

The Influence of Discipline on the Al-Falah Islamic Boarding School Student Association (HPPA) on the Social Capital of *Santriwati* Socials

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Abstrak

Artikel berikut memaparkan pengaruh kedisiplinan himpunan pelajar Pondok Pesantren Al-falah Puteri Banjarbaru. Sebagai artikel berbasis penelitian asosiatif, populasi penelitian seluruh *santriwati* pondok pesantren Al-falah puteri dengan sampel 211 responden yang ditentukan menggunakan teknik Proportionate stratified random sampling. Pengambilan data dengan instrumen berupa angket dan tes dan analisis data menggunakan statistik deskriptif. Penelitian menunjukkan bahwa nilai kedisiplinan sebesar 85,97 % dengan kategori sangat tinggi, dan modal sosial pada kategori tinggi dengan nilai persentase 78,26 %. Terdapat pengaruh signifikan antara kedisiplinan pada himpunan pelajar pondok pesantren al-falah (HPPA) terhadap modal sosial *santriwati*.

Kata Kunci: Kedisiplinan, Modal sosial, dan Pondok Pesantren.

Abstract

The following article describes the disciplinary influence of the associated students of the Princess Al-Falah Islamic Boarding School Banjarbaru. As an associative research-based article, the study population was all-female Islamic boarding school students with a sample of 211 respondents who were determined using the Proportionate stratified random sampling technique. Data were collected using questionnaires and instruments, and data analysis used descriptive statistics. Research shows that the value of discipline is 85.97 %, with a very high category, and social capital in the high category with a percentage value of 78.26 %. There is a significant influence between discipline in the Al-Falah Islamic boarding school student association (HPPA) on students' social capital.

Keywords: Discipline, Social Capital, and Islamic Boarding School.

PRELIMINARY

Education is the right of every human being as an essential asset in human life. Assets that can provide benefits for human life that continue to move forward. One of the benefits provided is social support in solving all life problems through the learning process. The learning process is also carried out to increase self-potential.

Education outside the classroom is a learning process to develop the individual potential to shape a disciplined life. Activities outside the classroom include association, extracurricular activities, and scientific work. As regulated in Law No.20 of 2003 Article 3, concerning the national education system, education is an effort to develop the potential, one of which is the potential for self-control.

Self-control forms include discipline; Yaqin argues that discipline is adherence to existing guidelines or depending on supervision and control to perform systematically and

effectively. Discipline is a behavior obtained from continuous training, which results in an attitude of obeying the applicable regulations (Gordon, 1996; Fachrurrozi & Ibrahim, 2018).

Thus, discipline can be formed with rules and regulations that apply in an institution, such as an organization. The organization certainly has rules applied and obeyed by each member to achieve goals and maintain the rules that apply in it.

The organization itself is defined as an activity carried out regularly and repeatedly in a group with a collaborative activity pattern to achieve a goal (Gitosudarmo & Sudita, 2000). To achieve organizational goals, an organizational structure is created. The organizational structure explains the organization's various elements so that they are in their respective places and functions (Kusdi, 2009). Based on the description above, an organization must have clear, orderly objectives and a division of duties according to the capabilities possessed by each member of the organization to create an attitude of responsibility and discipline that is enforced in the organization. Like the *santriwati* organization, it has reasons to make the Islamic boarding school more conducive because all students are coordinated by guidelines drawn up based on the support of the boarding school leadership through a meeting of individual reporters from the organization.

The *santri* organization is to carry out religious activities while in the Islamic boarding school, a *santri* organization with different names is formed (Yaqin, 2010). Maintain order, manage, and carry out the activities of the *santriwati* listed in the regulations from various fields, including the security sector, the worship sector, the hygiene sector, the spiritual sector, the health sector, and so on. Then a *santri* organization was formed as a forum to organize these activities.

Based on researchers' observations about the Al-Falah Islamic Boarding School Student Association (HPPA), it is a student organization with the duty and obligation to keep the cottage safe and peaceful. It has a vision mission that is carried out. As an organization, of course, it has its problems related to the discipline that has been applied.

