



# ANJASMORO

ISLAMIC INTERDISCIPLINARY JOURNAL

## IMPLEMENTATION OF PUNISHMENT IN AN EFFORTS TO STRENGTHEN THE CHARACTER OF STUDENTS' DISCIPLINE

Mudillah Habibah<sup>1</sup>

Universitas Nurul Jadid, Probolinggo, Indonesia

[mudillahhabibah@gmail.com](mailto:mudillahhabibah@gmail.com)

Feriska Listrianti<sup>2</sup>

Universitas Nurul Jadid, Probolinggo, Indonesia

[feriskal@unuja.ac.id](mailto:feriskal@unuja.ac.id)

### ABSTRACT

Discipline is one of the character important things to do owned students in environment Islamic boarding school, however various form violation of regulations Still found so that effective coaching strategies are needed through application of punishment that is educational. Research This aim for analyze application of punishment in effort strengthening character discipline students in the Al Hasimiyah Region Cottage Nurul Jadid Islamic Boarding School. Research use approach qualitative with type studies case, involving 10 informants consisting of on administrator security and order, dormitory management, and students who have ever receive punishment, with technique data collection through interviews, observations, and documentation analyzed using interactive models through stages data reduction, data display, and data verification. Research results show that the punishment applied more nature educative than repressive, with form in the form of task cleanliness, memorization verses of the Qur'an, memorization prayer, assignment social and development special for violation repeated. The application of punishment is carried out in a way gradual and proportional in accordance level violation so that reflect principal justice in coaching. Most of students give response positive because punishment helps increase awareness and compliance to rules. In addition, it was found existence trend decline amount violation after implementation a more stringent punishment system structured and consistent. Success the implementation of punishment is supported by consistency administrators, mentoring after giving punishment, as well as environment Islamic boarding schools that support formation character discipline.

**Keywords:** Discipline, Educational Punishment, Student



## INTRODUCTION

In context education Islamic boarding school, discipline is one of the character the main thing that must be owned students Because relate directly with success of the learning process, formation morals and obedience to values religious. However Thus, various institution education based Islamic boarding school Still face challenge in grow discipline students in a way inconsistent. Indiscipline can see through delay follow activity mandatory, absence without permission, as well as violation of dormitory rules. Conditions the show that formation character discipline No only need clear rules, but also capable coaching strategies grow awareness students to importance obey regulation.

Phenomenon It was also found in the Al Hasimiyah Region Cottage Nurul Jadid Islamic Boarding School. Based on initial data obtained from notes administrator security and order in the region during six months Lastly, 30 cases were recorded violations in January, increased to 33 cases in February, then experience fluctuations in the months next with Details: 29 cases in March, 31 cases in April, 28 cases in May, and 26 cases in June. most frequent violations found covering delay follow prayer congregation, delay enter class, absence from activities mandatory, and violation of regulations dormitory. If not handled in a way right, condition the potential inhibit the formation process character students and reduce effectiveness of educational programs Islamic boarding school.

Various study previously has discussed strengthening character discipline through habituation, role model, and giving reward. Research (Andriawan et al., 2025; Ilahi et al., 2024; Nurhikmah et al., 2025) show that habits that are carried out in a way sustainable capable increase compliance participant educate to rule school . Meanwhile that , research (Devi et al., 2025; Ramadhani et al., 2025; Sislan et al., 2022) find that exemplary behavior educator own influence important in formation character discipline . Although, the study which is special examine implementation of punishment as a strengthening strategy character discipline students in the neighborhood Islamic boarding school Still relatively limited. Some research only discussing punishment as instrument enforcement rule without study How mechanisms, forms and contributions to formation character discipline students.

Based on condition said, research This done for analyze application of punishment in effort strengthening character discipline students in the Al Hasimiyah Region Cottage Nurul Jadid



# ANJASMORO

## ISLAMIC INTERDISCIPLINARY JOURNAL

Islamic Boarding School. Research This important Because give greater understanding deep about how punishment is applied in a way educational , proportional, and development - oriented character. In addition, research This expected can give contribution to development study education Islamic boarding schools, in particular related to the formation strategy character effective and appropriate discipline with values Islamic education.

