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A Dynamic Framework for Dormitory-Based Student Discipline Management: From External Control to Value Internalization

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Abstract. Student discipline in boarding schools is generally associated with rule enforcement and supervision, while the managerial processes underlying value internalization remains under-researched. This study analyzes the dynamics of dormitory-based student discipline management and develops a conceptual framework explaining the transformation from external control to value internalization. Using a qualitative case study at the Male's Dormitory of Islamic High School of Diponegoro Surakarta, data were collected through interviews, observations, and document analysis involving school and dormitory personnel and male students. Data were analyzed using an interactive model of data reduction, display, and conclusion drawing. The findings show that discipline management develops through interconnected stages of planning, implementation, monitoring and reinforcement, habituation, and value internalization, ultimately fostering self-discipline. These findings inform a Dynamic Framework for Dormitory-Based Student Discipline Management, highlighting how systematic management processes can transform external control into students' personal awareness and responsibility. The study contributes to educational management by providing a conceptual perspective on discipline as a dynamic process of behavioral development rather than merely rule compliance.

Keyword: Student discipline, External Control, Value Internalization, Dormitory

Abstrak. *Disiplin siswa di sekolah berasrama umumnya dikaitkan dengan penegakan aturan dan pengawasan, sementara proses manajerial yang mendasari internalisasi nilai masih kurang diteliti. Penelitian ini menganalisis dinamika pengelolaan disiplin siswa berbasis asrama dan mengembangkan kerangka kerja konseptual yang menjelaskan transformasi dari kontrol eksternal menuju internalisasi nilai. Melalui studi kasus kualitatif di Asrama Putra SMA Islam Diponegoro Surakarta, data dikumpulkan melalui wawancara, observasi, dan analisis dokumen yang melibatkan personel sekolah dan asrama serta siswa laki-laki. Data dianalisis menggunakan model interaktif yang mencakup reduksi data, penyajian data, dan penarikan kesimpulan. Temuan penelitian menunjukkan bahwa pengelolaan disiplin berkembang melalui tahapan yang saling terkait, yaitu perencanaan, pelaksanaan, pemantauan dan penguatan, pembiasaan, serta internalisasi nilai, yang pada akhirnya menumbuhkan disiplin diri. Temuan ini menghasilkan Kerangka Kerja Dinamis Pengelolaan Disiplin Siswa Berbasis Asrama, yang menyoroti bagaimana proses pengelolaan yang sistematis dapat mengubah kontrol eksternal menjadi kesadaran dan tanggung jawab pribadi siswa. Penelitian ini berkontribusi pada bidang manajemen pendidikan dengan menyajikan perspektif konseptual mengenai disiplin sebagai proses dinamis pengembangan perilaku, bukan sekadar kepatuhan terhadap aturan.*

Kata Kunci: *Disiplin Siswa, Kendali Eksternal, Internalisasi Nilai, Asrama*

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INTRODUCTION

Over the past decade, the evolution of digital technology has significantly altered students' interaction patterns, behaviors, and character. Widespread access to smartphones, social media, and various digital platforms has not only created opportunities to enhance the quality of learning but has also introduced new challenges regarding character development and student discipline (Haq, 2025; Herak, 2025). Issues ranging from rule violations and poor adherence to school regulations to the misuse of digital devices and diminished self-control are increasingly prevalent across all levels of education. In response to this situation, the Indonesian government issued Circular Letter of the Minister of Basic and Secondary Education Number 18 of 2026 regarding restrictions on the use of mobile devices in educational institutions, as part of an effort to strengthen character education and foster a healthy digital culture (Minister of Basic and Secondary Education of Republic of Indonesia, 2026). This policy demonstrates that managing student discipline has become a strategic issue in educational management; it can no longer be resolved solely through the enforcement of rules but requires a management system capable of cultivating awareness, responsibility, and self-control among students.

These challenges become increasingly complex in boarding schools. Unlike regular schools, the educational process in a boarding environment operates around the clock, integrating academic activities, character development, religious observance, social interaction, and daily student life into a unified system (Rokhmani dkk., 2026; Susanto dkk., 2025; Zamroni & Salim, 2026). Consequently, discipline serves as the cornerstone of student management, as all student activities require continuous organization, supervision, guidance, and evaluation (Amalia & Subiyantoro, 2025). Therefore, the effectiveness of discipline management depends not only on the existence of rules and regulations but also on the educational institution's ability to manage the various dynamics that arise throughout the developmental process.

