

The Implementation of Punishment Method in Strengthening the Discipline of Students in Islamic Boarding School

Mangaraja Sinomba Rambe¹, Riki Noviandi², Muh. Ainun Najib³
Tutik Khoirunisa⁴, Hilmi Sopian⁵, Novi Nurjannah Azhari⁶

¹Universitas Ahmad Dahlan; Indonesia

^{2,3,4,6}Universitas Islam Negeri Sunan Ampel Surabaya; Indonesia

⁵Universitas Islam Negeri Mataram; Indonesia

Correspondence e-mail; mgrsinomba@gmail.com

Submitted: 17/08/2023

Revised: 22/09/2023

Accepted: 17/12/2023

Published: 15/02/2024

Abstract

This research aims to explore the implementation of the punishment method as a strategy to strengthen the discipline of students at the Darussalam Parmeraan Islamic Boarding School. This research uses a descriptive qualitative research method through a case study approach related to the implementation of punishment in strengthening student discipline at the Darussalam Parmeraan Islamic boarding school, Dolok sub-district, North Sumatra province. This data collection technique starts with planned observations related to the implementation of punishment to increase the discipline of students. Then, the researcher conducted structured interviews with several teaching staff and student leaders (OSIS), including informants A, B, - N, and informant R. After the data was collected, the researcher would reduce the data, analyze it carefully, and then conclude that it was valid. The research results show that the method of administering punishment has been integrated and applied systematically as the main instrument in building Santri discipline in the Islamic boarding school environment. The Darussalam Parmeraan Islamic Boarding School adapts a balanced approach between educational and humanistic punishments to achieve the goal of developing the character of its students, especially by increasing discipline. The punishment applied to disciplinary violators will be adjusted to the level of error, with a reflection of religious norms and holistic concepts as the main basis for implementing this method of punishment. It can be concluded that punishing violators of regulations is considered very effective as a means of strengthening the discipline of students living their lives in the Islamic boarding school environment. With the existence of rules and consequences, students are more likely to comply with the norms and values that apply in Islamic boarding schools as part of the character education process.

Keywords

Discipline, Punishment, Islamic Boarding School of Darussalam Parmaraan



© 2023 by the authors. Submitted for possible open access publication under the terms and conditions of the Creative Commons Attribution-NonCommercial 4.0 International License (CC BY NC) license (<https://creativecommons.org/licenses/by-nc/4.0/>).

INTRODUCTION

The decline in student discipline can have a negative impact on the quality of their active participation in achieving learning goals (F. L. Rahmawati, 2019). Low discipline tends to provide a negative pull that can hamper productivity in activities to form religious values and spiritual norms (Ja'far, 2018). This phenomenon still often occurs among Santri, who study at Islamic boarding schools. Santri, who lacks discipline, will behave without prioritizing the rules that have been set. Such as negligence in worship (Azhari, 2018), lack of enthusiasm for studying, which makes him noisy and disrupts learning concentration, inappropriate style of speaking and dressing, leaving the Islamic boarding school without permission, or even committing criminal acts such as stealing (Rahmatullah & Purnomo, 2020), fighting (I. Rahmawati, 2013) and behavior that should not be reflected in students (Habibuddin, 2022). Therefore, the role of supervision and disciplinary development is crucial to creating a disciplined and conducive Islamic boarding school environment in all areas of its activities.

The formation of a disciplinary attitude is defined as a pattern of regular behavior that is reflected in obedience to the norms and values that apply in the Islamic boarding school environment (Dole, 2021). Discipline is a condition created through a training process that is developed into a series of behaviors in which there are elements of obedience, submission, loyalty, and order, and all of this is done as a responsibility aimed at training oneself to become a better human being (Abdurahman, 2018). By forming a disciplined attitude, students will be able to carry out their responsibilities as students and will always try to uphold obedience and avoid breaking the rules (Setiawan, 2017). If a disciplined attitude is formed in the students, it will make it easier for them to manage their daily lives, including carrying out religious obligations (Alfath, 2020), carrying out their academic duties, and becoming useful people for the people in the future (Masrur, 2018). Thus, understanding and applying discipline is an important element in forming individuals who are empowered and have integrity in the context of Islamic boarding school education.

