

The Role of Dormitory Supervisors in Shaping the Character of Students at Ibnu Hajar Boarding School

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Abstract: *Character education aims to shape students' personalities so that they become individuals who possess noble character and demonstrate good attitudes and behavior. This study aims to analyze the role of dormitory supervisors in shaping students' character at Ibnu Hajar Boarding School. The research employs a qualitative approach with a case study design. The research population includes all students and educators at Ibnu Hajar Boarding School. The sample consists of the principal, dormitory supervisors, several teachers, and students selected through purposive sampling. Data collection instruments include observation, in-depth interviews, and documentation. Data analysis is conducted interactively through the stages of data reduction, data display, and drawing conclusions. The results indicate that dormitory supervisors play strategic roles as mentors, role models, motivators, and supervisors in the process of students' character formation. Character building is carried out through the habituation of worship practices, assistance in daily activities, enforcement of discipline, and the provision of advice and exemplary behavior. Additionally, dormitory supervisors play a role in instilling religious values, discipline, responsibility, and politeness. These findings indicate that the consistent and continuous involvement of dormitory supervisors contributes significantly to the development of positive student character. Therefore, the role of dormitory supervisors is a crucial factor in creating a conducive dormitory environment for strengthening students' character education.*

Keywords: *Dormitory Supervisor Role, Character Formation, Boarding School*

Abstract: Character education aims to shape students' personalities into individuals with noble moral character, good conduct, and proper behavior. This study aims to analyze the role of dormitory supervisors in the character formation of students at Ibnu Hajar Boarding School. The research employs a qualitative approach with a case study design. The study population includes all students and educational staff at Ibnu Hajar Boarding School. The research sample consisted of the principal, dormitory supervisors, several teachers, and students selected through purposive sampling. Data collection instruments included observation, in-depth interviews, and documentation. Data analysis was conducted interactively through the stages of data reduction, data presentation, and drawing conclusions. The results

of the study indicate that dormitory supervisors play a strategic role as mentors, role models, motivators, and supervisors in the process of character development among students. Character development is carried out through the cultivation of religious practices, guidance in daily activities, enforcement of discipline, as well as the provision of advice and exemplary behavior. Additionally, dormitory supervisors play a role in instilling religious values, discipline, responsibility, and politeness. These findings indicate that the consistent and sustained involvement of dormitory supervisors makes a significant contribution to the formation of positive student character. Thus, the role of dormitory supervisors is a crucial factor in creating a dormitory environment conducive to strengthening students' character education.

Keywords: Role of boarding school supervisors, character development, boarding school

Introduction

Education is essential for every individual, whether in formal or non-formal settings. Islamic education focuses not only on enhancing students' knowledge but also on shaping their moral values and character. Education is a continuous learning process that encompasses habit formation, skill development, and the enhancement of human knowledge. Meanwhile, character education is an educational process aimed at shaping students' personalities so they possess noble morals, adopt a positive attitude, and exhibit good behavior in their personal, social, and religious lives. There are at least three functions of character education: *First*, the function of shaping and developing potential. *Second*, the function of strengthening and improving. *Third*, the function of filtering.¹

Character education has a very strong connection with both formal and non-formal education systems, as it aims to nurture and develop individual capabilities continuously as part of self-improvement efforts toward a better quality of life. This aligns with the educational goal of guiding students to undergo behavioral changes—intellectually, morally, and socially. In recent years, character education has become a major focus in the world of education, particularly as a response to the emergence of a decline in moral values or an ethical crisis. This moral crisis is evident in both society and government circles, taking increasingly diverse and complex forms.

As parents fulfill their roles, they often face challenges such as a lack of teaching skills, difficulty motivating their children, an unsupportive

¹ R. Riftyshafitri, E. E. J. Sastradiharja, and A. Shunhaji, "Improving the Quality of Education Through the Quality of Educators at TPQ Al Iffah Kayuringin Bekasi," *Journal on Education* (2023).

environment, and time constraints.² Consequently, parents increasingly entrust their children to *boarding schools*. This decision is rooted in the belief and desire to provide a strong religious education, and the hope of seeing their children grow into responsible individuals of good moral character.³ Placing children in boarding schools is driven by various factors. One of them is parents' perception of their own limitations in effectively fulfilling educational and parenting roles, leading them to view *boarding schools* as institutions better equipped to meet these needs. Additionally, family backgrounds such as parental divorce (broken home), parents working abroad, and the high intensity of work commitments that result in limited time for interaction with children also contribute to parents' decisions to place their children in boarding schools as an alternative educational and nurturing environment.

