



The Ratio and Rasa Paradigm: Educational Discipline In OPPM's Decision-Making On Student Violations at Pondok Modern Darussalam Gontor

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Abstract:

This study aims to analyze the paradigm of educational discipline in the decision-making process of the Modern Islamic Boarding School Student Organization (OPPM) regarding student disciplinary violations at Pondok Modern Darussalam Gontor. The study is motivated by a disciplinary system that emphasizes not only rule enforcement but also character development and educational considerations. This research employed a qualitative case study approach. Data were collected through in-depth interviews, observations, and document analysis involving OPPM administrators, student affairs officers, teachers, and students. Data were analyzed using the interactive model of Miles, Huberman, and Saldaña, including data condensation, data display, and conclusion drawing. The findings reveal that disciplinary decisions within OPPM are based on the integration of two key considerations: reason and empathy. Reason is reflected in fact verification, adherence to institutional regulations, and compliance with standard operating procedures (SOPs), while empathy is reflected in clarification processes, understanding the context of violations, and educational considerations aimed at student development. The integration of these two dimensions forms an educational discipline paradigm that views discipline as a means of character education rather than merely a punitive mechanism. This study proposes the concept of the Reason and Empathy Paradigm as a disciplinary decision-making model that integrates rule-based objectivity with educational considerations to foster students' character development.

INTRODUCTION

Character education is one of the fundamental objectives of education, aimed not only at the acquisition of knowledge but also at the development of students' attitudes and behaviors (Mujahada & Rohmatullah, 2025). In the context of Islamic education, discipline is regarded as a strategic instrument for instilling the values of responsibility, obedience, and self-control that form the foundation of individual character (Ahmad Muhamad, et al., 2025). Numerous studies have

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demonstrated that character formation in Islamic boarding schools (*pesantren*) takes place through a holistic educational system that integrates formal learning, role modeling (Susanti, et al., 2020), habituation (Rofiq, 2025), and the enforcement of discipline in daily life (Zarkasyi, 2005). Therefore, discipline should not be understood merely as a mechanism for controlling behavior, but rather as an integral component of the educational process aimed at fostering students' character in a sustainable manner.

Nevertheless, studies on discipline in education continue to be dominated by approaches that position punishment as the primary instrument for enforcing compliance with rules (Dhofier, 2011). Such perspectives tend to assess the effectiveness of discipline based on the extent to which students adhere to institutional regulations (Hakiemah, 2021). In modern Islamic boarding schools, however, disciplinary approaches have evolved into a more comprehensive system through the integration of values, role modeling, and continuous character development (Burhanudin & Syamsul Falah, 2025). Research on character education in modern *pesantren* indicates that discipline does not function solely as a tool of social control, but also serves as a medium for value internalization and personality formation among students (Arifin, 2021). Consequently, discipline should be viewed as an educational process encompassing moral and pedagogical dimensions rather than merely the imposition of sanctions for violations.

One institution that implements a distinctive disciplinary system is Pondok Modern Darussalam Gontor through the Organization of Modern Islamic Boarding School Students (*Organisasi Pelajar Pondok Modern – OPPM*). Within Gontor's total educational system (Suharto, 2015), OPPM functions not only as an enforcer of regulations but also as an educational agent responsible for students' character development (Zarkasyi, 2005). Previous studies have examined the role of OPPM in promoting discipline and managing student life; however, their focus has primarily been on disciplinary management, organizational development, and the effectiveness of rule implementation (Sista & Sodikin, 2022). These studies indicate that discipline at Gontor is implemented systematically and integrated with the broader objectives of Islamic boarding school education (Setiawan & Hajar, 2024). However, the decision-making paradigm underlying the handling of student violations has received limited academic attention.

An interesting phenomenon observed in OPPM's disciplinary practices is that violations do not automatically result in punishment based solely on the type of offense committed (Burhanudin & Syamsul Falah, 2025). Before disciplinary decisions are made, student administrators first conduct clarification procedures to understand the reasons, motives, and circumstances underlying the violation. This practice reflects the simultaneous operation of two dimensions of consideration: *ratio* and *rasa*. *Ratio* refers to objective considerations, including regulations, standard operating procedures (SOPs), and factual evidence of violations, whereas *rasa* refers to educational and humanistic considerations that take into account the offender's circumstances, developmental objectives, and the impact of disciplinary decisions on character formation. This paradigm aligns with the concept of bounded rationality, which emphasizes that decision-making is influenced not only by formal rules but also by contextual and human considerations in specific situations (Khaudli, 2025).