Giving punishment to santri who do not carry out disciplinary attitudes in Islamic boarding schools is the focus of research, which highlights aspects of the daily effectiveness of santri, Islamic values, and the impact if serious countermeasures are not taken (Khumaidi, 2020). Several researchers emphasize that punishment can act as an effective method of managing disciplinary behavior, can support improving Islamic norms, train discipline in both divine and humanitarian reflection, and, of course, shape the positive character of students in the future. However, we need

to be careful when giving punishments that are too harsh or not in accordance with Islamic pedagogical principles and Islamic boarding school norms, which can cause negative impacts such as trauma and resistance to education in Islamic boarding schools (Ridha Maulidya Ardiati Universitas, 2020). Mo'Tasim, from the results of his research, explained that Ta'zir is considered an effective method in the process of disciplining students. However, this does not necessarily become the main step in disciplinary action. Sometimes, these actions actually make students feel depressed (AR, 2020). Therefore, Islamic boarding school administrators must always align Islamic values and educational principles in designing punishment systems and regulations in order to achieve a disciplined and conducive Islamic boarding school environment.

Providing punishment can be one of the most effective alternatives to overcoming increasing disciplinary problems in an institution, especially in the Islamic boarding school environment (Rohmat, Cecep Saepul, 2022). Providing condolences or a reward to students for actions that are not in accordance with applicable values, as well as breaking regulations through educational awareness, is not burdensome and aims to train students to have a great sense of responsibility and be disciplined in all their activities (Sa'adah, 2017a). There are people for whom role models and advice are enough; there is no need for punishment (Arifin, 2022). However, each individual student is not completely the same; some of them need to be emphasized by sanctions or punishment. Advice is the priority, as is teaching to do good. Advice is done in many different ways, not just one way.

Darussalam Parmeraan Boarding School is an educational institution with a classic feel, both in terms of subjects and learning processes and the beautiful feel of a boarding school in the middle of a jungle in the interior of Parmeraan village, Dolok sub-district, Paluta in North Sumatra province. So, the Islamic boarding school is far from the outside environment, which might have a negative impact on the students. One form of Islamic boarding school's concern for the development of the discipline of its students is implementing an educational punishment system that is in accordance with Islamic principles without violating human rights and norms. So far, the punishments applied are the result of discussions between teaching staff and students and will be tested first before being ratified as regulations and punishments applied in Islamic boarding school life. In this way, the Islamic boarding school hopes that the existence of a punishment system can restore and strengthen discipline and foster motivation to learn, improving the quality of students' participation in carrying out their obligations while at the Islamic boarding school (Dwi Cahyanti et al., 2018).

Observations carried out by researchers at the Darussalam Parmeraan Islamic boarding school show that there are still some students who do not understand the importance of discipline, which ultimately makes them neglect the rules that have been set. In this way, as the most effective anticipation, Islamic boarding schools collaborate with students formed in student organization groups or the Darussalam Parmeraan Student Organization (Osdap). The main task of Osdap is to coordinate various activities that support the spiritual, intellectual, and social development of the students, as well as being responsible for organizing activities and playing an active role in maintaining order and discipline in the Islamic boarding school environment. In this way, the Darussalam Parmeraan Islamic Boarding School hopes to increase the discipline of its students through the creation of an educational punishment system.

This relevant research will help researchers understand the research context in-depth and will differentiate it from current research (Sukmadinata, 2020). The First research is about the phenomenon of punishment in Islamic boarding schools: analysis of the disciplinary rules of the Daruttaqwa Gresik Islamic boarding school (Ma`arif, 2018b). The results of this research show that the pattern of giving punishment to violators is by providing warnings and advice, administrative punishment, educational punishment, material punishment, and physical punishment. The difference between previous research and current research lies in several parts, such as the fact that current research focuses more on the implementation of punishment as an alternative to strengthening discipline. Meanwhile, previous research only photographed the rules used in applying punishment. Apart from that, previous research used a phenomenological approach, while the current research uses a case study approach.

Secondly, research the title law from the perspective of Santri and Islamic boarding school education (Rahmatullah, 2021). The results of this research show that punishment will be adjusted to the student's level of delinquency: light, medium, and heavy. Two types of punishment were found: legal (official) and illegal, which were carried out by seniors against weak juniors on the basis of revenge. The difference with the current research lies in the punishment system, which has two types of punishment: official and illegal. While the current research clearly did not encounter any type of illegal punishment during the research, all punishment systems provided were purely the result of discussion and collaboration between the teaching staff and their students. The previous research used a content analysis approach and explored three types of Islamic boarding schools, while the current research used a case study approach and only focused on one Islamic boarding

school.

Thirdly, research entitled *The Influence of Ta'zir on the Morals of Female Islamic Boarding School Students* (Dilia et al., 2022). The results of the research show that the application of Ta'zir influences the morals of female students at the Mamba'ul Hikmah Dlanggu Mojokerto Islamic Boarding School. The difference from the current research lies in the object and subject of the researcher; previous researchers only focused on the object of moral improvement, specifically for female students. Meanwhile, research now has a larger scope, both in terms of subjects and research objects. Previous research used a survey approach, while the current research uses a case study approach.