Therefore, *boarding school* education is an ideal setting for children to learn good values and exemplary behavior. Students benefit from the strict supervision and guidance offered by *boarding schools*. By attending school through a boarding system, students receive close supervision and are shielded from external influences outside the school environment.

Many parents prefer to send their children to *boarding schools*, particularly *Islamic boarding schools*, because these schools provide a well-rounded education that combines academic and extracurricular activities – or what might be called formal and non-formal education. Students not only study there but also live there. *Islamic boarding schools* are unique among other schools because they incorporate extracurricular activities – such as worship, character development, Islamic studies, and Quran-centered religious gatherings – into their curriculum.

The *boarding school* system is considered more effective in shaping students' character. This is because, within this system, students receive continuous character development, making it easier to instill positive values. Additionally, the presence of mentors who accompany them 24 hours a day facilitates monitoring of students' character development in their daily activities. Through this education, *Islamic boarding schools* play a profound role in nurturing students' personalities so they can excel academically while also achieving spiritual and moral maturity.

² Ambarita, J., E. Yuniati, and I. Purnamasari. 2021. "Challenges Faced by Parents in Fulfilling Their Role as Teachers for Early Childhood." *Jurnal Obsesi: Journal of Early Childhood Education* 6, no. 3.

³ Khoiruddin, M. A., and S. Alwy. 2020. "Social-Emotional Development of Early Childhood Students at the Hidayatul Muta'allimin Tahfidz Islamic Boarding School." *Indonesian Journal of Islamic Education Studies (IJIES)* 3, no. 2.

Dormitory supervisors are educators entrusted with the responsibility of accompanying and guiding students within the dormitory environment, in accordance with the number of students under their care. The duties of dormitory supervisors encompass several aspects: *first*, organizing and supervising students' activities within the dormitory; *second*, ensuring students adhere to dormitory rules, *third*, providing guidance and fostering the positive development of students' character, *fourth*, creating a conducive, safe, comfortable, and harmonious dormitory environment rooted in the values of brotherhood and love for the sake of Allah, and *fifth*, serving as a role model in matters of faith, worship, and moral conduct.

Especially in *boarding schools*, the role of the dormitory supervisor in shaping students' personalities is crucial. The dormitory supervisor serves as a surrogate parent figure at the Islamic boarding school, setting a good example and offering positive guidance to the students.⁴ The dormitory supervisor not only oversees students' daily lives but also acts as an educator and mentor directly involved in shaping their attitudes, behavior, and moral values.

However, in practice, dormitory supervisors face various challenges. First, the diversity of students' backgrounds requires dormitory supervisors to possess adaptive and humanistic guidance skills.⁵ Second, the development of digital technology has a significant impact on students' behavior, so dormitory supervisors need to provide guidance to ensure technology use remains aligned with Islamic values.⁶ Third, limited facilities in some modern Islamic boarding schools also pose a barrier to supporting the effectiveness of non-formal mentoring.⁷

Ibnu Hajar Boarding School is one of Indonesia's boarding schools that integrates formal and non-formal education by positioning dormitory supervisors as surrogate parental figures for students. The role of dormitory supervisors is not limited to daily supervision and discipline enforcement but also includes setting an example in instilling character values such as honesty, discipline, cooperation, and piety.

⁴ Farhan, F., and A. Aziah. 2019. "Efforts by Caregivers to Help Wards Overcome Bullying at Nurul Jadid Islamic Boarding School: A Persuasive Communication Perspective." *Briliant: Journal of Research and Conceptual Studies* 4 (1).

⁵ M. Rofiuddin, "Character Development of Boarding School Students Through the Role of Dormitory Supervisors," *Tarbiyah Islamiyah* 3, no. 1 (2022): 87–99.

⁶ F. Rahman, "The Influence of Technology on Non-Formal Education in Islamic Boarding Schools," *Journal of Education and Technology* 4, no. 3 (2024): 201–213.

⁷ R. Mulyadi, "Limitations of Boarding School Facilities and Development Strategies," *Al-Ta'dib: Journal of Islamic Education* 12, no. 1 (2023): 55–68.