### RESEARCH METHOD

Study This use approach qualitative with type studies case For understand in a way deep application of punishment in effort strengthening character discipline students in the Al Hasimiyah Region Cottage Nurul Jadid Islamic Boarding School . Unit of analysis study is system application of punishment used in coaching discipline santri . Informant study chosen use purposive sampling technique based on level involvement and knowledge they to system discipline Islamic boarding school . Informant consists of over 10 people, namely 2 administrators security and order in the area, 2 dormitory administrators , and 6 students who had receive punishment. Age informant range between 17–25 years old . Administrator chosen Because own experience more from two year in manage system discipline students , while students chosen Because own experience direct as subject application of punishment. Composition informant the expected capable provide diverse and in-depth data about implementation of punishment in the environment Islamic boarding school.

Data collection was carried out through observation , interviews , and documentation . Interviews done semi - structured with use guidelines interviews containing question about form of punishment, procedure implementation , objectives giving punishment, response students , and their impact to discipline . Every interview ongoing about 30–45 minutes and is carried out in a way face face . With agreement informants , the entire interview process recorded use audio devices for guard data accuracy . Recording results Then transcribed verbatim so that all over information conveyed informant can analyzed in a way systematic . Observation done in a way direct to activity students in follow activity Islamic boarding schools , whereas documentation obtained from the rules of procedure Islamic boarding school , books violation students , reports coaching and archives related administration with application of punishment.



Data analysis was performed in a way interactive through three stages, namely data reduction, data display, and data verification. At this stage data reduction, researcher selecting, grouping, and simplifying data based on focus research. The data is then categorized to in a number of theme main, namely form of punishment applied, procedure implementation of punishment, response students on punishment, and the impact of punishment on character discipline. The data display stage is carried out with presenting data in form narrative, tables, and graphs For make it easier identification patterns and relationships between category. Next, the next stage verification done with compare findings results interviews, observations, and documentation through technique triangulation sources and techniques. Research conclusions obtained after found data consistency in all three source the so that produce the whole picture about application of punishment in effort strengthening character discipline students in the Al Hasimiyah Region Cottage Nurul Jadid Islamic Boarding School.

## RESULT AND DISCUSSION

Based on results interviews, observations and documentation, five themes were found main, namely: (1) forms of educational punishment, (2) procedures and stages implementation of punishment, (3) response students against punishment, (4) evidence improvement discipline students, and (5) factors supporters' success of punishment.

First theme show that the punishment applied in the Al Hasimiyah Region more nature educative than repressive. The form of punishment found covering task cleanliness environment, memorization verses of the Qur'an, memorization prayer, assignment social and development special for violation repeated. One of them administrator security explained, "We don't give punishment physical. Students who violate usually given tasks that educate them understand consequence from his mistake." Statement the show that punishment is positioned as means coaching character, not just tool punishment.

Second theme related with procedure implementation of punishment. Based on documentation of rules of procedure Islamic boarding schools and results interviews, punishment is implemented in a way gradually in accordance level violation. Violation light given warnings and assignments educational, whereas violation repetitive get more coaching intensive. Procedure the show existence principal proportionality and justice in implementation of