The perspective of educational management views that discipline is a managerial process encompassing rule planning, activity organization, guidance implementation, behavior monitoring, evaluation, and the reinforcement of school culture (Thelma, C. C., & Phiri, 2025). Effective discipline management not only fosters adherence to rules but also shapes the character, sense of responsibility, and independence of students (Khasbiyah dkk., 2025). Success in discipline management within boarding schools is measured not merely by low violation rates, but also by the management system's ability to transform compliance, initially driven by external control, into an internalized awareness deeply ingrained in the students (Mauludin dkk., 2025). This perspective highlights that discipline is a dynamic process, evolving gradually through the interaction between the management system, the educational environment, and the students' learning experiences (Ubaidillah & Ismawati, 2026).

Prior studies have examined discipline management in boarding educational institutions from diverse perspectives. Some research highlights the strategy for managing students' religious discipline (Multazami & Diana, 2025; Solehah & Manshur, 2025; Supriyandi dkk., 2025). Other researches outline the role of dormitory staff as planners, supervisors, mentors, and motivators in shaping student discipline through role modeling, interpersonal communication, habituation, and

the implementation of reward and sanction systems (Rabbi'ah dkk., 2025; Santoso & Subando, 2026). Meanwhile, other studies also indicate that the success of fostering discipline is influenced by the quality of interaction between supervisors and students, the consistency of rule enforcement, and the social control mechanisms that develop within the dormitory environment (Al Nizar dkk., 2025; Amini, 2025). While these findings provide insight into the factors influencing student discipline, most still frame discipline as the outcome of specific functions or the effectiveness of particular strategies viewed in isolation.

Addressing this gap, importantly, the framework of this study is not presented as a normative model developed independently of the empirical data or as a universally validated model. Rather, it constitutes a conceptual synthesis of the empirical findings generated in this case study. Its novelty lies in integrating management processes that have commonly been discussed separately planning, implementation, monitoring, reinforcement, habituation, and value internalization into a connected dynamic sequence. The framework therefore emphasizes the relationship and transition among these processes, particularly how external control functions as an initial mechanism that, through continuous guidance, reinforcement, habituation, and social interaction, may contribute to students' internalization of disciplinary values and the development of self-discipline. In this sense, the contribution of the framework is not the introduction of entirely new management functions, but the conceptualization of their interconnectedness and transformation within the specific context of dormitory-based education.

This study was conducted at dormitory of Islamic High School of Diponegoro of Surakarta. The school was selected as the research site because it implements a boarding school system at the high school level, featuring a dormitory specifically for male students in grades X through XII. All dormitory residents are required to live on-site throughout their education and return to the dormitory after completing their school activities. These characteristics facilitate a continuous process of guidance and supervision, making the dormitory a relevant setting for analyzing the dynamics of discipline management and the transformation process from external control to the internalization of disciplinary values

Based on the foregoing, this study aims to analyze the dynamics of student discipline management at the male's dormitory of Diponegoro Islamic High School Surakarta and to develop a "Dynamic Framework for Dormitory-Based Student Discipline Management." This framework elucidates the process of disciplinary transformation, shifting from external control mechanisms toward the internalization of values as the foundation for students' self-discipline. The resulting framework is expected to make a theoretical contribution to the development of educational management, specifically student affairs management in boarding-based schools, while also serving as a practical reference for school administrators in designing more systematic, adaptive, and sustainable systems for fostering student discipline.

METHODS

This study employed a qualitative approach using a case study design. The qualitative approach is utilized to gain an in-depth understanding of the phenomenon through the participants' experiences, perceptions, and interactions within a natural setting (Roosinda, 2021). The case study design was selected because the research focuses on a specific case, the management of student discipline at the Male's Dormitory of Diponegoro Islamic High School of Surakarta, thereby enabling a comprehensive exploration of the disciplinary management dynamics within the boarding school environment.

The study was conducted at the Male's Dormitory of Diponegoro Islamic High School of Surakarta from April to May 2026. The research site was selected purposively because the school implements a boarding system for male students in grades X through XII, requiring them to reside in the dormitory throughout their education. These characteristics facilitate continuous, twenty-four-hour guidance, supervision, and discipline management, making it an ideal setting to examine the dynamics of student discipline management.