This research is important given the limited number of studies examining the contribution of dormitory supervisors to the character development of students. In fact, according to data from the Ministry of Education and Culture (2024), approximately 70% of boarding schools in Indonesia still face challenges in character development due to the suboptimal role of caregivers.

Method

This study employs a descriptive qualitative approach, chosen because the research aims to comprehensively examine the role of dormitory supervisors in the process of student character development, as well as to explore the experiences, strategies, and practices of character development implemented within the dormitory setting. The study was conducted at *Ibnu Hajar Boarding School*, located in Cimanggis District, Depok City. The research subjects included dormitory supervisors, dormitory administrators, and students selected through *purposive sampling*, based on the consideration that they have direct involvement and sufficient understanding of the character development process within the dormitory environment. This study employed observation, interviews, and documentation techniques to obtain sufficient and clear data relevant to the research problem. Data analysis was conducted qualitatively through three stages: data reduction, data presentation, and drawing conclusions. Data reduction involved selecting and focusing on data relevant to the research objectives. The reduced data was then presented in a descriptive format to facilitate understanding. Subsequently, conclusions were drawn based on the continuous analysis of the data until valid research findings were obtained.

Research Results

The research findings indicate that dormitory supervisors play a crucial role in shaping the character of students in a boarding school environment. Based on the findings, several roles of dormitory supervisors in shaping student character were identified, namely as surrogate parents, mentors, role models, listeners, and motivators.

As a substitute for parents, dormitory supervisors provide attention, supervision, and affection in daily life. They help students cope with challenges, such as difficulties adapting or homesickness. The approach of providing personalized moral and emotional guidance makes students feel cared for and supported throughout their time in the boarding environment.

Additionally, as mentors, dormitory supervisors provide guidance and advice to students regarding discipline, responsibility, and daily etiquette.

This guidance is typically delivered through regular meetings and supervision of daily activities.

The research findings also indicate that the dormitory supervisors' exemplary behavior is a key factor in shaping the students' character. Their polite demeanor, discipline, sense of responsibility, and compassion have a positive influence on the students' behavior; students tend to emulate the behavior demonstrated by the supervisors in their daily lives.

In addition, they also serve as both listeners and motivators; dormitory supervisors must be ready to listen to students' complaints and confessions and act as motivators who provide positive affirmation to students.

Based on the research results, several aspects of student character that showed development include good moral character, discipline, responsibility, independence, politeness, and social awareness.

However, this study also identified several challenges in implementing character development, such as differences in students' backgrounds, the relatively young age of dormitory supervisors, external influences, some students' disregard for rules, and the supervisors' limitations in providing guidance.

Discussion

Pondok pesantren, or *boarding schools*, have supervisors known as dormitory supervisors or *musyrif* who are tasked with guiding the students. The quality of students at the school depends on the leadership management and guidance provided by the dormitory supervisors at the pesantren. Those within the school's management structure bear significant responsibilities and duties in enhancing student achievement.⁸ Therefore, it is essential for dormitory supervisors to be capable and prepared to carry out their duties in alignment with the boarding school's vision and mission.⁹

A *boarding school* serves as both a residence and a learning environment for students, allowing the educational process to proceed in a structured manner. In the dormitory, students receive support not only in academic matters but also receive special attention in other aspects—a collection of interconnected components within an educational institution that not only provides instruction but also integrates living quarters with the school.

⁸ Muhammad Anas Ma'arif and Ibnu Rusydi, "Implementation of Holistic Education at the Amanatul Ummah Islamic Boarding School in Mojokerto," *Edukasi: Journal of Religious and Spiritual Education Research* 18, no. 1 (2020): 104.

⁹ Muzhari and Sigit Priyo Sembodo, "The Management System of School Principals and Dormitory Supervisors in Improving Student Achievement," *Munaddhomah: Journal of Islamic Education Management* 1, no. 2 (2020): 90.

Dormitory supervisors have a scope of duties focused on activities outside the classroom, namely providing services to students regarding daily needs, handling problems that arise during school hours, and accompanying students when they face difficulties within the dormitory environment. Therefore, dormitory supervisors are required to have a clear understanding of their roles and responsibilities so that they can provide optimal assistance and guidance when students face various obstacles or issues.

This study, based on observations and interviews, demonstrates the importance of the dormitory supervisor's role in the development of students at Ibnu Hajar Boarding School.

