

Implementation of Student's Rules on Punishment In Islamic Perspective

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ABSTRACT: *This research caused by the ineffectiveness of the implementation of student discipline on the punishment. The research aims to reveal, 1) the implementation of student rules regarding punishment in the Islamic perspective, 2) the effectiveness of the implementation of student rules regarding punishment in the Islamic perspective, 3) the obstacles in implementing student discipline regarding punishment in the Islamic perspective. This research used descriptive methods and qualitative approaches. The research conducted at Mujahidin Private Senior High School. The subject of this study was the counselling teacher and the teacher of Islamic education. Data collection techniques used are observation, interviews, and documentation. The data analysis technique used data reduction, data display, and conclusion. The validity checking data technique used in this study is data triangulation. The results of the research: 1) Implementation of the rules has been applied to the maximum, considering students have understood the prevailing rules and regulations as well as students who violate but are still said to be reasonable because they are only related to minor violations. 2) There is an awareness of his mistakes and the responsibility to improve them. The decline in the number of violations is also evidence of the increase in awareness in carrying out school discipline and the progress made by this school because of implementation punishment. 3) The inhibiting factor is the student itself related to awareness, environment, and parents. While the supporting factor is the cooperation that exists between the school and students.*

Penelitian ini disebabkan oleh ketidakefektifan penerapan disiplin siswa pada hukuman. Penelitian ini bertujuan untuk mengungkapkan, 1) implementasi aturan siswa tentang hukuman dalam perspektif Islam, 2) efektivitas penerapan aturan siswa tentang hukuman dalam perspektif Islam, 3) hambatan dalam menerapkan disiplin siswa mengenai hukuman dalam Islam perspektif. Penelitian ini menggunakan metode deskriptif dan pendekatan kualitatif. Penelitian dilakukan di SMA Swasta Mujahidin. Subjek penelitian ini adalah guru konseling dan guru pendidikan Islam. Teknik pengumpulan data yang digunakan adalah observasi, wawancara, dan dokumentasi. Teknik analisis data menggunakan reduksi data, tampilan data, dan penarikan kesimpulan. Teknik pemeriksaan data validitas yang digunakan dalam penelitian ini adalah triangulasi data. Hasil penelitian: 1) Implementasi aturan telah diterapkan secara maksimal, mengingat siswa telah memahami aturan dan peraturan yang berlaku serta siswa yang melanggar tetapi masih dikatakan wajar karena hanya terkait dengan pelanggaran kecil. 2) Ada kesadaran akan kesalahannya dan tanggung jawab

untuk memperbaikinya. Menurunnya jumlah pelanggaran juga merupakan bukti meningkatnya kesadaran dalam melaksanakan disiplin sekolah dan kemajuan yang dibuat oleh sekolah ini karena hukuman pelaksanaan. 3) Faktor penghambatnya adalah siswa itu sendiri terkait dengan kesadaran, lingkungan, dan orang tua. Sedangkan faktor pendukungnya adalah kerja sama yang ada antara sekolah dan siswa.

Keywords: *Student Rules, Punishment, Islamic Education.*

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I. INTRODUCTION

Education is one form of human interaction, as well as possible social action through a network of human relations that can determine the character of education in society through the roles of individuals in it (Langgulung, 2003: 16) that is applied through the learning process (A. Ikhwan, 2017: 6). Self-learning is a process of effort in carrying out by a person to obtain a new change of behaviour as a whole, as a result of his own experience in interaction with his environment, which should ideally touch three aspects of learning, including cognitive, effective, and psychomotor aspects (Slameto, 2003: 2). Furthermore, Islamic education is an activity to develop all aspects of human personality that lasts throughout life (life long education). Islam interprets education as an absolute and human need in life and life. Rupper C. Lodge in (Zuhairini, 2010: 10) says, "Education is life, life is education". Thus, education, according to Islam, is nothing without life itself and is an absolute need to be able to implement Islam.

The process of learning or education allows a person to be more human (being humanized) so that they are called adults and independent. That is the vision or purpose of the learning process (Harefa, 2000: 37). Teachers, as educators and students as students. Both are human beings who are parallel in different roles. The teacher's view of humans, including himself, greatly influences the attitude of his behaviour in managing daily educational tasks (Gulo, 2002: 18). In this case, the active role of the teacher (educator) is needed to influence the characteristics of cognitive, affective, and psychomotor students, by giving moral encouragement, guiding, and providing the best learning facilities through learning methods.