Research informants were selected by using purposive sampling, identifying individuals who possessed knowledge, experience, and direct involvement in the management of student discipline. Key informants included the principal (as the policymaker), a dormitory administrator (responsible for implementing discipline management), and a dormitory supervisor (responsible for fostering student character). To gain a more comprehensive understanding of the process of internalizing disciplinary values, the study also included four dormitory residents/students as supporting informants. The involvement of diverse informants enabled the researcher to gather varied perspectives regarding policies, implementation, experiences, and the dynamics of discipline within the dormitory environment.

Data were collected through in-depth interviews, participant observation, and document analysis. In-depth interviews were used to explore the informants' experiences, perspectives, and strategies regarding the management and experience of the dormitory's disciplinary system. Observations focused on the conduct of daily activities, interaction patterns between staff and students, supervision mechanisms, and the implementation of rules within dormitory life. Meanwhile, document analysis covered dormitory regulations, activity schedules, violation logs, guidance programs, and other supporting documents to corroborate the findings from the interviews and observations.

Data validity was maintained through source triangulation and technique triangulation. Source triangulation involved comparing information obtained from the school principal, dormitory administrators, dormitory supervisors, and students, while technique triangulation involved comparing the results of interviews, observations, and document analysis. Additionally, the researcher conducted member checking with several key informants to ensure that the interpretation of the research findings aligned with actual experiences and conditions (Creswell & Poth, 2017).

Data analysis employed the interactive model proposed by (Miles dkk., 2014) encompassing data condensation, data display, and conclusion drawing and verification processes carried out simultaneously from the data collection stage through to the completion of the research. Data were condensed through selection, categorization, and coding based on themes of planning, implementation, supervision, behavioral reinforcement, habituation, and value internalization; they were then presented in narrative and thematic matrix formats to identify inter theme relationships.

RESEARCH FINDINGS AND DISCUSSION

Results

Planning a Dormitory-Based Student Discipline System

The management of student discipline at the Male's Dormitory of Diponegoro Islamic High School of Surakarta begins with a systematic planning process serving as the foundation for students' guidance and development during their residency. Discipline planning extends beyond the mere drafting of rules and regulations; it encompasses setting guidance objectives, establishing daily activity schedules, assigning duties to dormitory staff, and determining mechanisms for

student supervision and mentoring. Consequently, discipline is positioned as an integral component of a character-building system designed to foster positive habits and a sense of responsibility in the students' daily lives.

Based on interview findings, the planning process involves coordination between the school and the dormitory management prior to the start of the new academic year. This forum serves to evaluate the implementation of the previous program, identify common infractions, and refine rules and guidance mechanisms to meet students' needs. The results of this evaluation form the basis for establishing the disciplinary policies to be implemented throughout the academic year. The following is the result of the interview with the Principal, Fatimah Farchana.

> *"In the beginning of each academic year, we conduct an evaluation with the dormitory staff, as the rules implemented serve not only to maintain order among the students but also to foster their character and sense of responsibility."* (Interview with the principal, Fatimah Farchana, May, 4th 2026)

Observations indicate that disciplinary rules have been established in writing and communicated to all students at the beginning of their stay in the dormitory. These regulations govern various aspects of student life, ranging from schedules for communal worship, independent study sessions, and environmental cleanliness to mobile phone usage, rest periods, and etiquette regarding interactions with fellow residents. The rules are formulated to ensure that student activities proceed in an orderly manner and to create a conducive learning environment.

In addition to establishing the rules, planning also involves creating a daily schedule that serves as a guide for all dormitory residents. This schedule outlines students' activities from the moment they wake up until bedtime, ensuring a clear time allocation for each task. Through this structure, students cultivate disciplined time management habits while also grasping the importance of balancing academic pursuits, religious observance, character development, and social activities.

Furthermore, dormitory staffs play a crucial role in translating formulated policies into guidance programs that can be implemented consistently. Based on interview findings, their responsibilities extend beyond merely monitoring student compliance with rules; they also ensure that activities proceed according to schedule and provide support when violations or obstacles arise during the guidance process. The following is an excerpt from an interview with Mr. Ahmadi, the Head of the dormitory, who also serves as a guidance counsellor.

> *"Schedules and rules serve as our guidelines in supporting students on a daily basis. With clear rules, guidance can be provided consistently, and students understand their responsibilities.* (Interview with the head of the dormitory, Ahmadi, May, 4th 2026).