The Role of Dormitory Supervisors at Ibnu Hajar Boarding School

First, as a Surrogate Parent Figure, the research results show that dormitory supervisors at Ibnu Hajar Boarding School occupy a primary position as surrogate parents while students are in the dormitory environment.

In Islam, education is inseparable from the value of compassion (*rahmah*), as stated in the hadith: *"He is not one of us who does not show compassion to the younger and respect to the older."*¹⁰ As surrogate parents, dormitory supervisors play a crucial role in providing attention, supervision, and compassion to the students. This aligns with the teachings of the Prophet Muhammad, *peace be upon him*, who emphasized the importance of caring for the younger generation. The research findings indicate that the personal and emotional approach adopted by dormitory supervisors makes students feel cared for, thereby helping them adapt and navigate life in the boarding environment more effectively. Dormitory supervisors are not only responsible for supervision and discipline but are also emotionally and pedagogically involved in the students' lives. They also serve as a communication bridge between students and their parents. Through this, dormitory supervisors can gain a deep understanding of the students' personalities, habits, and personal issues.

In fulfilling their role as surrogate parents, dormitory supervisors face significant challenges, as they are not only responsible for managing the students' lives in the dormitory but also for meeting their emotional and social needs. These challenges are further compounded by the fact that many dormitory supervisors belong to an age group not much different from that of the students; this generational proximity demands greater emotional maturity, self-control, and stronger parenting competencies so that

¹⁰ HR. At-Tirmidzi no. 1920/1921

supervisors can effectively maintain an authoritative role while simultaneously providing parental support within a family-like environment.

Second, as good role models, exemplary conduct serves as the primary method for shaping the character of students at Ibnu Hajar Boarding School. In the Islamic educational perspective, exemplary conduct (*uswah hasanah*) is the primary method for character formation. The Prophet Muhammad, *peace be upon him*, is held up as the primary role model in shaping the moral character of the community.¹¹ This aligns with research findings indicating that the discipline, responsibility, and courtesy demonstrated by dormitory supervisors have a positive influence on students' behavior. Students tend to emulate the behaviors modeled in daily life, making the supervisors' exemplary conduct a crucial factor in the character-building process. Fulfilling the role of an educator is no easy task. Various obstacles and challenges are frequently encountered, both within the learning process and outside of educational activities. These conditions present a unique test for a dormitory supervisor. Nevertheless, every dormitory supervisor is still required to carry out their duties professionally. In Javanese culture, an educator is understood as *someone who is trusted and emulated*—a figure who is relied upon and held up as a role model. Islamic teachings also emphasize the importance of being *an uswah*, or a model. This demonstrates that the role of an educator holds a very noble position. This is especially true for dormitory supervisors who focus on religious and moral guidance; it is only fitting that they serve as good examples for all students.

Being a *role model* is inseparable from the responsibility of shaping a positive personality. Generally speaking, *role models* represent an inspiring vision of the future. The presence of exemplary figures helps students develop a comprehensive view of the direction they wish to take in life. A student's vision of their future self can be reflected in the figures they look up to.

To be effective *role models*, dormitory supervisors must present themselves as individuals admired and loved by the students. They are expected to serve as friendly, approachable, and inspiring mentors. Therefore, dormitory supervisors must pay attention to several key aspects, such as understanding the scope of Islamic guidance, creating a comfortable atmosphere, and mastering the application of exemplary values in daily life.

Third, as mentors and educators. At Ibnu Hajar Boarding School, dormitory supervisors play an active role in supporting students' daily activities, such as congregational prayers, Quran study circles, evening study sessions, and dormitory cleanliness. The concept of *tarbiyah* in Islam

¹¹ *The Qur'an*, Surah Al-Ahzab [33]: 21.

emphasizes a continuous educational process through guidance, direction, and attention to students' development. According to Abu Hamid Al-Ghazali in his book **Ihya' Umm al-Din**, educators have a responsibility to guide students' moral character and provide advice tailored to their psychological condition.¹² This aligns with research findings indicating that dormitory supervisors serve as mentors who provide guidance on discipline and responsibility, as well as assist students in addressing challenges such as difficulty adapting and homesickness. Dormitory supervisors also play a crucial role in enforcing dormitory regulations. Monitoring and mentoring are daily tasks that dormitory supervisors must carry out, particularly regarding the daily activities undertaken by students.¹³