Fourthly, research entitled *Analysis of Character Education Strategies Through Preventive Punishment* (Ma'arif, 2018a). This research found that preventive punishment can maintain consistency in students' behavior so that they carry out actions in accordance with ethical values in character education. The difference in this research lies in the object of the research, namely character formation using preventive punishment patterns, whereas the current research directly applies punishment as the formation of a disciplinary attitude in all aspects of the student's lives. Previous research used a literature study approach, while the current research uses a case study approach.

The last research is entitled *The Effect of Reward and Punishment on the Learning Motivation of Grade IV Elementary School Students* (Fitri & Ain, 2022). The research results show that reward and punishment are very important in motivating students because, through reward and punishment, students will become more confident and responsible for the tasks given. The difference in the results of this research lies in the addition of reward subjects in previous research, then in the research results, which are focused on increasing learning motivation, and the research subjects are fourth-grade students. Meanwhile, the current research does not use a reward system and is more focused on strengthening the discipline results of all students at the Darussalam Parmeraan boarding school.

From the previous research presented above, it can be concluded that the use of punishment in improving the discipline of students in Islamic boarding schools is considered important for forming discipline and positive character (Azizah et al., 2021). This research also aims to create a more disciplined and conducive Islamic boarding school environment with the help of implementing educational punishments that are adjusted to Islamic norms. Therefore, the research will raise the theme of *The Implementation of Punishment Methods in Strengthening the Discipline*

of Students in Islamic Boarding Schools. Thus, researchers hope that the process of administering punishment will not only play a role in helping students understand the consequences of violating Islamic boarding school rules but can also stimulate positive character growth, strengthen disciplinary attitudes, and increase awareness of religious and moral norms in students' daily lives.

METHOD

This type of research is qualitative (Sugiyono, 2018) with a case study research approach (Darmalaksana, 2020). This research will explain the implementation of the punishment method to strengthen the discipline of students in the Islamic Boarding School of Darussalam Parmeraan. Research data includes detailed information about the types of punishments applied, how students respond to the punishments given, and their impact on improving discipline and order in the Islamic boarding school environment.

The data collection technique was carried out in several stages, starting with making observations (Moleong, Lexy J., 2018) related to the problem to be researched and determining the subjects and objects that the researcher would directly involve in daily activities at the Islamic boarding school, including the process of giving punishment, activities that discipline students, as well as changes in behavior that occur after giving punishment. After that, the researcher will carry out an interview process (Sugiyono, 2018) regarding the provision of punishments to improve the discipline of students in Islamic boarding schools in an in-depth and structured manner, which involves identifying the purpose of the interview and selecting respondents who are deemed capable of providing the research data in question. These include informant A-B-N as a member of the teaching staff in the field of Islamic boarding school student affairs and discipline and informant R as head of the Islamic boarding school student organization using the purposive sampling method (Dkk., 2020). The core questions address aspects of punishment, its types, and its impacts, while follow-up questions and open dialogue allow for a deeper understanding of the study under study. During interviews, documentation is carried out through field notes in the form of data archives or supporting documents that the researcher considers capable of supporting the validity of the researcher's data (Sukmadinata, 2020).

The data analysis process in research regarding the implementation of punishment methods to strengthen the discipline of students in the Islamic boarding school of Darussalam Parmeraan begins with the data reduction stage, where researchers select and organize data to reveal relevant

patterns (Mali, 2023). Furthermore, in the data presentation stage, the results of the analysis are presented systematically, which allows for an in-depth interpretation of the findings that researchers obtained during the research (Rijali, 2018). This process is based on critical analysis, linking findings to relevant theories and discourses (Fitrah, 2018). Finally, drawing conclusions involves synthesizing the findings in a theoretical context, providing a significant contribution to the understanding of the application of punishment methods in the Islamic boarding school environment. Overall, this scientific approach, involving data reduction, data presentation, and drawing conclusions, details careful and systematic steps to obtain valid data.