Previous studies on discipline in Islamic boarding schools have primarily focused on discipline management, rule enforcement, student leadership, and organizational effectiveness. While these studies provide important insights into how discipline is implemented, they have paid limited attention to the underlying decision-making paradigm used when handling student violations. In particular, little is known about how student organizations integrate objective considerations such as regulations and procedures with educational and humanistic considerations in disciplinary decision-making.

Table 1. Research Positioning of the Present Study

Authors	Research Focus	Main Findings	Research Gap
Sista & Sodikin (2022)	Discipline guidance in Gontor	Discipline implemented through student management	Did not examine disciplinary decision-making paradigm
Setiawan & Hajar (2024)	Educational values in Gontor	Integration of educational values in pesantren system	Did not analyze disciplinary decision-making processes
Present Study	Ratio and rasa in OPPM disciplinary decisions	Formulation of the Ratio and Rasa Paradigm	Addresses the unexplored integration of rational and humanistic considerations

Based on the foregoing discussion, a research gap can be identified. Previous studies have primarily focused on disciplinary implementation, student management, and the role of student organizations in enforcing regulations, while investigations into the disciplinary decision-making paradigm employed by OPPM remain highly limited. Therefore, this study offers a novel contribution through the concept of the “Ratio and Rasa Paradigm” as a framework for understanding how disciplinary decisions are made not only on the basis of compliance with rules but also through consideration of educational and character-building objectives. Accordingly, this study seeks to answer the following questions: How is OPPM’s educational discipline paradigm constructed. How are *ratio* and *rasa* integrated into disciplinary decision-making regarding student violations And what are the implications of this paradigm for character formation among students at Pondok Modern Darussalam Gontor.

RESEARCH METHOD

This study employed a qualitative approach with a case study design to gain an in-depth understanding of the educational discipline paradigm underlying OPPM’s decision-making process in handling student violations at Pondok Modern Darussalam Gontor. This approach was chosen because the study seeks to explore the meanings, considerations, and decision-making processes that cannot be adequately explained through quantitative data (Sugiyono, 2024). The research was conducted at Pondok Modern Darussalam Gontor, with informants selected purposively, including OPPM administrators responsible for security and discipline, the chairman of OPPM, student affairs staff, supervising teachers, and students who had been involved in disciplinary cases. These informants were

selected based on their direct involvement in disciplinary decision-making processes, enabling them to provide relevant and in-depth information regarding the focus of the study.

Data were collected through in-depth interviews, participant observation, and document analysis. Interviews were conducted to explore informants' perspectives on the roles of *ratio* and *rasa* in addressing student violations, while observations were used to examine the processes of clarification, deliberation, and disciplinary decision-making. Documentary sources included school regulations, disciplinary standard operating procedures (SOPs), violation records, and organizational documents related to the enforcement of student discipline. Data were analyzed using the interactive model of Miles and Huberman, which consists of data condensation, data display, and conclusion drawing and verification (Miles, Huberman, 2020). To ensure the credibility and validity of the findings, data trustworthiness was established through source triangulation, technique triangulation, and member checking (Sugiyono, 2022).

Table 2. Research Participant List

Code	Participant Category	Position/Role	Selection Criteria
P1	OPPM Discipline Administrator	Discipline and Security Division	Directly involved in handling disciplinary violations
P2	Chairman of OPPM	Organizational Leader	Responsible for supervising disciplinary decision-making
P3	Student Affairs Officer	Student Affairs Staff	Oversees student discipline and guidance
P4	Teacher	Supervising Teacher	Monitors student character development
P5	Student	Student with disciplinary experience	Experienced clarification and disciplinary processes

RESULT

Discipline as an Educational Instrument Rather than Mere Punishment

The findings reveal that the disciplinary paradigm implemented by the Organization of Modern Islamic Boarding School Students (OPPM) is not solely punishment-oriented but is fundamentally directed toward education and character development. In practice, every violation is viewed as part of a learning process that should lead to behavioral improvement. OPPM administrators perceive punishment as an educational tool intended to foster students' awareness, responsibility, and self-discipline rather than as a form of institutional retaliation for misconduct.