However, it must also be understood that shaping students is influenced by good performance, motivation, discipline, work ethic, and the work environment. This means that if the boarding school environment is positive, the guidance provided to students will also be effective and run smoothly.¹⁴

Fourth, as a good listener and advisor. In Islamic education, good and wise communication is highly emphasized, just as Ibn Khaldun emphasized a gentle approach in education. The dormitory supervisor does not only act as a guide but also as a listener, advisor, and motivator for the students. This approach aligns with the humanistic principles of education in Islam, where educators must understand the students' circumstances. Research findings indicate that when dormitory supervisors listen to students' concerns and provide motivation, the students feel emotionally supported, thereby enhancing their enthusiasm and fostering positive character development. This study also found that dormitory supervisors at Ibnu Hajar Boarding School also serve as counselors for students facing issues; they provide guidance, motivation, and solutions tailored to the students' problems. This approach helps students develop the ability to manage emotions, solve problems, and build self-confidence.

Character Values at Ibnu Hajar Boarding School

¹² Abu Hamid Al-Ghazali, *Ihya' 'Ulum al-Din* (Beirut: Dar al-Fikr, n.d.), vol. 1

¹³ Zubaedi, *Community-Based Education* (Yogyakarta: Pustaka Pelajar, 2012), 158.

¹⁴ Anita Aisah and Anisa Dwi Makrufi, "Enhancing the Skills of Musyrif as Peer Counseling Mentors to Reduce Bullying in Islamic Boarding Schools," in *Proceedings of the 2020 PPM National Seminar: Technological Innovation and Information Technology Development in Community Empowerment Post-Covid-19* (2020), 1010.

Based on observations and interviews with several dormitory supervisors at Ibnu Hajar Boarding School, there are several character values that are the primary focus instilled in students at Ibnu Hajar Boarding School:

Noble Morals: This study indicates that the cultivation of students' moral character at Ibnu Hajar Boarding School is carried out through the practice of worship, the use of polite language, and the instillation of proper social etiquette within the dormitory environment. These habituation strategies align with a habit-based character education approach, which emphasizes that character is formed through the consistent practice of values in daily life.¹⁵ In the context of Islamic education, the habit formation of worship and daily etiquette serves as a means of internalizing moral values in a practical manner.

In addition to habit formation, the exemplary behavior of dormitory supervisors plays a crucial role in shaping students' moral character—a practical application of social learning theory in contemporary education, which emphasizes the educator's role as a behavioral model for students. Students generally tend to observe and emulate the behavior of educators. A discrepancy between what is taught and what is practiced by educators has the potential to cause confusion, reduce learning motivation, and create a perception of injustice when students are required to do things that are not directly modeled.

Therefore, exemplary conduct serves as the primary foundation in the process of shaping students' character and attitudes. Furthermore, educators who demonstrate consistency between their words and actions will find it easier to build harmonious relationships rooted in mutual trust with students. When students view educators as sincere and consistent figures, they tend to be more open to the learning process and the guidance provided.

Recent research indicates that a close and intensive educator–student relationship strengthens the process of imitating moral values and attitudes.¹⁶ Through such exemplary behavior, students not only understand moral values but also emulate them in real-life behavior.

Furthermore, the cultivation of students' moral character through habit formation and role modeling reflects an integrative character education that combines the aspects of understanding values, internalizing them, and

¹⁵ Berkowitz, Marvin W., and Melinda C. Bier. 2021. *What Works in Character Education: A Research-Driven Guide for Educators*. Washington, DC: Character Education Partnership.

¹⁶ Wentzel, Kathryn R. 2022. "Teacher–Student Relationships and Adolescent Moral Development." *Educational Psychologist* 57 (3): 183–197.

practicing them¹⁷. Thus, the process of cultivating students' moral character within the boarding school environment occurs contextually and sustainably through the social interactions established between dormitory supervisors and students.

However, in practice, approximately 30% of students at Ibnu Hajar Boarding School still exhibit relatively low levels of moral character, particularly among students in the upper grades. As students advance to higher grades, the tendency to disregard moral values toward peers and teachers becomes increasingly evident. This situation is reflected in various complaints from dormitory supervisors regarding students' behavior, such as daring to defy teachers and using disrespectful language in interactions.