FINDINGS AND DISCUSSION

Findings

The Implementation of Punishment Method in Strengthening the Discipline of Students in Islamic Boarding School Darussalam Parmeraan

The implementation of the use of punishment as a strategy to strengthen student discipline at the Darussalam Parmeraan Islamic Boarding School reflects a planned approach to creating a more conducive Islamic boarding school environment. The punishment applied in this context is designed with a specific aim, namely to form character and behavior that are in line with religious values and Islamic boarding school norms. In this context, the punishment mechanism implemented is designed to be educational and proportional, creating awareness among students about the consequences of behavior that is not in line with the educational goals of Islamic boarding schools. Therefore, the implementation of punishment at the Darussalam Parmeraan Islamic Boarding School is not only a form of enforcing the rules but also a means that plays a significant role in the formation of a strong personality. This creates the foundation for Islamic boarding schools to become proactive educational institutions in efforts to form the next generation who have high morality and strong discipline.

Table 1. The Implementation of Punishment Method in Strengthening the Discipline of Students in Islamic Boarding School Darussalam Parmeraan

No	Types of Discipline	Activities that reflect Disciplinary attitudes	Types of Violations	Types of Punishment
1	Discipline in dressing	All santri s are required to wear Muslim clothing, not excessively and without good accessories. Both in formal and non-formal learning, in	There are students who wear T-shirts and jeans when praying, not wearing skullcaps. Female students who	The clothing and accessories will be confiscated after 3 (three) warnings. And will be returned after

		mosques and all Islamic boarding environments	school wear excessive make-up or jewelry wear tight, revealing clothes and are overdressed.	graduation.
2	Discipline of Time	All of the activities in Islamic boarding schools have a scheduled time system, starting from prayer time, study time, rest time, evening activities, and other extra activities.	There are still Santri who are negligent about time discipline, such as being late for prayers, skipping lessons, using night study time to sleep, not carrying out academic obligations, and other undisciplined actions.	For santri, those who are late for prayer will have part of their hair cut off. If they don't pray 3 (three) times, they will intentionally be bald. Santriwati will be hesitant to pick up stones or sand in the river. However, if you leave three times on purpose, you will be put on a poster with certain writing or standing on the field during break time. Students who miss formal learning or extra learning will be punished on the spot.
3	Discipline of Study	Discipline in learning includes rules regarding class attendance, assignments, and evaluation. Islamic boarding schools always encourage an attitude of focus and responsibility towards learning, both formal and non-formal.	There are santri who still do not attend lessons after dawn, skip the recitation, fall asleep during the recitation, and do not memorize the target verses of the Qur'an and Nahwu according to the levels that have been determined.	Santri who do not take part in extra morning lessons and other extra learning will be sanctioned with poster punishment or standing on the main page with a poster saying, "We will change into more disciplined santri" Students who do not memorize the verses of the Qur'an and Nahwu according to their level will be sanctioned and not promoted until they have completed their memorization.
4	Discipline of Ethics	The ethical discipline of santri is reflected in behavior that shows respect and politeness in the daily activities of the santri. Avoiding immoral behavior and maintaining	There are santri who fight, steal, and ignore the regulations regarding permission to go home from the Islamic boarding school.	Students who fight will be given suspensions for a specified period of time. Students who are

order in Islamic boarding schools.

caught stealing will be fined three times the amount of the item stolen and will be given one warning letter.

Students who return home without permission will be fined a predetermined amount of money. And if more than three days pass without news, one warning letter will be given.

In the context of research in the Darussalam Parmeraan Islamic Boarding School environment, the findings show that the aspect of dress discipline is the main focus emphasized in every activity. Every student is required to wear Muslim clothing that is simple, without excess, and free from flashy accessories. This provision applies not only during formal learning activities in the classroom but also in non-formal activities and when carrying out worship at the mosque. However, the implementation of these rules sometimes results in some students violating them, such as wearing T-shirts and jeans when performing prayers, without wearing a skullcap or Peci, or even overdressing, which is not in accordance with the norms set at the Darussalam Parmeraan Islamic Boarding School. In order to maintain order and enforce dress codes, the Darussalam Parmeraan Islamic boarding school applies sanctions in the form of warnings and punishments on the spot. If the warning has been given three times without any change from the student concerned, the clothing and accessories that violate the rules will be confiscated and returned after the student has successfully completed their education at the Islamic boarding school. This approach has proven to be a very effective system for overcoming lapses in dress discipline at the Darussalam Parmeraan Islamic Boarding School. Through collaboration between teacher and student organizations, these rules have become norms that must be obeyed by every individual who enters the Islamic boarding school area and are always applied consistently at all times. The hope is that the implementation of this dress code can form students who are more disciplined and understand the importance of complying with the norms that have been established in the context of religious education in Islamic boarding schools.