Research findings also indicate that the formulation of the disciplinary system is not merely oriented toward imposing sanctions for infractions but is directed at fostering a culture of discipline through continuous habituation. Consequently, the rules implemented are always accompanied by explanations regarding their purpose, benefits, and the values intended to be instilled in students, ensuring they grasp the meaning of discipline rather than simply complying with rules due to supervision.

The research results demonstrate that the planning stage serves as the primary foundation for managing student discipline in a boarding-based setting. An overview of the planning stage is presented in the following table:

Table 1. Planning a Dormitory-Based Student Discipline System

Planning Aspect	Research Findings	Objectives
Drafting of rules and regulations	Formulating rules governing religious observance, academic activities, time management, cleanliness, device usage, and conduct within the dormitory.	Establishing order and guidelines for student behaviour.
Planning the development program	Drafting a daily schedule that integrates academics, religious observance, character building, and social activities.	Establishing a disciplined and structured lifestyle for students.
Task allocation and dissemination	Assigning duties to dormitory administrators and supervisors, and communicating the code of conduct to all students at the start of their dormitory residency.	Ensuring consistent enforcement of discipline and student understanding of the rules.



Figure 1. Dormitory Program Rules and Regulations

Based on Table 1, the planning phase reveals that the dormitory disciplinary system is designed through several interconnected components. The formulation of rules and regulations serves as the primary guide for managing student behaviour, while guidance programs are structured to integrate academic, religious, and character-building activities into the daily routine. Furthermore, the allocation of duties among administrators and supervisors, accompanied by the communication of rules to students, ensures that all involved parties share a common understanding and sense of responsibility in supporting the implementation of discipline within the dormitory environment.

Implementation of Student Discipline Management

The implementation of discipline management at the Male's Dormitory of Diponegoro Islamic High School of Surakarta is carried out in a structured manner through the enforcement of rules and regulations, adherence to daily activity schedules, character building, and student guidance during all dormitory activities. All planned programs are consistently implemented by the dormitory

administrators and supervisors, ensuring that discipline is not merely enforced as a rule but becomes an integral part of the students' daily lives. This aligns with the findings from an interview with the Dormitory Administrator, Mr. Muhammad Ridho.

> *"We strive to support students in their daily activities. The goal is not merely to ensure they follow the rules, but to help them become accustomed to carrying out tasks with discipline, until it eventually becomes a habit.* (Interview with the dormitory administrator, Muhammad Ridho, May, 4th 2026).

Interviews with dormitory administrator indicate that discipline is implemented through continuous habituation rather than solely by imposing sanctions for every violation. All student activities are directly supervised to ensure consistent application of the rules.

Furthermore, these findings are reinforced by observations showing that students followed the scheduled sequence of activities, ranging from waking up and performing congregational prayers to attending school classes, evening study sessions, and rest periods. However, during the initial phase, some students struggled to adjust, particularly regarding punctuality and compliance with mobile phone usage rules. This situation indicates that the process of instilling discipline requires ongoing guidance to enable students to adapt to life in the dormitory. The following is an excerpt from an interview with an 11th-grade student from the dormitory:

> *"At first, I found it quite challenging because all activities were scheduled and had to be done on time. After living in the dormitory for a few weeks, I began to get used to following the schedule and felt that my daily routine had become more organized"* (Interview with GY, an 11th-grade student, May 6th 2026).

The student's perspective above indicates that the implementation of discipline was initially perceived as an adjustment to a new environment. Dormitory life follows a more structured schedule than living at home, thereby requiring a process of adaptation. A description of the implementation of student discipline management is presented in the following table:

Table 2. Implementation of Dormitory-Based Student Discipline Management

Implementation Aspect	Research Findings	Objectives
Implementation of rules and regulations	Rules and regulations are consistently applied across all student activities within the dormitory environment.	Fostering compliance with established rules.
Guidance on daily activities	Students follow a regular daily schedule that includes worship, study, cleanliness, and social activities.	Fostering disciplined living habits through consistent routines.
Student support	Committee members and supervisors provide direction, guidance, and mentoring throughout the activities.	Helping students adapt and observe rules responsibly.

Based on Table 2, discipline is implemented through the consistent application of rules in daily dormitory life. The code of conduct serves not merely as a behavioural guideline but is integrated into all student activities via a structured daily schedule. At this stage, dormitory administrators and supervisors play an active role in guiding students to adapt to the culture of discipline established within the dormitory environment.