The interview findings further revealed that OPPM administrators perceive disciplinary sanctions as educational instruments rather than punitive measures. One participant explained that the purpose of discipline is not to create fear among students but to encourage reflection and behavioral improvement. As stated by an OPPM administrator,

“The purpose of discipline is not to make students suffer but to help them realize their mistakes and become better individuals” (P1, Interview, 2025).

Similarly, another participant emphasized:

“Every disciplinary action should contribute to students’ character development and responsibility” (P2, Interview, 2025).

These findings indicate that discipline within OPPM is positioned as a medium for value internalization and character formation rather than merely as a mechanism for imposing sanctions. This finding supports previous studies that emphasize the educational function of discipline in Islamic boarding schools as a means of fostering responsibility, self-control, and moral awareness among students (Mujahada & Rohmatullah, 2025; Suharto, 2024).



Figure 1. Punishment for Education from Discipline Section OPPM

Figure 1 illustrates the implementation of disciplinary sanctions conducted by the Discipline Section of OPPM as part of the educational process at Pondok Modern Darussalam Gontor. The figure shows that punishment is positioned as a pedagogical instrument aimed at **fostering students’ awareness, responsibility, and moral development** rather than as a purely punitive measure. Students who commit violations are encouraged to reflect on their actions and learn from the consequences of their behavior. This approach reflects the educational discipline paradigm adopted by OPPM, in which sanctions serve as a means of character formation and value internalization. Such findings are consistent with the principles of character education, which emphasize reflection, self-regulation, and personal growth as the ultimate goals of disciplinary practices.

These findings are consistent with the study of Suharto (2024), which argues that discipline in Islamic boarding schools functions as an instrument for character formation through the cultivation of responsibility, obedience, and self-control. Within the context of Islamic education, discipline cannot be separated from the primary goal of forming morally upright individuals who are capable of regulating their own behavior. Consequently, sanctions are positioned as a medium for learning and value internalization rather than as the ultimate objective of disciplinary enforcement.

Table 3. OPPM's Discipline Paradigm

Aspect	Traditional Paradigm	OPPM Paradigm
Objective	Creating a deterrent effect	Character development
Focus	Violation	Behavioral improvement
Basis of Decision	Type of offense	Offense and context

Orientation	Punishment	Education
Expected Outcome	Compliance	Awareness

Ratio as the Basis of Objectivity in Disciplinary Decision-Making

The findings indicate that disciplinary decision-making within OPPM always begins with rational considerations derived from institutional regulations, standard operating procedures (SOPs), and verifiable facts. Before imposing sanctions, administrators ensure that a violation has actually occurred and is supported by sufficient evidence. This approach demonstrates that discipline at Gontor is built upon the principles of objectivity and fairness, thereby preventing decisions that are purely subjective or emotional. In this context, *ratio* functions as a controlling mechanism that ensures decisions remain within the boundaries of established regulations.

The interview data demonstrate that disciplinary decisions are consistently grounded in objective considerations. Participants explained that every disciplinary case must undergo a verification process before sanctions are imposed. One participant stated, “Before making a decision, we always verify the facts, identify witnesses, and review the regulations that apply to the case” (P2, Interview, 2025). Another participant added that disciplinary decisions should not be influenced by personal preferences or emotional reactions because fairness is a fundamental principle in maintaining institutional credibility (P3, Interview, 2025).

These findings illustrate that *ratio* functions as the foundation of procedural justice within OPPM. Through the application of regulations, standard operating procedures, and factual verification, disciplinary decisions gain legitimacy and consistency. Such findings are consistent with Simon’s theory of bounded rationality, which highlights the importance of rational procedures in organizational decision-making (Simon, 1997), as well as previous studies on discipline management in Islamic educational institutions (Zarkasyi, 2024).

These findings reinforce the view that an effective disciplinary system requires clear standards and procedures to guarantee consistency in the application of rules to all students (Zarkasyi, 2024). From the perspective of Islamic educational management, regulations and procedures constitute essential foundations that maintain institutional stability and ensure the legitimacy of disciplinary actions.