Therefore, dormitory supervisors need to collaborate with homeroom teachers and parents in guiding students toward positive development. Parents also bear the responsibility to monitor and oversee the moral development of students within the home environment. This is crucial, as some students remain in a phase of instability regarding consistency (*istiqamah*) in maintaining positive behavior. This situation is reflected in a number of relatively similar complaints from parents, such as students' tendency to spend time playing with gadgets, not dressing in accordance with Islamic guidelines, engaging in inappropriate socializing with the opposite sex, neglecting prayers, rarely reading the Qur'an, and having a habit of sleeping in the morning.

Regarding discipline, research findings indicate that students at Ibnu Hajar Boarding School are not yet fully disciplined. The process of fostering disciplined character among students at Ibnu Hajar Boarding School involves establishing structured daily routines and consistently enforcing dormitory regulations. Students are trained to adhere to prayer schedules, school rules, learning activities, and dormitory routines, thereby fostering a sense of order and responsibility in their daily lives.

Previous research on the role of mentors has demonstrated that the success of fostering discipline among boarding school students depends on the mentors' ability to implement structured and sustainable programs.¹⁸ The results of this study provide insight into the positive contribution of the guardian program to the development of student discipline within the boarding school environment. While similar studies discuss the importance

¹⁷ Nucci, Larry P., Darcia Narvaez, and Tobias Krettenauer. 2023. *Handbook of Moral and Character Education*. 2nd ed. New York: Routledge.

¹⁸ I. Karim and A. Masrukin, "The Role of the Mentor Program in Shaping the Discipline of Students at Al Mahrusiyah Putra Lirboyo Islamic Boarding School," *Indonesian Journal of Humanities and Social Sciences* 1, no. 3 (2020).

of the guardian's role in boarding schools, this study differs in that it focuses on the character development of students.

This study aligns with contemporary Islamic educational perspectives that emphasize the instillation of values through habit formation and the reinforcement of etiquette. Routines carried out consistently play a role in shaping students' disciplined character.¹⁹ Additionally, the exemplary conduct of educators and dormitory supervisors is a crucial factor in fostering discipline, as educators serve as behavioral models emulated by students (*uswah hasanah*).²⁰ Thus, the cultivation of disciplined character occurs through the integration of habit formation and exemplary conduct within the boarding school educational environment.

Independence: Research findings indicate that students at Ibnu Hajar Boarding School are trained to be independent in carrying out daily activities, including by developing the habit of waking up early in the morning and performing the tahajjud prayer; however, only a few have become accustomed to performing the tahajjud prayer. Students are also trained to meet their personal needs independently, such as managing study time, maintaining personal and environmental hygiene, and completing academic assignments without excessive reliance on educators or dormitory supervisors. Assigning responsibilities in dormitory activities further fosters the development of self-reliance and a sense of responsibility among the students. This habit-forming approach aims to cultivate character, strengthen spirituality, and build a solid religious understanding within the students. Through guided instruction and mentorship, it is hoped that students will develop into individuals of faith, noble character, and those who make positive contributions to society and the nation. Therefore, the role of boarding school mentors is crucial in providing guidance and nurturing to ensure students' potential develops optimally.

These findings align with the contemporary Islamic educational approach, which emphasizes the importance of habit formation and entrusting responsibilities in fostering independence. Opportunities for students to manage tasks and responsibilities independently play a role in cultivating self-confidence and a sense of responsibility.²¹ In boarding school education, educators and dormitory supervisors serve as mentors who

¹⁹ Mulyasa, E. 2021. *Character Education Management*. Jakarta: Bumi Aksara.

²⁰ Hidayat, Tatang, and Irfan Syafe'i. 2020. "Character Education Based on Islamic Values." *Journal of Islamic Education* 17 (2): 123-135.

²¹ Mulyasa, E. 2021. *Character Education Management*. Jakarta: Bumi Aksara.

provide proportionate guidance, ensuring that the process of internalizing the value of independence can proceed optimally.²²

Politeness: Research findings indicate that the development of polite character at Ibnu Hajar Boarding School is implemented through the application of the 6S culture—smile, greet, greet with respect, be polite, be courteous, and be patient—as habits integrated into students’ daily activities. The 6S culture is consistently applied in interactions between students and teachers, caregivers, and fellow students, whether in the classroom, dormitory, or school grounds. The implementation of this culture serves as a means of fostering positive behaviors that encourage students to display a friendly attitude, respect others, and maintain proper etiquette in communication and conduct.