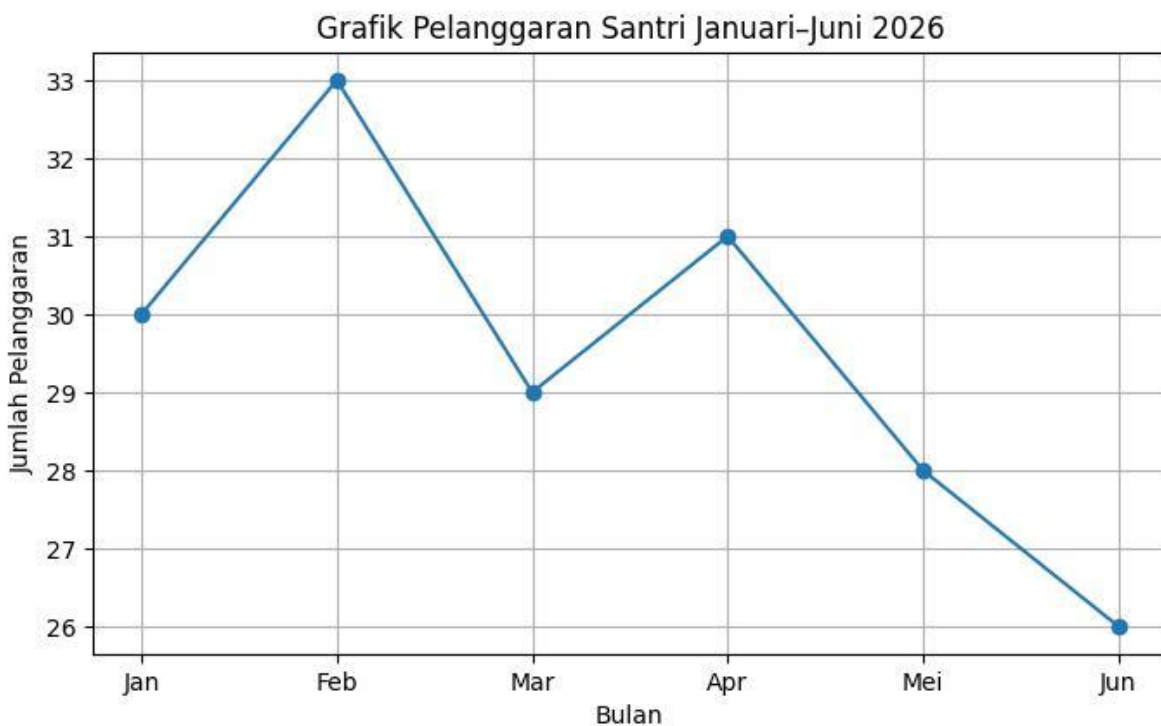
# ANJASMORO

ISLAMIC INTERDISCIPLINARY JOURNAL

punishment so that students understand connection between violations and consequences received.

The third theme show diverse response students against punishment. Most of students confess that punishment helps they become more discipline. A students stated, “Initially I feel object moment get task cleanliness, but after That I become more be careful not to repeat violation.” However thus, some students confess Once feel Embarrassed when receive punishment in front his friends. Findings This show that response against punishment not always uniform and influenced by experience as well as the character of each student.

The fourth theme related with improvement discipline santri. Findings observation and documentation show existence trend decline amount violation in six months last. The graph presented in study This arranged based on official data book violation students managed by administrators security and order in the Al Hasimiyah Region. The data show that amount violation experience declines after implementation a more stringent punishment system structured and consistent. With Thus, the graph is used sourced from document administrative official Islamic boarding school, not only results observation researcher.



Fifth theme show that the success of punishment is influenced by several factors factor



# ANJASMORO

## ISLAMIC INTERDISCIPLINARY JOURNAL

supporters, namely consistency administrator in apply rules, existence mentoring and coaching after the punishment is given, and environment Islamic boarding schools that support formation character discipline. Management No only give punishment, but also explain reason giving punishment and giving instructions for students can repair his behavior.

In the discussion , the findings study This in line with theory Skinner's behaviorism explains that consequence on something behavior can influence trend individual For repeat or avoid behavior certain findings this also supports study (Aisyah & Wardatushobariah, 2025; Fansuri et al., 2026; Holid & Baharun, 2025)which shows that the punishment is of a nature educative can strengthen discipline participant educate . However, research this also found that punishment has potential risk if implemented without adequate assistance.

A number of students confess experiencing embarrassment and discomfort when receive punishment. In addition, the application of punishment that is not consistent potential cause perception injustice and reduce effectiveness coaching. Therefore that, the effectiveness of punishment is not only determined by the form the punishment given, but also by the quality guidance, consistency implementation and capability administrator in build awareness discipline students internally. With Thus, effective punishment is an integrated punishment with the coaching and education process character in a way sustainable.