Table 4. Indicators of *Ratio* in Disciplinary Decisions

Indicator	Form of Implementation
Regulations	Primary reference in handling violations
Disciplinary SOPs	Standard procedures for disciplinary actions
Evidence of Violation	Verification through witnesses and facts
Deliberation	Validation of disciplinary decisions
Consistency	Equal treatment for all students

Rasa as an Educational Consideration in Handling Violations

In addition to formal regulations, the study found that OPPM applies an approach referred to as *rasa*. Before a disciplinary decision is made, students are

given the opportunity to explain the reasons and circumstances underlying their misconduct. In certain cases, violations that appear similar may result in different forms of guidance due to considerations such as psychological conditions, family background, the student's level of awareness, and previous behavioral records. This approach demonstrates that administrators do not merely assess violations from a textual or procedural perspective but also seek to understand the broader context surrounding them.

Besides formal regulations, participants emphasized the importance of **understanding the circumstances behind students' misconduct**. One supervising teacher explained that disciplinary decisions should consider the individual situation of the student because similar violations may arise from different causes. As stated by a participant, "Sometimes students commit the same violation, but their backgrounds and motivations are different, so we need to **understand their circumstances first**" (P4, Interview, 2025). Likewise, a student participant reported that the clarification process helped him understand his mistakes and motivated him to improve his behavior (P5, Interview, 2025).

These findings demonstrate that *rasa* represents the pedagogical and humanistic dimension of disciplinary decision-making. Through clarification, empathy, and educational guidance, disciplinary actions become more meaningful and effective in promoting character development. This finding aligns with **Noddings' ethics of care perspective, which emphasizes empathy and human relationships as important components of educational practice** (Noddings, 2013), as well as studies highlighting compassionate discipline in Islamic education (Zaedun, 2021).

These findings are in line with Zaedun (2021), who emphasizes the importance of compassion, justice, and humanistic values in the practice of discipline within Islamic education. An approach that considers students' circumstances enables discipline to function as a more effective means of character development than merely imposing repressive punishment. Thus, *rasa* serves as a pedagogical dimension that ensures educational objectives remain the primary orientation of every disciplinary decision.

Table 5. Indicators of *Rasa* in Disciplinary Decisions

Indicator	Form of Implementation
Clarification	Listening to the offender's explanation
Empathy	Understanding the student's circumstances
Guidance	Determining educationally meaningful sanctions
Proportionality	Adjusting decisions according to context
Improvement	Focusing on behavioral change

The Integration of *Ratio* and *Rasa* as OPM's Educational Discipline Paradigm

The most significant finding of this study is the integration of *ratio* and *rasa* in disciplinary decision-making. These two elements are not positioned as opposing forces but rather as complementary dimensions. *Ratio* safeguards objectivity and fairness through clear regulations and procedures, while *rasa* ensures that disciplinary decisions retain educational and humanistic values.

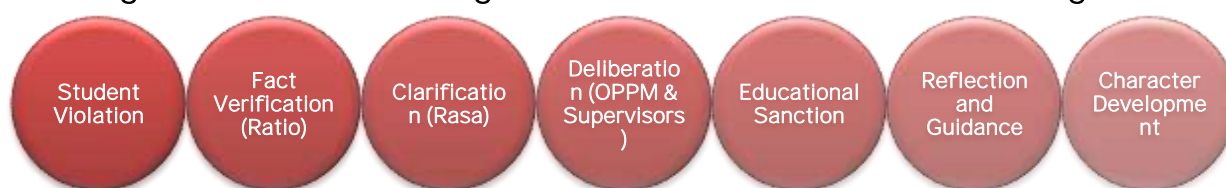
OPPM administrators recognize that discipline based solely on rules may lead to rigidity, whereas discipline based exclusively on empathy may undermine consistency in rule enforcement. Consequently, disciplinary decisions emerge from a synthesis of these two dimensions.

The integration of ratio and rasa emerged consistently across participant interviews. Administrators acknowledged that effective discipline requires both objective procedures and educational sensitivity. One participant explained, “Rules are important because they ensure fairness, but discipline must also educate students and help them become better individuals” (P2, Interview, 2025). Another participant stated, “If we only focus on regulations, discipline becomes rigid. If we only focus on feelings, discipline becomes inconsistent. Therefore, both considerations must be balanced” (P3, Interview, 2025).

