.

The data collection instruments consisted of semi-structured interview guidelines, observation sheets, and written documentation. The focus of data collection was directed toward examining the roles of the *pembina* (mentor) as educator, role model, motivator, and counselor, as well as the three dimensions of self-control: behavioral, cognitive, and decisional. The data analysis technique followed the Miles and Huberman model, which includes data reduction, data display, and conclusion drawing. Data validity was maintained through source and method triangulation.

3. RESULTS AND DISCUSSION

3.1. The Role of Pembina in Developing Students' Self-Control

The findings reveal that pembina (mentors) at the three Islamic boarding schools fulfill four primary roles in fostering students' self-control: as educators, role models, motivators, and counselors. These roles are carried out in an integrative manner throughout all pesantren activities. Students not only receive knowledge but also observe exemplary behavior, gain motivation, and receive guidance in their spiritual, social, and moral development.

As educators, pembina integrates the values of self-control into their teaching materials, including time discipline, learning etiquette, and the strengthening of faith. This role reflects cognitive control as described in Albert Bandura's theory of self-regulation, where pembina not only delivers Islamic teachings but also encourages students to understand, reflect on, and apply those teachings in their daily lives. This process trains students to manage their thoughts and emotions, and to respond to situations with careful consideration.

As role models, pembina demonstrate patience, discipline, and proper manners in their daily lives, which are directly observed and imitated by the students. In the context of B.F. Skinner's behavioral learning theory, students' behavior is shaped through a process of reinforcement, derived from their direct observation of the pembina's conduct. This exemplary behavior serves as a powerful medium for value internalization, as it effectively bridges theoretical instruction with practical application.

As motivators, pembina provide spiritual and emotional encouragement, whether through advice, appreciation, or personalized approaches. This role contributes to the creation of positive reinforcement, as described in Skinner's operant conditioning theory. When students experience fatigue or difficulties in learning and memorization, pembina are present to uplift their spirits, foster a supportive learning environment, and instill intrinsic motivation that strengthens their self-control.

As counselors, pembina play an active role in assisting students who face challenges, whether in Qur'an memorization or social interactions. This role is crucial in fostering decisional control, as described by Julian Rotter in his locus of control theory. Through personal approaches, open discussions, and wise guidance, pembina help instill an internal belief in students that they are capable of making the right decisions based on Syar'i and moral values. This interaction reflects a form of character education that holistically engages the cognitive, emotional, and spiritual dimensions of the students.

Students acknowledged that emotional closeness with their pembina is a key factor in the success of the mentoring process. This indicates that the internalization of values does not occur solely through verbal instruction, but also through strong relationships and consistent role modeling. The synergy among these roles positions the pesantren as an effective educational environment for instilling enduring self-control values.

3.2. Strategies for the Internalization of Self-Control Values

The strategy for internalizing self-control values employed by pembina in Islamic boarding schools is implemented in stages through three main processes: ta'lim, tarbiyah, and takwin. These stages represent a systematic approach to character education, beginning with the delivery of knowledge, followed by behavioral habituation, and culminating in the holistic development of the students' personality.

In the ta'lim stage, pembina instill conceptual understanding in students regarding Islamic moral values and proper conduct (adab). The material is delivered through lessons, sermons, and daily advice that emphasize the importance of self-control in the context of faith and one's responsibility as a servant of Allah. This stage reflects cognitive control, as explained in Bandura's theory of self-regulation, in which students are encouraged to consciously and rationally comprehend these values.

The tarbiyah stage is carried out through the habituation of worship practices, structured daily routines, and student involvement in organized social activities. Through this process, the values understood in the previous stage are reinforced through repeated actions, educational supervision, and real-life examples set by the pembina. This approach aligns with behavioral control in B.F. Skinner's perspective, where positive behavior is developed through consistent reinforcement.

The final stage, takwin, focuses on the comprehensive and continuous formation of character. At this stage, students exhibit personal discipline, independence in action, and spiritual maturity, which are reflected in their attitudes and daily decision-making. Within the framework of decisional control as formulated by Julian Rotter, students are guided to develop an internal locus of control—the belief that their life choices and behaviors are the result of value-based reflection and personal responsibility, rather than merely external influences.

These three stages are implemented in an integrated manner within the daily life of the pesantren and are adjusted to the developmental level and individual conditions of each student. Pembina employs direct strategies such as wise reprimands, personal discussions, self-reflection (muhasabah), and spiritual reinforcement to strengthen value internalization. This approach demonstrates that the mentoring process is not rigid, but rather adaptive and humanistic, positioning the pembina as both an educator and a spiritual companion for the students.

3.3. Supporting and Inhibiting Factors

Several internal supporting factors identified in this study include the exemplary behavior of pembina, the students' enthusiasm for learning, and a pesantren environment that fosters positive behavior. Among the external supporting factors are parental involvement and strict supervision of students' interactions outside the pesantren. On the other hand, internal inhibiting factors include the lack of advanced training for pembina in the area of character development, as well as the limited number of active pembina compared to the student population. Meanwhile, external inhibiting factors involve distractions from social media, the inconsistency of values when students are outside the pesantren environment, and the suboptimal synergy between the pesantren and families in reinforcing these values.

4. CONCLUSION

This study reveals that the role of pembina in tahfidz Islamic boarding schools in Watampone is highly significant in the internalization of self-control values among students. These roles encompass the functions of educator, role model, motivator, and counselor, all of which are consistently carried out in students' daily activities. The formation of self-control values is approached through cognitive, behavioral, and decisional dimensions, analyzed using the theoretical frameworks of self-regulation (Bandura), behavioral control (Skinner), and locus of control (Rotter).

The mentoring method employed is value internalization, which takes place in three stages: ta'lim (instilling value awareness), tarbiyah (habituation of disciplined behavior), and takwin (formation of independent character). These three stages illustrate a comprehensive character development process that integrates the students' ability to think, behave, and make decisions independently.

The success of this mentoring process is supported by internal factors such as the exemplary conduct of pembina and an educational spirit, as well as external factors such as a conducive pesantren environment and parental support. The main obstacles include limited pembina resources and negative influences from outside the pesantren environment. Thus, the pesantren functions not only as a Qur'an memorization institution, but also as a strategic institution for sustainable character education. These findings offer a valuable contribution to the development of value-based mentoring models in Islamic educational institutions and

serve as a reference for strengthening character-building systems at the pesantren level and similar institutions.

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