Supervision and Reinforcement of Discipline

Supervision and the reinforcement of discipline are crucial for ensuring the consistent implementation of the disciplinary system. Supervision is carried out continuously by dormitory administrators and supervisors through the monitoring of students' daily activities, while the

reinforcement of discipline is achieved through guidance, the awarding of recognition, and the imposition of educational sanctions. The combination of these two strategies aims not only to ensure student compliance with rules but also to foster a sense of responsibility and awareness regarding life in the dormitory.

Interviews with the dormitory administrator indicate that the approach employed prioritizes guidance over punishment. Sanctions are imposed only as a last resort in cases of repeated infractions, whereas guidance is provided through personal communication and counselling to ensure students understand the consequences of their actions. The dormitory administrator states:

> *"We do not immediately impose punishments. The first step is to engage students in dialogue so they understand the reasons behind the rules. Sanctions are applied only if guidance fails to bring about change."* (Interview with the dormitory administrator, Muhammad Ridho, May, 4th 2026)

Furthermore, these findings are reinforced by observations showing that dormitory staff actively supervise student activities from morning until night. Their presence during various activities ensures that any infractions are promptly identified and addressed through direct guidance. Additionally, students who consistently demonstrate discipline are commended as a way to reinforce positive behaviour. The following is an excerpt from an interview with a student regarding this supervision phase:

> *"At first, I felt like I was constantly being watched, but over time I came to understand that the organizers wanted to get us into the habit of carrying out activities in an orderly manner. Now, I make a greater effort to be disciplined, even without being constantly reminded"* (Interview with GY, an 11th grade student, May 6th 2026).

The student perspective above shows that the existence of administrators is not only seen as a supervisory party, but also as a guide who helps them understand the importance of discipline. Continuous supervision makes him more responsible in carrying out daily obligations.

The research findings indicate that monitoring and reinforcing discipline not only functions as a behaviour control mechanism, but also as a coaching process that encourages gradual changes in students' attitudes. The outline of supervision and strengthening of discipline is depicted in the following table:

Table 3. Dormitory-Based Student Supervision and Discipline Reinforcement

Aspect	Research Findings	Objectives
Activity supervision	Administrators and supervisors monitor the conduct of worship, study sessions, and cleanliness, as well as adherence to the daily activity schedule.	Ensuring that all activities are carried out in accordance with the rules and regulations.
Guidance and reinforcement	Violations are addressed through guidance, counselling, recognition, and educational sanctions, commensurate with the severity of the violation	Fostering a sense of responsibility and reinforcing disciplined behaviour among students.
Ongoing guidance and support	Administrators and supervisors provide direct guidance and evaluation while students live in the dormitory.	Helping students improve their behaviour and adapt to a culture of discipline.

Based on Table 3, disciplinary supervision is conducted not only to identify violations but also as part of a continuous guidance process. Dormitory administrators and supervisors carry out this function by monitoring daily activities and providing guidance to students whenever behavior inconsistent with the rules is observed. Thus, supervision serves as a means to ensure consistent disciplinary enforcement while supporting the character-building process.

Habituation as a Process of Value Internalization

Consistent habituation within dormitory life serves as a crucial stage in internalizing the value of discipline. Daily routines performed repeatedly, accompanied by guidance and supervision from dormitory staff, encourage students to move beyond viewing discipline merely as an external demand and instead begin to understand it as a necessity for their daily activities.

The results of interviews with students show a change in their perspective on discipline after living in a dormitory. At first, most students admitted to following the rules because of supervision from administrators and concerns about receiving sanctions if they violated them. However, after following the routine continuously, they begin to realize the benefits of discipline in their daily lives. The following are excerpts from an interview with one of the 12th grade students:

> "*When I first moved into the dormitory, I followed the rules because I was afraid of breaking them and getting reprimanded. Over time, I realized that discipline made my daily routine more organized, so now I follow them out of habit.*" (Interview with RB, a 12th grade student, May 6th 2026).

A similar view was expressed by another student, who emphasized that discipline is no longer seen as a forced obligation but has become part of his daily routine. The following are the results of an interview with an 11th grade male student.