These statements indicate that disciplinary decisions within OPPM are based on a balanced interaction between rational and humanistic considerations. The findings suggest that effective educational discipline is achieved when institutional regulations are implemented alongside empathy and educational guidance. This integrated approach forms what this study conceptualizes as the Ratio and Rasa Paradigm.

This finding demonstrates that OPPM’s disciplinary paradigm extends beyond both conventional punitive approaches and restorative discipline models. Instead, it integrates normative and educational dimensions simultaneously. This paradigm may be conceptualized as the Ratio and Rasa Paradigm, a framework that positions regulations as the foundation of decision-making while placing character development and guidance as the ultimate objective of disciplinary action. This constitutes the primary novelty of the study, as few previous investigations have specifically examined how student organizations integrate rational and humanistic dimensions within disciplinary decision-making processes.

Figure 2. Decision-Making Process in the Ratio and Rasa Paradigm



DISCUSSION

The Ratio and Rasa Paradigm from the Perspective of Decision-Making Theory

The findings of this study indicate that disciplinary decision-making within the Organization of Modern Islamic Boarding School Students (OPPM) cannot be fully explained through the lens of the classical rational decision-making model. Although disciplinary decisions are formally grounded in institutional regulations, standard operating procedures (SOPs), and verifiable evidence, the final decision-making process also incorporates contextual considerations obtained through clarification and dialogue with students who commit violations. This demonstrates that disciplinary decisions are not merely administrative actions but educational judgments that require a comprehensive understanding of the circumstances

surrounding each case.

From the perspective of decision-making theory, these findings are closely related to Herbert Simon's concept of bounded rationality. Simon argues that decision-makers rarely possess complete information or unlimited cognitive capacity when making decisions. As a result, decisions are often shaped not only by formal rules and objective data but also by contextual factors and practical considerations. In the case of OPPM, student administrators operate within an educational environment where disciplinary decisions affect not only institutional order but also students' personal development. Consequently, decision-makers must consider both objective facts and the broader educational implications of their decisions.

The study reveals that *ratio* serves as the mechanism through which procedural justice is maintained. It ensures that disciplinary actions are based on established regulations, factual evidence, and consistent procedures applicable to all students (Saiful et al., 2025). Through *ratio*, disciplinary decisions gain legitimacy and avoid arbitrary treatment. At the same time, *rasa* functions as a complementary dimension that allows decision-makers to consider the offender's motives, personal circumstances, level of awareness, and potential for improvement (Mustofa et al., 2024). Such considerations prevent discipline from becoming a rigid bureaucratic process detached from educational objectives.

The integration of *ratio* and *rasa* demonstrates a form of rational-humanistic decision-making. Rationality ensures consistency and fairness, while humanistic considerations ensure that disciplinary actions remain aligned with the broader mission of education. Therefore, disciplinary decision-making in OPPM represents a synthesis between institutional accountability and educational responsibility. This finding enriches existing decision-making theories by illustrating how rational and humanistic dimensions can be integrated within an educational organization to achieve both order and character development.

The empirical findings reinforce this interpretation. Participants consistently reported that disciplinary decisions require both factual verification and contextual understanding. As one participant explained, "Every disciplinary case has its own context, therefore decisions cannot rely solely on written regulations" (P2, Interview, 2025). This finding supports Simon's concept of bounded rationality, which suggests that organizational decisions are influenced not only by formal rules but also by contextual and situational considerations (Simon, 1997; March, 1994).

Educational Discipline as an Instrument of Character Formation

The findings reinforce the argument that discipline within Islamic boarding schools cannot be separated from the broader process of character education. Unlike conventional disciplinary paradigms that primarily emphasize compliance with rules and the prevention of misconduct, educational discipline views violations as opportunities for learning, reflection, and personal growth. In this perspective, the primary purpose of discipline is not to punish but to facilitate the moral and character development of students.

This finding supports previous studies that identify discipline as a crucial mechanism for cultivating responsibility, self-regulation, independence, and moral awareness among students (Fadhli, 2025). Educational discipline seeks to

develop intrinsic motivation for ethical behavior rather than relying solely on external control (Saifulloh & Neoh, 2022). Students are encouraged to understand the reasons behind rules and to internalize disciplinary values as part of their personal identity (Mahmudi et al., 2024). Consequently, discipline becomes a transformative process that shapes attitudes and behaviors rather than merely regulating conduct.