The dynamics of life in Islamic boarding schools, especially at the Darussalam Parmeraan Islamic boarding school, and the implementation of time discipline form the structural foundation that regulates all aspects of the daily activities of the students. Every second at the Islamic boarding school is carefully planned, starting from prayer time, learning activities, rest, evening activities, and other extra activities that are designed in such a way that it becomes flexible and valuable time. However, there is a phenomenon of non-compliance with time discipline that still adorns the lives of students. This phenomenon includes the behavior of students who are late in praying, skipping learning activities, switching night study time to sleep time, ignoring academic obligations, and other undisciplined actions. To maintain the continuity of discipline at this time, the Darussalam Parmeraan Islamic boarding school imposes sanctions that vary according to the violations committed by its students. For example, students who are late in praying are subject to sanctions in the form of cutting off part of their hair, while for those who deliberately do not pray three times, severe sanctions include shaving their heads (gudul). For female students, non-compliance with time discipline will be punished with sanctions for picking up stones or sand into the river, and if this action is repeated three times on purpose, they will be punished by standing on the main page and posting a poster with certain writing. Apart from that, for students who skip formal learning activities or extra learning, strict sanctions will be given at the same time as the violation.

In the context of this research, the researcher's findings show that learning discipline at the Darussalam Parmeraan Islamic boarding school includes rules related to class attendance, assignment completion, and academic evaluation. Islamic boarding schools as Islamic educational institutions emphasize the importance of focus and responsibility in the learning process, both in formal learning formats in class and in non-formal learning outside regular hours. However, the research results show that there are still students who do not fully comply with the established learning discipline rules. Some students are still reluctant to take part in lessons after dawn, skip the recitation, fall asleep during the recitation, and do not achieve the target of memorizing Al-Qur'an and Nahwu verses according to the level mandated by the Darussalam Parmeraan Islamic boarding school.

In an effort to enforce study discipline, the Darussalam Parmeraan Islamic Boarding School imposes sanctions on students who do not comply with the rules. Santri, who do not take part in extra morning learning and other extra activities will be subject to sanctions in the form of poster punishment or assignments to stand in the main courtyard with posters stating, "We will change

into more disciplined santri." Apart from that, for students who fail to memorize the Al-Qur'an and Nahwu verses according to their level, the Islamic boarding school imposes heavy sanctions in the form of not being allowed to move up a grade until the students have successfully completed their memorization properly and correctly. The conclusion from these findings shows that the application of sanctions is an effective strategy implemented by Islamic boarding schools to maintain and improve learning discipline among students at the Darussalam Parmeraan Islamic boarding school.

Regarding the aspect of ethical discipline at the Darussalam Parmeraan Islamic boarding school, the researchers' findings show that this discipline is reflected through the behavior of students who show respect and politeness in carrying out their daily activities. Santri and I are expected to avoid immoral behavior that could damage the Islamic boarding school order. However, the researchers' findings also revealed that there were several cases of non-compliance with ethical discipline among students. Some students were involved in fights, committed acts of theft, and ignored the regulations regarding permission to go home from the Islamic boarding school. In response to this violation, the Darussalam Parmeraan Islamic Boarding School imposed strict sanctions as a form of enforcing ethical discipline and student behavior. Students involved in fighting will be subject to suspension for a specified period of time. For students who are proven to have committed theft, the sanction is a fine three times the value of the item stolen, and they will be given one (one) warning letter. Meanwhile, students who return home without permission will be subject to a fine according to the specified amount, and if they return after three (three) days without providing news, they will be given one (one) warning letter. These findings confirm that Islamic boarding schools are taking concrete steps to instill ethical discipline and maintain harmony in the Islamic boarding school environment. Apart from that, the Darussalam Parmeraan Islamic Boarding School also always coordinates with parents and guardians to provide advice and participate in looking after and educating the students when they are outside the Islamic Boarding School.

In the context of research findings, the role of discipline at the Darussalam Parmeraan Islamic Boarding School forms the main foundation, involving aspects of dress, time, learning, and Santri ethics. The implementation of a simple Muslim dress code, careful time discipline, and sanctions in learning discipline became the main focus of research, and the results created an effective system for dealing with violations. Sanctions such as reprimands, poster punishments, and refusal of grade promotion not only form the structural basis of discipline in Islamic boarding schools but also reflect the success of the holistic approach implemented. Ethical discipline, reflected in firm responses to

violations such as fighting, theft, and non-compliance with permission to return home, shows the success of Islamic boarding schools in creating an environment that respects the values of discipline and responsibility. Thus, the entire research confirms that the implementation of punishment has succeeded in being a form of treatment in forming discipline among students in their daily activities at the Darussalam Permeraam Islamic boarding school. The implementation of this punishment forms students who are obedient and understand the meaning of religious norms within the framework of Islamic education in the Darussalam Parmeraan Islamic boarding school environment.