One thing that is usually done by teachers is a repressive approach that is giving direct punishment when students violate rules such as giving punishments to students who are late in class when the lesson is started and implemented, for the hope that through preventive and repressive punishment approaches they can prevent various violations of regulations or as strict warning actions that arise entirely from fear of the threat of punishment (Durkheim, 1990: 116). Initially, the punishment was carried out with a retributive paradigm and was a direct reaction to an act committed by a person or group of people. This retributive paradigm can be seen in the spirit of rewarding by the actions and or effects of the actions taken. The punitive paradigm later arose with enthusiasm so that people did not commit acts that were threatened. In other words, punishment is carried out with deterrence.

The development of an understanding of the importance and usefulness of punishment as an instrument in the framework of the method of changing behaviour is seen through the emergence of the rehabilitate paradigm. The paradigm sees that someone who

violates or deviates from existing rules is a person who is damaged, sick, lacking, problematic, or cannot carry out such behaviour. Therefore, through condemnation, the person wants to be repaired or healed of his shortcomings. Along with the change in paradigm, the forms of punishment also developed, varied, and are said to be increasingly more human A. Ikhwan, 2017: 91).

The main principle in applying punishment is that punishment is the last resort and must be done in a limited manner and not to hurt students. The main purpose of this approach is to make students aware of the mistakes they made (Arief, 2002: 131). Muhammad 'Athiyah al-Abrasyi in his work *al-Tarbiyah al-Islamiyah* revealed that punishment or punishment (*al-uqubah*) is more of an educational effort to correct and direct students in the right direction (*al-irsyadwa al-ishlah*). Punishment is not merely an act that suppresses creativity (*al-zajrwa al-intiqam*) but as an effort to return students to a good direction and motivate them to become imaginative, creative, and productive individuals (Al-Abrasyi, 2003: 165-166). The function of punishment in the perspective of Islamic education is one of the tools to direct and guide the nature of students towards the maximum growth and development, namely being able to understand, appreciate, and practice the teachings of Islam as well as possible.

Islamic education can be used as a therapy for these deviations because of the universal nature of Islamic teachings. However, to convey goodness requires strategies, approaches, and systems and the right method (Thoah, 1996: 117). Emile Durkheim said that for students to obey the rules of regulation, they must be able to feel something valuable and worthy of respect, that is, the moral authority of that rule is instilled (Emile Durkheim, 1990: 114). Only through the teacher can the child understand the rules and only the teacher conveys them to students so that the rules will only have authority as the teacher communicates.

Based on the principle of *al`amru bil-ma`ruf wannahyu`anil-mun`kar* (advocating good things and preventing bad things), in Islamic education, there is a concept of orders and prohibitions which have the advice and guidance. The implementation of punishment in Islamic education is based on this principle, according to Abdurrahman an-Nahlawi (1992: 248) can guard students from dirt and wrongdoing, or participate in defamation, can instil faith and behave well. This is then called the preventive function of the sentence. This principle is the most done as a form of handling for students who commit violations in school. In line with learning theory that said the punishment is one of the tool in the learning process and Islamic hadith by Abu Dawud said:

From Amr bin Syu`aib the great grandfather of Rasulullah Saw said to instruct your children to do salah for 7 years old and hit them if they ignore in 10 years also separate their beds."

It is also supported by the verse of Al-Qur`an said:

"Men are in charge of women by [right of] what Allah has given one over the other and what they spend [for maintenance] from their wealth. So righteous women are devoutly obedient, guarding in [the husband's] absence what Allah would have them, guard. But those [wives] from whom you fear arrogance - [first] advise them; [then if they persist], forsake them in bed; and [finally], strike them. But if they obey you [once more], seek no means against them. Indeed, Allah is ever Exalted and Grand. [An Nisa: 34] (Depag RI, 1990)

One of the school that is based on Islam and applies Islamic rules, but there are still many teachers who encounter the problem of violations committed by students is Mujahidin Private Senior High School of Pontianak. The teacher inevitably has to deal with these problems. The teacher's complaint was that his students did not stop committing violations, including clothes that were set outside, stepping over the school fence or gate, coming too late, bullying other students, speaking rudely to friends and teachers and fighting even though they were given punishment. In addition to the problems described above, the level of honesty of students when making mistakes is also being a problem, when they were caught climbing up the school fence and being asked to them, mostly they are avoiding and lies to the teacher, when they have seen the proof, they just dare to speak honestly. The existence of violations committed by students and the delinquency of students, make the researcher wants to examine how the implementation of student discipline regarding punishment in the perspective of Islamic Education in Mujahidin Private Senior High School of Pontianak.