The interview findings also reveal that students perceive disciplinary processes as opportunities for self-reflection and personal growth. One student participant stated, “After the clarification process, I understood why my behavior was wrong and how I should improve myself in the future” (P5, Interview, 2025). This suggests that educational discipline contributes not only to compliance with regulations but also to the development of moral awareness and self-regulation. Such findings support Lickona’s argument that character education is most effective when students are encouraged to internalize values through reflection and meaningful experiences (Lickona, 2013).

Within the context of Pondok Modern Darussalam Gontor, the role of OPPM provides a unique mechanism for character formation. Because disciplinary guidance is largely carried out by fellow students, the process creates a peer-based educational environment in which disciplinary values are continuously reinforced through daily interactions (Budiman et al., 2025). Students do not merely obey authority figures; they participate actively in maintaining institutional values and norms. This participatory model strengthens the internalization of discipline because students perceive disciplinary practices as part of a shared educational culture rather than as external coercion (Mahmudi et al., 2023).

Furthermore, the educational orientation of discipline contributes to the development of moral consciousness. When students are given opportunities to explain their actions, reflect on their mistakes, and receive guidance tailored to their circumstances, discipline becomes a medium for self-improvement. Such practices encourage students to develop self-awareness, accountability, and emotional maturity. As a result, discipline evolves from an external system of control into an internalized value system that guides behavior even in the absence of direct supervision (Sista, T. R. et.al 2022).

These findings suggest that the effectiveness of discipline should not be measured solely by reductions in rule violations or increased compliance. Instead, effectiveness should also be evaluated based on the extent to which disciplinary practices contribute to students’ character development, moral reasoning, and capacity for self-regulation. In this sense, educational discipline serves as a strategic instrument for achieving the broader objectives of Islamic education.

The Ratio and Rasa Paradigm as a Theoretical Contribution

The most significant contribution of this study lies in the formulation of the Ratio and Rasa Paradigm as a conceptual model for disciplinary decision-making within student organizations. Existing literature on educational discipline generally focuses on either rule-based approaches that emphasize consistency and compliance or humanistic approaches that prioritize student welfare and restorative practices. The findings of this study suggest that these approaches need not be viewed as mutually exclusive. Instead, effective disciplinary decision-making may emerge from the integration of both dimensions (Wahyudi, M., et.al

2024).

The findings further indicate that effective educational leadership requires a balance between procedural competence and pedagogical sensitivity. Participants repeatedly emphasized the importance of combining fairness with empathy in disciplinary decision-making (P1, P3, and P4, Interviews, 2025). This balance enables educational institutions to maintain organizational order while simultaneously fostering character development and human growth. Therefore, the Ratio and Rasa Paradigm provides a practical and theoretical framework that may be applicable in other educational settings seeking to integrate justice and compassion within disciplinary practices (Mubarok, M. I. et.al 2023).

The Ratio and Rasa Paradigm proposes that disciplinary effectiveness depends on the balanced interaction between objective and contextual considerations. *Ratio* represents the normative dimension of discipline, encompassing regulations, procedures, evidence, consistency, and institutional accountability. Without *ratio*, disciplinary decisions risk becoming inconsistent, subjective, and vulnerable to bias. Conversely, *rasa* represents the pedagogical and humanistic dimension of discipline, including empathy, contextual understanding, educational guidance, and concern for character development. Without *rasa*, disciplinary practices may become excessively punitive and disconnected from educational goals (Rochmat, C. S. et.al 2025).

The theoretical significance of this paradigm lies in its ability to bridge the gap between regulatory enforcement and character education. Rather than treating discipline as a mechanism of social control, the Ratio and Rasa Paradigm conceptualizes discipline as a holistic educational process. It acknowledges that educational institutions must simultaneously maintain order and foster human development. This balance is particularly important in Islamic boarding schools, where discipline functions not only to regulate behavior but also to cultivate moral character and spiritual maturity (Mujahada, K. S. et.al 2025).