Tabel 1.1 Data Pelanggaran Kedisiplinan Pondok Pesantren Al-Falah Puteri Bulan Agustus-Juli

No	Pelanggaran	Jumlah Pelanggaran
1	Berfoto dengan laki-laki	3 orang
2	Memakai make up (Lipstik, maskara)	35 orang
3	Membawa, menyimpan, serta memakai hp	9 orang
4	Menyalahgunakan Radio Ustadz	8 orang
5	Keluar Tanpa Izin	4 orang
6	Membaca dan membawa novel	10 orang
7	Keluar sampai malam	14 orang
8	Menyalahgunakan perizinan	2 orang
9	Membawa masuk selain santriwati ke asrama	1 orang
10	Memakai sarung pendek saat mandi	10 orang
12	Menyalahgunakan fasilitas kantor (menonton TV)	50 orang
13	Memakai kerudung Pashmina	2 orang
14	Memakai Henna	1 orang
15	Keluar saat malam hari	3 orang
16	Membawa kartu infaq keluar	4 orang
17	Mewarnai rambut	85 orang
18	Membolos Sekolah	1 orang
19	Meminjam Hp selain dengan satpam	2 orang

Sumber: Buku Keamanan Pondok Pesantren Al-Falah Puteri 2018-2019.

Based on table 1.1, the rules often violated by *santriwati* are coloring hair, abusing facilities, and wearing *make-up*. This shows that violations have occurred at the Al-Falah Puteri Islamic Boarding School against the applicable regulations (Abbas et al., 2019). Violations do not just happen, of course, but there is a will or desire and an opportunity to violate the rules.

Social capital is not only a capital to revive and is similar to the example of wealth or cash, but also contains a metaphorical meaning of a significant gain or capital in social life. Feelings of peace, goodwill, and relationships with one another, social compassion, and close participation among humans with specific social meeting structures, are also social capital (Syahra, 2003). Thus, mutual sympathy is a social capital, which means reminding other *santriwati* not to violate the applicable regulations at the Al-Falah Puteri Islamic Boarding School; from table 1.1 shows that there are violations that have been committed by students of the applicable regulations. So indirectly, it can be said that when students violate the rules because the mutual sympathy between the students is very weak, so the violation occurs (Mutiani et al., 2019).

Based on table 1.1 of the offenses committed by female students showed their attitude does not adhere to the norms or rules applicable, indicating the absence of ownership of social capital in themselves because they can not behave according to the norms or rules to achieve a goal in a group or organizational goals *santriwati* (Abbas & Rajiani, 2019).

Santriwati is a call to female students, and *santri* is a call to students, especially boys, a call given to those studying Islamic religion for a certain period either with *mukim* (staying) or not in a boarding school.

The relationship between the existence of discipline in organizations at the Al-Falah Puteri Islamic Boarding School and students' social capital is that discipline can be formed by the existence of an organization that has goals and the rules that apply in it. Rules that are obeyed and obeyed by every management and member of the organization. Obedience will be formed with one's awareness, sympathy from others, and so on. Based on the previous opinion, sympathy can be called social capital. Then individual social capital can be formed by discipline within the individual (Abbas, 2020b; Subiyakto et al., 2020).

From this description, we can find out and answer in more detail about the *santriwati* organization's discipline. Is it capable of realizing social capital or working together in society by following, obeying, and implementing the norms, values, and rules that apply to students? Therefore, this researcher aims to determine whether discipline in the Al-Falah Islamic Boarding School Student Association (HPPA) affects students' social capital (Putro et al., 2020; Subiyakto & Mutiani, 2020).

RESEARCH METHODS

Associative research is a study to determine the relationship between two or more variables used in this study. The research was conducted at the Al-Falah Puteri Islamic Boarding School at the Al-Falah Islamic Boarding School Student Association in the RT 009 / RW 004 area Jalan Jenderal Ahmad Yani Kilometer 23, Landasan Ulin Tengah Sub-District, Liang Anggang District, Banjarbaru City. The population used in this study were all *santriwati* Ulya Pondok Pesantren Al-Falah Putri. The research sample used in this study amounted to 211 people with the *Proportionate stratified random sampling technique*. The data collection technique used a questionnaire distributed to the research sample (Abbas, 2020a; Syaharuddin et al., 2019).

This study's variables consisted of two variables, namely discipline as the independent variable or the X variable. The social capital of the students was the dependent variable or the Y variable. The data collection for the X and Y variables used a questionnaire instrument. The scale used in this study is a Likert scale with four alternative answers. The questionnaire's validity used the correlation technique product-moment, and the reliability used analysis *Alpha Cronbach's* (Syaharuddin et al., 2019).

A descriptive technique is a technique used in this study. To describe the data using the percentage technique.

Tabel 1. Ukuran Tinggi Rendahnya Kriteria Deskriptif menurut Guilford (Dimodifikasi)

Hasil Persentase	Kriteria Ukuran
80% < 100%	Sangat Tinggi
60% < 80%	Tinggi
40% < 60%	Sedang
20% < 40%	Rendah
< 20%	Sangat Rendah

(Sumber : Guilford,1965:154 dalam Kasim dan Permatasari, 2016:11)

This study uses the normality and linearity test as an assumption test. Hypothesis testing uses the t-test with a confidence level of 0.05. A simple linear regression analysis was used to determine the correlation and the magnitude of the influence of the independent and dependent variables (Kasim & Permatasari, 2019).