Discussion

This is in line with the results of research from Rasyd Anwar, which emphasizes that the disciplined attitude of students can encourage the achievement of learning goals in Islamic boarding schools (Dalimunthe, 2019). Abdul (Tolib, 2015), in his research on education in Islamic boarding schools, explained that one of the identical characteristics of a santri lies in their daily discipline, including worship, education, and social life. Thus, it can be concluded that discipline is the main foundation that supports the effectiveness of the learning process in Islamic boarding schools, in line with these findings. This opens up space for further understanding of how forming and strengthening disciplinary attitudes can be an integral strategy in efforts to improve the quality of education in Islamic boarding schools. These findings also provide a strong empirical basis for further discussion regarding the implementation of pedagogical practices that support the development of positive disciplinary attitudes in students in the Islamic boarding school environment.

In the context of strengthening discipline among students in Islamic boarding schools, this will not be possible without good cooperation between the teaching staff (Ustad) and his students. This collaboration lies in all aspects that can make a big contribution to Islamic boarding schools, especially in designing, fostering, and evaluating this system. Especially in the field of discipline, giving punishment is considered very effective in overcoming problems that still occur among students who have not implemented discipline within themselves. This is also validated by the results of research from Ummi ((Sa'adah, 2017b) regarding punishment and its implications for the formation of santri discipline in Islamic boarding schools, which is one of the appropriate methods for strengthening the character of santri, especially in the field of discipline. The research results from Arizqa (Febrianti, 2022) also explain in his research on the analysis of character education strategies through preventive punishment, explaining that punishment is not the first step in

strengthening discipline but rather is part of an effective method and the final step in strengthening and preventing attitudes that should not be reflected by students.

The implementation of punishment to strengthen the discipline of santri in Islamic boarding schools involves a holistic approach that combines religious values, coaching, and a deep understanding of the life context of santri. The researcher's perspective is that punishment should not only be a form of sanction but rather a means of education that creates awareness and fosters an attitude of responsibility in students. For this reason, a deeper approach is needed regarding education and coaching, which must dominate rather than merely implement punitive punishment. In this way, the components of strengthening discipline and implementing punishment will run in harmony and will realize the expected educational goals.

The effectiveness of implementing punishment can be achieved by integrating several important aspects that must be embedded in every punishment (Afiati, 2018). Such as choosing punishments that are educational in nature, without violating religious and humanitarian norms, carried out without a touch of violence, not displayed in public, and always prioritizing the provision of advice before the punishment is imposed. This approach will create an understanding in the students of the meaning of discipline, which originates from personal awareness and is not due to coercion. Misbaul Fuad (Fuad, 2023) also provided a brief explanation in the results of his research that the success of santri discipline will be seen if the discipline is carried out without any coercion or binding punishment. The results of research from Khalif (Khalif Musayyifi, 2022) also illustrate that punishment is not something that must be cultivated, but it can create a culture of discipline if it always follows the rules of religious and humanitarian norms. This principle makes punishment a means of forming the character of students, teaching them moral values, and giving them the opportunity to grow into better people from every mistake they have made. In this way, the disciplined attitude embedded in the students will grow into a habit that will lead them to success in the future.

CONCLUSION

Based on the results of research regarding the implementation of punishment methods in strengthening santri discipline at the Darussalam Parmeraan Islamic Boarding School, it can be concluded that giving this punishment has a positive impact on overcoming santri disciplinary problems. The concept of punishment implemented at the Darussalam Parmeraan Islamic boarding

school is always educational and nurturing, and it always prioritizes advice before carrying out punitive action. The implementation of this punishment will produce the expected educational goals and will increase his responsible attitude in worship, education, and moral responsibility as a santri. Thus, instilling a disciplined attitude in students at the Darussalam Parmeraan Islamic Boarding School will create students who always adhere to responsibility and a culture of obedient discipline