Furthermore, the research findings reveal that the successful implementation of the 6S culture at Ibnu Hajar Boarding School has not yet been 100% successful; at times, many teachers and students are still reluctant to initiate the 6S practices—particularly greetings and salutations—toward those they do not know, as they feel such interactions are unnecessary. The success of implementing this culture is supported by the exemplary behavior of educators and caregivers, continuous supervision, and the provision of reinforcement in the form of appreciation and constructive reprimands. This pattern of habit formation gradually fosters the internalization of courtesy values within the students, which is reflected in their daily behavior, such as the use of polite language, respectful attitudes toward teachers, and harmonious social interactions. Thus, the 6S culture has proven to contribute significantly to building the students’ character of courtesy at Ibnu Hajar Boarding School.

Supporting and Hindering Factors

The success of dormitory supervisors in shaping the character of students at Ibnu Hajar Boarding School is influenced by several supporting factors:

First, the presence of a structured system within the dormitory environment, such as a daily activity schedule and clear rules and regulations, ensures that students become accustomed to engaging in meaningful activities. Consistent practice serves as an effective means of instilling the values of discipline, responsibility, and independence.

Second, the dormitory supervisors’ exemplary behavior in their daily lives is a crucial factor. Supervisors must demonstrate disciplined, courteous,

²² Nurdin. 2022. “Contemporary Islamic Education and the Character Formation of Students.” *Journal of Islamic Education* 11 (1): 1–12.

and responsible attitudes, as this makes it easier for them to serve as role models for students in emulating positive behavior. This exemplary conduct reinforces the natural instillation of character values through observation and imitation.

Third, support from the foundation—including from the foundation chairperson and the school principal—is essential. This support takes the form of policies that support character-building programs, training for dormitory supervisors, and oversight of activity implementation. This support ensures alignment between the foundation's vision and character-building practices within the dormitory.

Fourth, collaboration between dormitory supervisors, homeroom teachers, and parents is also crucial. Intensive communication ensures continuity in character development between the *boarding* environment and the family environment, thereby reinforcing the instilled character values across various aspects of the students' lives.

In addition to these supporting factors, there are also several obstacles to the implementation of the dormitory supervisor's role:

First, the diverse backgrounds of the students—whether in terms of family, customs, or level of religious understanding—require the dormitory supervisors to adopt different approaches in the mentoring process.

Second, the fact that dormitory supervisors are relatively close in age to the students presents a unique challenge, as it has the potential to undermine their authority and credibility in guiding students if not balanced by emotional maturity and parenting competence.

Third, external environmental influences, such as uncontrolled use of gadgets, social media, and socializing outside of school, also pose obstacles to maintaining consistency in students' behavior.

Fourth, a lack of awareness among some students regarding the rules; some students are still unstable and tend to follow their peers, making them easily influenced.

Fifth, the limited time dormitory supervisors have to provide guidance to the fullest extent; this situation makes it difficult for them to monitor students' development comprehensively.

The factors mentioned above can hinder the instillation of character values that have been taught in the dormitory.

Conclusion

Based on the research findings, it can be concluded that dormitory supervisors play a crucial role in shaping the character of students at Ibnu Hajar Boarding School. This role is manifested through the functions of guidance, mentoring, supervision, and setting a positive example in the

students' daily lives within the boarding school environment. Dormitory supervisors not only serve as managers of dormitory life but also as surrogate parental figures who directly contribute to instilling values of morality, discipline, responsibility, independence, and courtesy.

The process of character development is carried out through the regular practice of religious activities and structured daily routines, the demonstration of positive behavioral examples, and the provision of guidance to students in addressing various challenges. The success of fulfilling this role is supported by an organized boarding school system, institutional support, and collaboration among dormitory supervisors, homeroom teachers, and parents. However, several challenges remain, such as the diverse backgrounds of students, the limited number of dormitory supervisors, and the influence of external environments, which require more in-depth management strategies.

Therefore, efforts to strengthen the role of dormitory supervisors must continue through competency enhancement, the implementation of continuous training, and the development of integrated cooperation patterns among relevant parties. These efforts are expected to improve the quality of character development for students, thereby fostering a generation that is faithful, of noble character, and capable of making positive contributions to society.

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