RESULTS AND DISCUSSION

This study was calculated using descriptive statistics on the discipline and social capital variables of Al-Falah Putri Islamic Boarding School students, which are presented in the following figure.

Tabel 2. Distribusi Persentase Kedisiplinan (X) Dan Modal Sosial Santriwati (Y)

No	Indikator	Persentase(%)	Kategori
	Kedisiplinan (X)	81,29%	Sangat Tinggi
1	Melaksanakan tata tertib dengan baik	86%	Sangat Tinggi
2	Taat terhadap kebijakan dan kebijaksanaan yang berlaku	73,58%	Tinggi
3	Menguasai diri dan intropeksi	82,94%	Sangat Tinggi
	Modal Sosial (Y)	71,01%	Tinggi
1	Kepercayaan	70,54%	Tinggi
2	Norma	62,26%	Tinggi
3	Jaringan	76,95%	Sangat Tinggi

Sumber : Data diolah berdasarkan hasil penelitian (2020).

Table 1. About the distribution of the percentage of discipline (X) and the social capital of students. That the percentage value for discipline (X) is 81.29% with a very high category. The lowest indicator with a percentage value of 73.58% is obedience to the policies and policies

in force in the very high category in the discipline variable. The highest indicator in the very high category with a percentage value of 86% is implementing the discipline well with a value. The percentage value of social capital is 71.01% in the high category. For the social capital variable (Y), the highest indicator with a percentage value of 76.95% in the high category is a network. Although the norm is the lowest social capital indicator with a percentage value of 62.26%, it is in the high category.

This study hypothesizes a positive influence between being disciplined in the al-Falah Islamic boarding school student association (HPPA) on students' social capital. Table 3 is the result of a simple linear regression analysis, which shows that the $t_{count\ for}$ discipline (X) is 5.670 and $t_{table\ is}$ 0.1351. Means t is greater than t_{table} . The Sig value is 0,000, the Sig value <0.05 means that there is a significant influence between discipline in the al-Falah Islamic boarding school student association (HPPA) on the social capital of students. The conclusion from the results of simple linear regression analysis is that there is a positive and significant influence between discipline in the al-Falah Islamic boarding school student association (HPPA) on students' social capital. Thus, the hypothesis that there is a positive influence between being disciplined in the al-Falah boarding school association (HPPA) on social capital is proven.

Tabel 3. Analisa Regresi Linier Sederhanan

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	38,455	4,852		7,925	,000
	Berdisiplin	,317	,056	,365	5,670	,000

a. Dependent Variable: modal sosial

Sumber : data diolah berdasarkan penelitian (2020)

RESULTS AND DISCUSSION

Discipline complies with the rules that apply to an environment based on awareness. So that they can carry out their duties and obligations seriously (Sobri & Moerdiyanto, 2014). The results also show that as many as 89.49% of respondents carry out discipline well, such as obeying the applicable rules at the Al-Falah Putri Islamic Boarding School even though they are longtime students. Social capital is a quality and quantity social connection or relationship in a society formed based on norms, namely as a social glue that maintains the solidarity of

each individual's network together (Cahyono & Adhiatma, 2020). The results also show that network indicators are applied in discipline to the al-Falah female Islamic boarding school student association, such as having good relationships with other students, working with other students, and not fighting with other *santriwati* maintain relationships between students. With a percentage value of 82.73%.

Based on the results of a questionnaire distributed to 211 *santriwati*, it is known that there is a significant influence on the social capital of the students at the Al-Falah Puteri Islamic Boarding School. This is evidenced by the research acquisition $0.000 < 0.05$ with a number $t_{hitung} > t_{tabel} 5.5670 > 0.1351$. Thus, it can be defined as the effect of discipline in organizing Discipline at the Al-Falah Islamic Boarding School Student Association (HPPA) has a positive effect on students' social capital, which means that social capital is part of discipline to practice habits so that in the future, students become someone who obeys the rules. Or norms that apply both in the cottage environment and in the community. This is indicated by the research acquisition of $0.000 < 0.05$ with a value of $5.5670 > 0.1351$.

CONCLUSION

Based on the results of the analysis and discussion previously described, research shows that the value of discipline is 85.97 %, with a very high category, and social capital in the high category with a percentage value of 78.26 %. It can be concluded that there is an effect of discipline on the Al-Falah Islamic Boarding School Student Association (HPPA) on the social capital of *santriwati*.

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