REFERENCES

- Abdurahman, A. (2018). Budaya Disiplin dan Ta'zir Santri di Pondok Pesantren. *Al-Riwayah : Jurnal Kependidikan*, 10(1), 29–57. <https://doi.org/10.47945/al-riwayah.v10i1.143>
- Afiati, N. S. (2018). Kualitas Kehidupan Sekolah Dan Disiplin Pada Santri Asrama Pondok Pesantren. *Insight: Jurnal Ilmiah Psikologi*, 20(1), 15. <https://doi.org/10.26486/psikologi.v20i1.630>
- Alfath. (2020). Pendidikan Karakter Disiplin Santri di Pondok Pesantren Al-Fatah Temboro. *Urnal Komunikasi Dan Pendidikan Islam*, 9(1), 125– 164.
- AR, M. Z. T. (2020). Problem dan solusi atas penerapan Ta'zir di Pesantren(Studi Kasus di Pondok Pesantren Al Ibrohimy Galis Bangkalan). *Kuttab*, 4(1). <https://doi.org/10.30736/ktb.v4i1.102>
- Arifin, M. (2022). Implementasi Peraturan Sekolah Tentang Hukuman Dalam Perspektif Tujuan Pendidikan Islam Di Madrasah Ibtidaiyah Al Huda Pongpong Merakurak Tuban. *Jurnal Keagamaan Dan Pembelajarannya*, 5(1), 1–13.
- Azhari. (2018). Peran pondok pesantren dalam penanggulangan kenakalan remaja.
- Azizah, N., Mujiburrahman, M., & Nurhidayati, I. (2021). Upaya Guru Pendidikan Agama Islam Dalam Membina Akhlak Peserta Didik. *Al'Ulum Jurnal Pendidikan Islam*, 1(1), 1–13. <https://doi.org/10.54090/alulum.106>
- Dalimunthe, R. A. (2019). Kedisiplinan Belajar Pesantren. *Jurnal Al-Fikru*, 13(2), 112–118. https://www.google.com/search?q=https%3A%2F%2Fjurnal.staiserdanglubukpakam.ac.id%2Findex.php%2Falfikru%2Farticle%2Fdownload%2F14%2F13&safe=strict&sxsrf=AJOqlzXPALbAdWWLKYh8Y707LFWLmyuOgQ%3A1673965406430&ei=Xq_GY5r3GYGy3LUP09GS4AE&ved=0ahUKEwianqqL5878AhUB
- Darmalaksana, W. (2020). Metode Penelitian Kualitatif Studi Pustaka dan Studi Lapangan. Pre-Print Digital Library UIN Sunan Gunung Djati Bandung.
- Dilia, D. I., Rony, R., & Trianawati, A. (2022). Pengaruh Ta'zir Terhadap Akhlak Santri Putri Pondok

- Pesantren. *At-Tadzkir: Islamic Education Journal*, 1(1), 1–12.
<https://doi.org/10.59373/attadzkir.v1i1.1>
- Dkk., H. and. (2020). *Metode Penelitian Kualitatif & Kuantitatif*. Pustaka Ilmu.
- Dole, F. E. (2021). Pengaruh Pendidikan Karakter terhadap Kedisiplinan Peserta Didik. *Jurnal Ilmu Pendidikan*, 3(6).
- Dwi cahyanti, W., Nurul Wahyuning, T., & Agus Miftakus, S. (2018). Peran Pengurus Pondok Pesantren Dalam Menanamkan Kedisiplinan Santri. *Jurnal Al-Makrifat*, 3(2), 12–30.
- Febrianti, D. A. (2022). Implementasi Pengasuhan Anak Dalam Kompilasi Hukum Islam Pada Era Digital Perspektif Maqashid Al-Syariah (Studi Kasus Di Pondok Pesantren El Fath El Islami Kudus). Diss. IAIN KUDUS,.
- Fitrah, M. (2018). *Metodologi penelitian: penelitian kualitatif, tindakan kelas & studi kasus*. CV Jejak (Jejak Publisher).
- Fitri, Y. R., & Ain, S. Q. (2022). Pengaruh Reward dan Punishment Terhadap Motivasi Belajar Siswa Kelas IV Sekolah Dasar. *Scaffolding: Jurnal Pendidikan Islam Dan Multikulturalisme*, 4(1), 291–308. <https://doi.org/10.37680/scaffolding.v4i1.1337>
- Fuad, M. (2023). Implementasi Reward Dan Punishment Di Pondok Pesantren Kalimantan Timur. *Jurnal Tarbiyah Dan Ilmu Keguruan Borneo*, 4, 137–146.
<http://journal.uinsi.ac.id/index.php/JTIKBorneo/article/view/6645>
- Habibuddin, M. (2022). Fenomena Kenakalan Santri An Nashor Di Pondok Pesantren Miftahul Ulum Panyepen. *DA'WA: Jurnal Bimbingan Penyuluhan & Konseling Islam*, 2(1).
- Ja'far. (2018). Problematika Pendidikan Pondok. *Jurnal Evaluasi*, 2(1), 350–370.
- Khalif Musayyifi, M. Y. M. (2022). Implementasi Hukuman Pendidikan DALAM PENERAPAN DISIPLIN DI PONDOK INSAN MULIA MABURAI. *Al Fikri: Jurnal Studi Dan Penelitian Pendidikan Islam*, 5(2), 117–130.
- Khumaidi. M. Wisnu. (2020). Metode Hukuman dalam Perspektif Pendidikan Islam. *Jurnal Pemikiran Dan Penelitian Pendidikan Islam*, 3(2), 17–37.
- Ma`arif, M. A. (2018a). Analisis Strategi Pendidikan Karakter Melalui Hukuman Preventif. *Ta'allum: Jurnal Pendidikan Islam*, 6(1), 31–56. <https://doi.org/10.21274/taalum.2018.6.1.31-56>
- Ma`arif, M. A. (2018b). Fenomenologi Hukuman di Pesantren : Analisis Tata Tertib Santri Pondok Pesantren Daruttaqwa Gresik. *Nadwa; Jurnal Pendidikan Islam*, 12(1), 182.
<http://jurnaltarbiyah.uinsu.ac.id/index.php/raudhah/article/view/281/278>