> *"Now, when waking up in the morning or heading out for congregational prayers, I no longer need to wait to be reminded. It feels like my own responsibility as a dormitory resident."* (Interview with AV, 11th grade student, May 6, 2026)

These two excerpts illustrate a shift in the orientation of student behaviour. Compliance, initially driven by external control, gradually evolved into personal awareness through a process of continuous habituation. The findings also indicate that consistent routines, intensive guidance, and a supportive dormitory environment are crucial factors in fostering sustained, disciplined behaviour. The following table presents the findings regarding habituation as a process of internalizing discipline values among male students at Diponegoro Islamic High School of Surakarta.

Table 4. Habituation as a Process of Internalizing the Value of Discipline

Habituation Aspect	Research Findings	Indicators of Value Internalization
Daily routine	Students carry out activities repeatedly and consistently in accordance with the dormitory schedule.	Habits of discipline are formed in daily activities.
A shift in motivation	Compliance shifts from a fear of sanctions to personal awareness.	A sense of responsibility and self-control emerges.
Independent behavior	Students fulfil their obligations without needing constant reminders from the administrators.	The value of discipline is beginning to be internalized by the students.

Based on Table 4, habituation serves as the mechanism linking the implementation of discipline with the process of value internalization. Routines carried out consistently foster a shift in student motivation, moving from compliance based on external control toward self-awareness. This shift is reflected in the emergence of independent behaviour when engaging in various activities, without reliance on supervision by dormitory staff.

The research results indicate that the practice of habituation not only fosters adherence to rules but also shapes a shift in students' mindsets and behaviours regarding the meaning of discipline. These findings demonstrate that the process of internalizing values occurs gradually through the experience of dormitory life, allowing discipline to evolve from a mere obligation into an integral part of the students' character and personal responsibility.

Dynamic Framework for Dormitory-Based Student Discipline Management

Based on research findings regarding the stages of planning, implementation, supervision and reinforcement of discipline, and habituation, it was found that student discipline management at the Male's Dormitory of Diponegoro Islamic High School of Surakarta operates as a dynamic and interconnected process. Each stage plays a distinct yet mutually supportive role in transforming student behaviour, shifting from compliance driven by external control toward the development of personal awareness and responsibility. Based on a synthesis of these findings, this study proposes a "Dynamic Framework for Dormitory-Based Student Discipline Management," as illustrated in Figure:

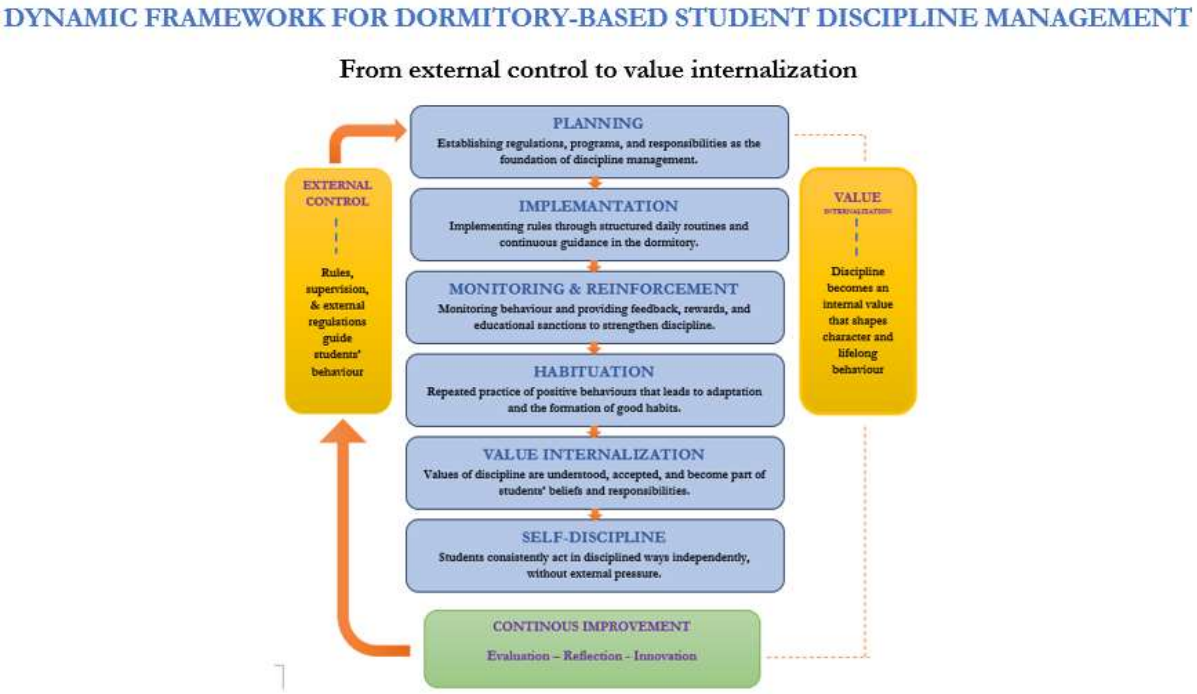


Figure 2. Dynamic Framework for Dormitory-Based Student Discipline Management

The framework illustrated above demonstrates that fostering student discipline is not an instantaneous process but rather unfolds through interconnected stages. The planning stage serves as the foundation for establishing rules, guidance programs, and the distribution of roles among dormitory administrators. Subsequently, the implementation stage translates these plans into consistent daily student activities. To ensure execution remains aligned with the objectives,

monitoring and reinforcement are carried out through mentoring, guidance, and the use of rewards alongside educational sanctions.

Furthermore, continuous supervision and reinforcement foster the habituation of the various daily activities undertaken by students. Consistent repetition of these routines encourages students to adapt to the culture of discipline within the dormitory environment. Over time, compliance, initially driven by supervision and rules, evolves into personal awareness; discipline is no longer viewed as an external demand, but rather as a value embraced and practiced independently.

The framework developed in this study asserts that dormitory based student discipline management is a transformative process shifting from external control to value internalization. Consequently, the success of discipline management is measured not only by the level of student compliance with regulations but also by the guidance system's ability to foster self-discipline as an integral part of the students' character.

Discussion

Boarding-based student discipline management can be understood not simply as the implementation of rules, but as a continuous managerial process in which planning establishes the conditions for subsequent behavioural development. The findings show that rules were formulated alongside developmental programs, daily activity arrangements, and efforts to instil disciplinary values. This indicates that planning functions as the foundation that connects institutional expectations with students' daily experiences. This finding is consistent with George R. Terry's management theory, which positions planning as a fundamental function for determining goals, distributing roles, and establishing organizational mechanisms (Terry, 2019). However, the findings extend this perspective by showing that, in a boarding context, planning does not end with the formulation of programs. Rather, it establishes a structured environment in which discipline can be repeatedly practiced through twenty-four-hour routines involving worship, academic activities, cleanliness, and social interaction. Thus, the significance of planning lies in its capacity to create continuity between managerial intentions and the everyday experiences through which discipline is subsequently developed.

The connection between planning and supervision further demonstrate that discipline management operates as a connected process rather than a series of independent managerial functions. Supervision maintains the consistency of implementation while providing opportunities for guidance, communication, recognition, and educational sanctions (Ulfah dkk., 2025). These findings are consistent with the controlling function in educational management, in which monitoring and consequences influence behavioural development (Hariyono dkk., 2025). More importantly, the findings indicate that supervision does not function only to detect violations or ensure compliance. When combined with guidance and reinforcement, supervision becomes a transitional mechanism through which externally imposed expectations are repeatedly communicated and experienced by students. This helps explain why the effectiveness of supervision cannot be separated from what follows it: consistent supervision provides the behavioural conditions necessary for habituation, while reinforcement gives students repeated feedback about the expected conduct. In this sense, the contribution of the present study is to clarify the connection between supervision and subsequent behavioral internalization rather than treating supervision as an endpoint of discipline management.

Habituation represents the mechanism through which repeated management practices can gradually acquire personal meaning for students. The findings suggest that discipline becomes more stable when expected behaviors are repeatedly practiced within the structured routines of the

dormitory. This interpretation is consistent with (Carden & Wood, 2018), habit formation theory, which explains how repeated behaviors performed in stable contexts can develop into habits. Nevertheless, the present findings suggest that habituation in a boarding environment should not be understood as repetition alone. Its significance emerges from the interaction between routine practice, supervision, guidance, and students' continuing social experiences. In other words, planning establishes the behavioral structure, supervision and reinforcement maintain it, and habituation provides repeated opportunities for students to enact the expected behavior. Through this cumulative process, compliance may gradually shift from dependence on external supervision toward personal awareness. Thus, value internalization is better understood as a process emerging from sustained management practices rather than as an immediate outcome of rule enforcement (Amalia & Subiyantoro, 2025; Ubaidillah & Ismawati, 2026).