Moreover, the paradigm contributes to the broader discourse on educational leadership and organizational decision-making. It demonstrates that decision-makers in educational settings require not only procedural competence but also pedagogical sensitivity. Effective decisions emerge when leaders are capable of interpreting rules within the context of educational objectives and human development. Consequently, the Ratio and Rasa Paradigm offers a framework that may be applied beyond the context of Gontor to other educational institutions seeking to balance justice, consistency, empathy, and character formation.

Therefore, this study extends existing scholarship on educational discipline by introducing a conceptual framework that integrates rational and humanistic dimensions into a single decision-making model. The Ratio and Rasa Paradigm provides a new theoretical perspective for understanding how disciplinary practices can simultaneously uphold institutional regulations and promote meaningful character development among students.

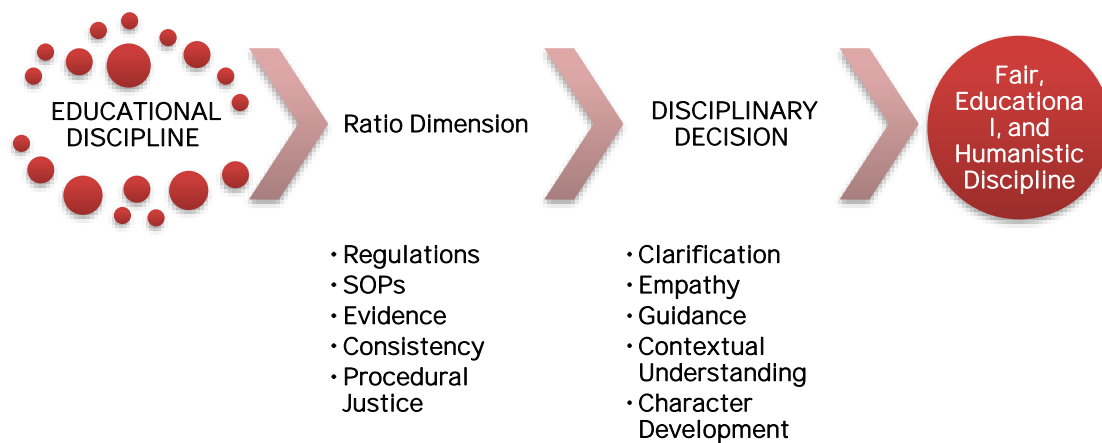


Figure 3. The Ratio and Rasa Paradigm of Educational Discipline

CONCLUSION

This study reveals that disciplinary decision-making within the Organization of Modern Islamic Boarding School Students (OPPM) at Pondok Modern Darussalam Gontor is not merely based on the enforcement of regulations and the imposition of sanctions. Instead, disciplinary actions are constructed through the integration of ratio and rasa as two complementary dimensions of educational discipline. Ratio is reflected in adherence to institutional regulations, standard operating procedures (SOPs), factual verification, and procedural consistency, ensuring objectivity and fairness in disciplinary decisions. Meanwhile, rasa is manifested through clarification, empathy, contextual understanding, and educational guidance, enabling disciplinary measures to support students' character development and moral growth. The integration of these dimensions positions discipline not as a punitive mechanism but as an educational process aimed at fostering responsibility, self-awareness, and behavioral improvement.

The study contributes theoretically by proposing the Ratio and Rasa Paradigm as a conceptual framework for understanding disciplinary decision-making in educational organizations. This paradigm demonstrates that effective discipline requires a balance between rational considerations and humanistic sensitivity, thereby bridging the gap between rule enforcement and character education. The findings enrich existing discussions on educational discipline, bounded rationality, and character formation by illustrating how objective procedures and educational values can be integrated within a student-led organizational context.

Practically, the findings suggest that educational institutions may enhance the effectiveness of disciplinary systems by combining procedural justice with pedagogical and humanistic considerations. Such an approach allows discipline to function not only as a means of maintaining institutional order but also as a strategic instrument for character formation. This model may be particularly relevant for boarding schools and residential educational institutions that seek to cultivate both discipline and moral development among students.

This study is limited to the context of OPPM at Pondok Modern Darussalam Gontor, which may restrict the generalizability of the findings to other educational

settings. Therefore, future research is recommended to examine the applicability of the Ratio and Rasa Paradigm in different educational institutions and cultural contexts, as well as to explore its influence on students' character development, moral reasoning, self-regulation, and long-term behavioral outcomes.

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