II. METHOD

The method used in this research is the descriptive method. Being analyzed from the type, this study emphasizes more on the type of field research. (Moleong, 2009: 4). This research was conducted at the Mujahidin Private Senior High School of Pontianak located on Ahmad Yani Street, South Pontianak District, Pontianak City. The reason for the researchers in determining the location of the study as the Mujahidin private Senior High School of Pontianak was because the Mujahidin Foundation is Islamic foundation which consisted of kindergarten, elementary, junior and high school (all of them Muslim). This shows the high public interest in entering the school. The implementation of school regulations regarding punishments in Islamic education has also been carried out. A large number of students is a special challenge for Mujahidin Private Senior High School teachers who are Muslim in applying school rules regarding punishment in Islamic education.

Primary data sources are sources of data that directly provide data to data collectors (Sugiyono, 2015: 62). The subjects in this study were school leaders, subject teachers who were actively involved in implementing school regulations on punishment were willing and had time to provide information, as well as students as the owner of the information, as a source of information (key informant) (Suprayogo and Tobroni, 2011: 134) while the secondary data sources in this study are written documents and photographs. The type of data obtained from the observations of the implementation of school regulations regarding sentences from interviews and the results of the study of documentation whose contents correlate with the discussion of the object of this study.

Data analysis in this study is a type of interactive data analysis model, which is the simplest and most widely used data analysis by qualitative researchers, namely reduction, data display and data verification and conclusion drawing. The researchers used in this study is to hold member checks and triangulation.

III. FINDINGS

1. Implementation of Student Discipline Regarding Punishment in The Perspective of Islamic Education

Based on the data obtained after the observations made by the researcher, the next step the researcher conducted the interview and documentation. The results of the interviewer's research were related to the students' discipline about the presence of students in school. The school has made a code of conduct regarding student attendance at school, and it is true that the rules are made and applied to students with these rules that students can minimize the late. (The rule of attendance of students to enter school is set in school rule. Namely students enter the class at 6:45 a.m. Students attend at least 5 minutes before the entrance bell. And students are declared late if present at 06.50 WIB, enter the class according to schedules).

The model of a rule made by the school regarding the presence of students is the presence of preparatory learning in the classroom, teaching and learning activities, and the third, break and return home. The application of student discipline is affirmed by student affairs as follows: The application of school discipline applies to all students who violate the rule, one example is if there is a student coming late to school then he will get punishment for reading a pledge with the teacher picket, read short surah, and other assignments, besides if he commits repeated violations again, he is asked to make an agreement with the school not to repeat, and if the delay exceeds 30 minutes the student is returned. The orderly rule is applied at this time is giving sanctions to students, both in the form of verbal reprimand, as well as a written reprimand, while for the expenditure of students who carry out heavy violations at this time has never happened.

The way the school socializes student attendance rules is: at the beginning of the year, namely by giving the school order book to students to be read and signed by their parents, after being handled by parents and students the book is handed back to the school. Also, the school also makes it clear about the rules of the school and is displayed at the entrance, such as when entering school and the other.

In addition to the rules regarding the presence of students, the school has also made a code of conduct regarding all students that: on Monday students wear white uniforms and must wear ties and skullcap to perform flag ceremonies, on Tuesday white blue without wearing a tie, for Wednesday students wear white batik without wearing a tie, for Thursday students, wear white blue uniforms without wearing ties, and for Friday students wear white and white Muslim clothes.

The sanction/ punishment received by students who violate the rules that violate this rule is the first is if students cross the wall or wall, students are asked to repaint the wall or wall with the same color, if students throw litter, students will be asked to collect garbage in the school environment and put it in a trash can, if students disappear or break school property or school citizens, the student must replace the item, if students jump over the fence they will get punishment and guidance from the school, and when making pads or plastic to the toilet, so the students are asked to clean the toilet.

The school has made ethical rules for students, ranging from dress ethics, speaking, up to acting. For example, the ethics of dressing female students are prohibited from eating tight and short patterns, for ethics the attitude of students when they meet with

the teacher must say greetings, each meeting with the teacher must shake hands and students are prohibited from taking indecent actions to their friends from action to immoral action.