- Mali, Y. C. G. (2023). *Case Study Research and Applications: Design and Methods*. Sage Publications, Inc, 11(1), 64.
- Masrur, M. (2018). Figur Kyai dan Pendidikan Karakter di Pondok Pesantren. *Tarbawiyah: Jurnal Ilmiah Pendidikan*, 1(1), 272–282.
- Moleong. Lexy J. (2018). *Metode Penelitian Kualitatif*. PT Remaja Rosdakarya.
- Rahmatullah, A. S. (2021). Hukuman dalam perspektif santri dan pendidikan pondok pesantren. *Ta'dibuna: Jurnal Pendidikan Islam*, 10(1), 74–87.
- Rahmatullah, A. S., & Purnomo, H. (2020). Kenakalan Remaja Kaum Santri Di Pesantren (Telaah Deskriptif-Fenomenologis) . *Ta'allum: Jurnal Pendidikan Islam*, 8(2), 222–245. <https://doi.org/10.21274/taalum.2020.8.2.222-245>
- Rahmawati, F. L. (2019). Pendidikan Kedisiplinan Bagi Santri Di Asrama Mts Muallimaat Muhammadiyah Yogyakarta. *Jurnal Kebijakan Pendidikan*, 8(2), 78.
- Rahmawati, I. (2013). Pola Pembinaan Santri Dalam Mengendalikan Perilaku Menyimpang Di Pondok Pesantren Sabilul Muttaqin, Desa Kalipuro, Kecamatan Pungging, Mojokerto. *Kajian Mora; Dan Kewarganegaraan*, 1(1), 306–320.
- Ridha Maulidya Ardiati Universitas. (2020). Pemberian Hukuman Pada Anak Dalam Pendidikan Islam Perspektif Muhammad Nur Abdul Hafizh Suwaid Dan Abdullah Nashih Ulwan. 5(July), 1–23.
- Rijali, A. (2018). Analisis Data Kualitatif. *Jurnal Alhadharah*, 17(33), 81–95.
- Rohmat, Cecep Saepul, and R. R. D. (2022). Strategi kiai dalam pendidikan karakter terhadap santri." *Edueksos Jurnal Pendidikan Sosial & Ekonomi*, 11(1).
- Sa'adah, U. (2017a). Hukuman dan implikasinya terhadap pembentukan kedisiplinan santri di pondok pesantren. *PEDAGOGIK: Jurnal Pendidikan*, 4(1).
- Sa'adah, U. (2017b). Hukuman dan Implikasinya terhadap Pembentukan Kedisiplinan Santri di Pondok Pesantren. *Jurnal Pedagogik*, 4(1), 14–28. <https://ejournal.unuja.ac.id/index.php/pedagogik/article/view/6>
- Setiawan, E. (2017). Konsep Pendidikan Akhlak Anak Perspektif Imam Al Ghazali. *Jurnal Kependidikan*, 5(1), 55–70. <https://doi.org/10.24090/jk.v5i1.1252>
- Sugiyono. (2018). *Metode Penelitian Kualitatif* (S. Y. Suryandari (ed.)). Alfabeta.
- Sukmadinata, N. S. (2020). *Metode Penelitian Pendidikan*. PT Remaja Rosdakarya.
- Tolib, A. (2015). Pendidikan di pondok pesantren modern. *Risâlah, Jurnal Pendidikan Dan Studi*

Islam, 2(1), 60–66.