### CONCLUSION

Study This show that implementation of punishment in the Al Hasimiyah Region Cottage Nurul Jadid Islamic Boarding School contributes in strengthening character discipline santri . Findings main disclose that the punishment applied No nature physique and repressive , but rather in the form of educational punishment like task cleanliness , memorization verses of the Qur'an, memorization prayer , assignment social and development special for students who do violation repeated . The application of punishment is carried out in a way gradual and proportional in accordance level violation , so that students understand consequence from every actions taken . Results of interviews , observations , and documentation show that part big students give response positive to system the Because capable increase awareness , compliance , and responsibility answer in obey rule Islamic boarding schools . In addition , it was found existence trend decline amount violation during period research that indicates increasing level



discipline santri . In general science , research This strengthen study Islamic education and education Islamic boarding school related effectiveness of educational punishment as a formation strategy character discipline . Findings this also supports theory behaviorism which explains that giving consequence in a way appropriate can push change behavior to more direction positive . With Thus , punishment can become instrument effective coaching if accompanied by mentoring and coaching sustainable research This own limitations Because only carried out in one Islamic boarding school area with amount limited informants as well as use approach qualitative . Therefore that , research furthermore recommended involving more Lots location and informant as well as combine approach qualitative and quantitative in order to obtain a clearer picture comprehensive about effectiveness of punishment in strengthening character discipline students.

## REFERENCES

- Aisyah, D., & Wardatushobariah, N. (2025). Implementasi Sistem Reward-Punishment Berbasis Partisipatif untuk Peningkatan Disiplin dan Karakter Santri di Ponpes Nadwatul Ummah Buntet Pesantren Cirebon. *Society: Community Engagement and Sustainable Development*, 2(2), 198–209.
- Andriawan, M. F., Hardoko, A., Bahzar, M., Suryaningsi, S., Pardosi, J., & Marwiah, M. (2025). Implementasi Penguatan Pendidikan Karakter Disiplin melalui Pembiasaan di SMA Syaichona Cholil Samarinda. *Jurnal Ilmu Pendidikan Dan Psikologi*, 2(3), 218–228.
- Devi, S., Qomariah, S. N., & Syabilla, Y. (2025). Peran Guru dalam Membimbing Siswa Mengamalkan Nilai Islam Mendidik dengan Keteladanan. *Fatih: Journal of Contemporary Research*, 2(1), 362–374.
- Fansuri, A. F., Mufarohah, H., & Ramadhani, S. (2026). Pendekatan Edukatif Dalam Penerapan Reward Dan Punishment Untuk Meningkatkan Motivasi Dan Disiplin Siswa. *Gagasan: Jurnal Pendidikan Nusantara*, 1(1), 44–60.
- Holid, M., & Baharun, H. (2025). Principals' Role in the Application of Reward and Punishment Systems for Promoting Student Discipline in Pesantren-Based Schools. *Journal of Educational Management* ..., 04(0), 293–307. <http://serambi.org/index.php/jemr/article/view/877%0Ahttp://serambi.org/index.php/jemr/article/download/877/645>
- Ilahi, A., Siregar, R., & Safitri, R. (2024). Penerapan Karakter Disiplin Melalui Pembiasaan pada Siswa Kelas II SD Negeri 0909 Huristik. *Jurnal Ilmiah Pendidikan Dasar (JIPDAS)*, 4(4), 381–387.
- Nurhikmah, N., Nuraini, I., Yusriati, Y., & Adiansha, A. A. (2025). Analisis penerapan metode pembiasaan baik dalam membentuk karakter disiplin siswa MIN 3 Bima. *Jurnal Guru Sekolah Dasar*, 1(5), 22–27.



# ANJASMORO

ISLAMIC INTERDISCIPLINARY JOURNAL

- Ramadhani, S., Purba, A., Resty, M., Perangin-angin, R. B. B., & Ndona, Y. (2025). Keteladanan sebagai model pengembangan kebiasaan disiplin siswa. *PEMA*, 5(2), 521–536.
- Sislan, M., Maulana, G. A., & Wati, F. K. (2022). Keteladanan guru dalam pembentukan karakter siswa. *Fikri: Jurnal Kajian Agama, Sosial Dan Budaya*, 7(2).