2. Effectiveness of The Implementation of Student Discipline Regarding Punishment in The Perspective of Islamic

In applying the punishment carried out by the school from all of this is instilling discipline attitude one example is the existence of rules for entering school, so students will get used to getting in on time, as well as using school uniforms students will be accustomed to using school uniforms according to the rules has been made by the school, and students will get used to dressing neatly, while for the rules of the school environment students will be accustomed to orderly in disposing of garbage and maintaining the cleanliness of the school environment. The attitude of discipline applied by this school has become a necessity for students so that the attitude of this discipline becomes one of the icons of the Pontianak Mujahidin Senior High School.

So far the value or attitude of hard work that has been instilled in students is to carry out punishments with sincerity in earnest and not angry with the school because these mistakes are made or done by the student. In applying the penalty the value of confidence is emphasized to students, because students must be able to be responsible for all their actions and they must be confident that they can carry out the punishment and can improve themselves and not repeat their mistakes the second time. The application of this attitude of confidence is applied to students by the way students are ready to accept all sanctions from school when he commits a violation, for example, he is asked to read pledges in front of his friends. The application of punishments applied to students indirectly instils an attitude of accuracy and carefulness of students both at school, dressing, and order at school, students will be more careful in behaving and acting because of the mistakes they commit will be sanctioned and punished from the school, even though the sentence varies so far with the sanctions given by the school to students who violate school rules the level of violations committed by students may decrease and rarely occur.

The application of student discipline is very positive or very effective because the application of these rules gives birth to the attitude of students who are responsible, honest. And with the application of student discipline about punishment fosters students' awareness of their mistakes and the responsibility to improve them carried out by Pontianak Mujahidin SMAS students. The decline in the number of violations committed by Pontianak Mujahidin SMAS students is also evidence of an increase in awareness in carrying out school discipline and the progress made by this school because of applying punishment.

3. Obstacles in Implementing Student Discipline Regarding Punishment in The Perspective of Islamic

Obstacles in implementing student discipline regarding punishment are inconsistencies in applying the sentence. The application of punishments given by schools to students who commit violations at this time is very effective. This shows the deterrent effect that exists on students, and students are very little to commit the same violations and repeat themselves.

In applying this rule there are several obstacles which are the first lack of teachers in schools so that sometimes the attitudes of students are not monitored, besides this

school is a private school that earns the school income from student tuition fees, what if the punishment is hard then parents will exclude students from this school. Also, other obstacles are parents who are busy, so they are not so concerned about the rules of the school that have been handled by their parents

IV. RESULT AND DISCUSSION

1. Implementation of Student Discipline Regarding Punishment in The Perspective of Islamic Education

Education is one form of human interaction, as well as possible social action through a network of human relations that can determine the character of education in society through the roles of individuals in it (Langgulong, 2003: 16) that is applied through the learning process. Self-learning is a business process carried out by a person to obtain a new change of behaviour as a whole, as a result of his own experience in interaction with his environment, which should ideally touch three aspects of learning, including cognitive, effective, and psychomotor aspects (Slameto, 2003: 2).

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The Pontianak Mujahidin Private Senior High School Regulation which also includes punishments or sanctions prepared by Waka Student and its equipment as well as counseling teachers whose formulation is close to all members of the school organization, namely the principal, all teachers, employees, student representatives and school committees are agreed to become applicable regulations in this school. School regulations are socialized to students during the implementation of the MOS (School Orientation Period) by the vice headmaster. During the flag ceremony held every Monday, the ceremonial coach in his mandate also always conveyed the discipline of the school, which in this case contained in the school regulations. In learning, each teacher also always expresses student discipline. To further strengthen, know, and remember the school rules for students because it can be seen at any time, then each classroom is formulated by the school regulation.

Penalties given to students must also be consistent for a particular behaviour, not for many undesirable behaviours from the teacher and change. This indicates that the punishment at the Pontianak Mujahidin High School was effective in changing student behaviour.

a. Advice

Before the sentence was given to Pontianak Mujahidin Private Senior High School students who violated the rules, the teacher preceded it with a warning, warning or warning. Whatever violations committed by students must be preceded by reprimands and advice, both minor violations, such as students who are less neat in dress, teachers who see immediately give a warning and tell students to tidy up their clothes, or serious violations, such as: stealing and doing fight.

b. Punishment and communication

Punishment accompanied by an explanation by the teacher concerned does not make students hurt and hate him. But it will motivate students to change their behaviour. This was also done by the Pontianak Mujahidin High School teacher. In each learning activity, the teacher always teaches students not to do bad behaviour. Because the effects of these actions will harm themselves and others. This form of communication is very effective as a preventive step for violations committed by students.