The flow among these stages provides the empirical basis for the Dynamic Framework for Dormitory-Based Student Discipline Management proposed in this study. The framework synthesizes the findings into an interconnected process of planning, implementation, monitoring and reinforcement, habituation, and value internalization that ultimately supports self-discipline. Its contribution lies not in introducing planning, supervision, reinforcement, or habituation as new management functions, but in explaining how these elements are connected and progressively contribute to behavioral transformation. In this respect, the framework extends the application of the Planning, Organizing, Actuating, and Controlling (POAC) perspective by showing that managerial functions can operate beyond program execution and control toward the development of students' internal capacities for discipline (Ulfah dkk., 2025). External control therefore functions as an initial mechanism rather than the final objective. When implemented continuously through structured routines, supervision, reinforcement, and habituation, it creates conditions that may facilitate the internalization of disciplinary values and the development of self-discipline.

This interpretation distinguishes the present study from previous research that has predominantly examined planning, supervision, habituation, or behavioral reinforcement as separate strategies or dimensions of student discipline. The findings indicate that these elements should be viewed relationally: planning provides the structure, implementation translates that structure into daily practice, supervision and reinforcement sustain and regulate behavior, habituation embeds the behavior through repetition, and value internalization gives the behavior personal meaning that supports self-discipline. The conceptual significance of the Dynamic Framework therefore lies in making this relationship explicit. Rather than proposing a normative model independent of the empirical evidence, the framework represents a conceptual synthesis derived from the observed management practices and behavioral processes in the dormitory context. This synthesis contributes to educational management by explaining discipline as a dynamic process of transformation from externally regulated behavior toward increasingly internalized responsibility, while providing a conceptual reference for boarding schools seeking to develop more systematic and sustainable approaches to student discipline.

CONCLUSION

This study finds that dormitory-based student discipline management is not merely a process of enforcing rules, but a dynamic management system comprising stages; planning, implementation, monitoring and reinforcement, habituation, and value internalization that fosters self-discipline. The findings indicate that successful discipline formation is determined not primarily by the strictness of rules or the intensity of supervision, but by the management system's

ability to transform external control into the students' own personal awareness and sense of responsibility. Thus, sustainable discipline is cultivated through a systematic process of habituation rather than through momentary compliance.

From a scholarly perspective, this study expands the body of research on dormitory-based education management by proposing a "Dynamic Framework for Dormitory-Based Student Discipline Management" as a conceptual synthesis of all empirical findings. Unlike some previous studies that addressed planning, implementation, supervision, or habituation in isolation, this research demonstrates that these functions are integrated, shaping a transformative process that shifts from external control to value internalization. Consequently, the study not only confirms the importance of management functions in fostering discipline but also contributes a new perspective: the effectiveness of discipline management is determined by the system's ability to cultivate value internalization as the foundation for developing self-discipline.

This study is limited by its focus on a single case the male's dormitory at Diponegoro Islamic High School of Surakarta whereby specific institutional characteristics and organizational culture may constrain the generalizability of the findings to other boarding school contexts. Furthermore, the research centres primarily on the perspectives of dormitory administrators and has not deeply explored the variations in student experiences based on grade level, background, or length of stay. Consequently, future research is encouraged to test the "Dynamic Framework for Dormitory-Based Student Discipline Management" across various types of boarding schools using comparative or mixed-methods approaches; this would strengthen the framework's validity and facilitate its development into a more comprehensive discipline management framework.

Statement on the Use of Artificial Intelligence (AI)

Artificial Intelligence (AI) tools were utilized in the preparation of this manuscript to support the editorial process, particularly in enhancing language quality, improving sentence structure, and organizing the presentation of the manuscript. All empirical data collection and analysis, interpretation of the results, and development of the conclusions were independently undertaken by the authors.

Author Contribution Statement

Yetty Faridatul Ulfah: responsible for the research conceptualization, field data collection, data analysis, manuscript drafting, and substantive revision. Ahmad Reza: contributed to the research design, interpretation of the findings, critical review of the manuscript, and revision. Husna Aulia Ummah: contributed to field data collection, interpretation of research findings, manuscript editing, and revision. All authors participated in the completion of the manuscript and approved the final version for publication

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