A punishment is appropriate if the misery caused by it has pedagogical value. In the world of education, punishment is a natural thing; when the suffering caused by punishment contributes to the moral development of students. As expressed by Abdullah Nashih Ulwan (1993: 169^[xvii]), the Qur'an has used penalties that provide fear and threats, and use them to improve your soul in preparing your moral and spiritual. How it leaves a mark in the soul, good results in behaviour, commendable consequences in education and ethics. Moral development in question is the realization of mistakes made and the willingness to do something by morality.

2. Effectiveness of The Implementation of Student Discipline Regarding Punishment in The Perspective of Islamic

For schools, the purpose of this sentence is as a form of implementation of responsibility and discipline. Students who are late for school will disrupt the process of teaching and learning activities, especially in the first hour. If bad student behaviour repeats, the goal is not achieved and the punishment given is not effective. The purpose of punishment is not to hurt students, reciprocate student actions or vent teacher anger. Punishment is not a frightening thing for students because the goal is to help students improve their behaviour.

Pontianak Mujahidin Private High School applies immediate penalties to students who commit violations after violating behaviour occurs. If the sentence is given too long after undesired behaviour, it will bring less than optimal results as is done by students who do not wear skullcaps during the flag ceremony on Monday. Students who do not wear skullcaps line up separately from other ceremony participants, namely in the middle of the field with a position facing the ceremony participants. Apart from being exposed to the sun's heat because it faces east, they are also a concern for other students. With the application of this sentence, it follows that almost every flag ceremony on Monday, there are no students who do not wear hats.

An understanding of the benefits of punishment is an absolute requirement in moral development and must be practised so that it can be communicated to children. An educator must determine the appropriate actions and steps and aim at implementing penalties on students. In essence, the task of educators includes three aspects, namely: educating, teaching, and training. Therefore, the actions are taken, including in dealing with students who commit violations, must be able to reflect the three aspects (cognitive, affective, and psychomotor aspects) to realize the purpose of education.

In addition to the above, punishment is given to encourage students to always act by the rules or occur in conviction followed by actions that show that conviction. Penalties are said to be successful when they can arouse feelings of repentance, regret their mistakes (deterrent) and correct them by doing good and positive deeds.

3. Obstacles in Implementing Student Discipline Regarding Punishment in The Perspective of Islamic

Through this, the practice of school discipline can be instilled the spirit of discipline in children (Durkheim, 1990: 106) because discipline is a central point in education (Dreikurs, 1986: 6). The nature of school discipline and how children can feel the existence of these disciplinary authorities, there must be sanctions that accompany these regulations. Punishing means reproach, blame. Punishing does not mean making a child suffer physically and spiritually, because punishing, as a consequence of an act of violation, is to confirm the rules that the violation is about to shake. If the function of punishment is known, then it is ready to investigate how the form of punishment should be as well as how it will be implemented to obtain the intended target (Durkheim, 1990: 127).

Advice and guidance are basic methods in educating and teaching students who cannot be left behind. Abdurrahman Saleh Abdullah (2007: 224) also said, educators must give the advice to remind their students regarding the bad consequences that have been made by these students. In Islamic education, Punishment is effort to remind and revise the bad action/ mistake. (Ma'rif Muhammad Anas (2017: 7) But not all advice and punishment can run smoothly due to environmental factors of students outside of school, parents, and the stigma that punishment only provides problems for students. It is and the value of Islamic is internalized in their learning process because of integration of Islamic value in leaning process integrated with common matter and method of learning (Afiful Ikhwan, 2014: 184)

V. CONCLUSION

The implementation of student discipline has been applied to the maximum, considering students have understood the prevailing rules and regulations, as well as students who violate but, are still said to be reasonable because it is only related to minor violations and sanctions are set according to the cumulative number of sanctions points.

There is awareness of his mistakes and the responsibility to improve them carried out by Pontianak Mujahidin High School students. The decline in the number of violations committed by Pontianak Mujahidin private Senior High School students is also evidence of an increase in awareness in carrying out school discipline and the progress made by this school because of applying punishment. Thus the existence of school discipline in which contains penalties or sanctions for those who violate an institution or school is very helpful to improve order and discipline. The effectiveness of the implementation of the discipline of punishment is very good because it gives birth to student responsibility, discipline in students, attitudes of hard work, self-confidence, courtesy, and careful and meticulous attitude.

The inhibiting factor is the student itself is related to awareness, environment, and parents. While the supporting factors are the cooperation that exists between the school and students. The number of indiscipline students breaking the rules are decreasing by 38% and the school condition is more conducive for learning.

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