

Implementation of Sanctions for Problem Students at Islamic Boarding Schools Darul Hikmah Taman Pendidikan Islam Medan

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Abstract: This study aims to analyze the implementation of sanctions for problematic students at the Darul Hikmah Islamic Boarding School, Taman Pendidikan Islam Medan. As an Islamic educational institution, Islamic boarding schools have an important role in shaping the character and morals of students. However, it is not uncommon to find students involved in violating existing rules. This study uses a qualitative approach with a case study method to explore the understanding of the implementation of sanctions applied in the Islamic boarding school. Data was collected through in-depth interviews with Islamic boarding school administrators, teachers, and students involved, as well as direct observation of the process of implementing sanctions. The results of the study show that the Darul Hikmah Islamic boarding school implements various types of sanctions, ranging from verbal sanctions to physical sanctions that aim to educate and improve student behavior. However, the implementation of these sanctions still faces several challenges, such as differences in perception of the fairness of sanctions and the psychological impact on students. This study suggests the need for periodic evaluation of the sanction system implemented to be more effective in educating students and creating an environment conducive to their spiritual and moral development.

Keywords: Implementation, Sanctions, Students with Problems

A. Introduction

Islamic boarding schools are Islamic educational institutions that have an important role in the formation of morals, character, and discipline of students. As a place to study religion, Islamic boarding schools also teach life values that include faith, devotion, and social ethics. In carrying out these educational activities, there are various rules that must be obeyed by every student. These rules aim to create an environment conducive to the formation of character and spirituality of students.

However, in practice, not all students can comply with the existing rules. Some of them are involved in violations that interfere with the educational process and common life at Islamic boarding schools. To deal with this problem, Islamic boarding schools usually impose sanctions as a form of disciplinary action. This

sanction is applied to provide a deterrent effect, return student behavior to the right track, and to educate students to understand the consequences of each action.

Islamic boarding schools as Islamic educational institutions have a very vital role in shaping the young generation who have noble morals and good religious knowledge. However, in every Islamic boarding school, including the Darul Hikmah Islamic Boarding School in Taman Pendidikan Islam Medan, it is inevitable that there are students who violate the applicable rules. These violations can vary, ranging from absenteeism, violations of order, to behavior that is contrary to the religious values taught.

To maintain order and create an atmosphere that supports the learning process, Islamic boarding schools need to impose sanctions on students who have problems. Sanctions are expected not only as punishments, but rather learning that can provide a deterrent effect and improve student behavior. In this context, it is important to know how sanctions are applied at the Darul Hikmah Islamic Boarding School and how it affects changes in student behavior.

An institution that maintains and preserves Islamic values by focusing on educational issues, Boarding can be referred to as *taffaqquh fi al-din* which shoulders the task of inheriting the treatises of the Prophet Muhammad Saw as well as preserving the teachings of Islam (Umi Kalsum, 2024). Thus, the existence of Islamic boarding schools is a phenomenon that will remain interesting to study (Hanum, 2022), In addition, Boarding is also an educational model that is only developing rapidly in Indonesia and is not found in other countries.

Islamic boarding schools are also the first and oldest education in Indonesia which is an inspiration for the current education model and system and is not affected by the changing times (Zaki, 2021). Where Islamic boarding schools have an inherent existence in society, also have a distinctive and unique education system, Islamic boarding schools are considered unique because they have special characteristics that are not owned by public schools (Rizki Inayah Putri, 2023). In addition, Boarding is also considered a place to study Islamic science and as a center for Islamic da'wah (Dalimunthe, 2020). Islamic boarding schools are a place to teach Islamic teachings where there are teachers, students, methods and learning materials (Neliwati, 2019).

Islamic boarding schools in terms of their role in education are also one of the many education sub-systems in Indonesia that have a very important role in the development and progress of national education in Indonesia (Putri Syahri, 2024). So it is undeniable that the role of Islamic boarding schools has a very important position and role in efforts to educate the life of a moral and cultured nation (Muhammad Yusup, 2023). This role is reflected in the process of implementing education, learning methods, and character development that takes place in Islamic boarding schools (Faridah, 2019).

It should be noted that in every Islamic boarding school cannot be separated from the various rules and regulations that have been implemented, and where each Islamic boarding school must impose sanctions (Saharso Saharso, 2024). Punishment is a punishment given to students for violating the regulations that have been set at the Islamic boarding school (Yanto Manurung, 2022). Sanctions in the world of education are punishments that are educational, because these punishments contain educational elements that have been decided together in the deliberations of the Boarding coaches for the good of students (Selvia, 2021).

Even in the Qur'an, Surah Al-Fath verse 16 Allah explains that people who violate their rules deserve to be punished:

قُلْ لِلْمُخَلَّفِينَ مِنَ الْأَعْرَابِ سُدْعُونَ إِلَى قَوْمِ بَأْسٍ شَدِيدٍ تُقَاتِلُوهُمْ أَوْ يُسْلِمُونَ ۚ فَإِنْ تُطِيعُوا يُؤْتِكُمُ اللَّهُ أَجْرًا حَسَنًا ۚ وَإِنْ تَوَلَّوْا كَمَا تَوَلَّوْا كَمَا تَوَلَّيْتُمْ مِمَّن قَبْلُ يُعَذِّبُكُمْ عَذَابًا أَلِيمًا ۖ ١٦ (الفتح/48: 16)

Meaning: Say to the abandoned Bedouin Arabs, "You will be invited to fight against the people who have great strength. You will fight them or they will give up. If you obey (the invitation), Allah will give you a good reward. However, if you turn away as you did before, He will punish you with a painful punishment." (Al-Fath/48: 16) (Kemenag RI, 2019).

In Tafsir Al-Misbah it is explained that the meaning of this verse is an invitation to exalt the word of Allah by the way you fight them or they convert to Islam. So if you obey the invitation, Allah will surely reward you with good rewards in the world in the form of glory and if you turn away, Allah will punish you with a painful punishment (Iskandar, 2022).

The hadith related to punishment is contained in a hadith narrated by Imam Abu Daud namely:

عن عبد الله بن عمرو بن العاص رضي الله عنهما: أن النبي صلى الله عليه وسلم قال: مُرُوا أَوْلَادَكُمْ بِالصَّلَاةِ وَهُمْ أَبْنَاءُ سَبْعِ سِنِينَ، وَاضْرِبُوهُمْ عَلَيْهَا وَهُمْ أَبْنَاءُ عَشْرٍ، وَفَرِّقُوا بَيْنَهُمْ فِي الْمَضَاجِعِ رَوَاهُ أَحْمَدُ وَأَبُو دَاوُدَ

From Abdullah bin Umar bin As Radiallahuanhuma, he said: The Messenger of Allah said: "Command your children to perform the prayer when they have reached the age of seven, and when they have reached the age of ten, beat them, if they do not perform it, and separate them in their beds (H.R. Abū Dāwūd).

This hadith explains that the purpose of ordering children to perform prayer is in the context of habituation. As for the government, it also includes teaching everything needed to make one's prayer valid, such as the conditions for prayer and also the harmony. Based on the hadith, it can be seen that the Prophet also taught Muslim parents to order their children to pray from the age of seven and to punish them if they neglect to perform prayers when they are ten years old. This shows that

the legality of punishment has been applied since the time of the Prophet Saw, of course, with provisions that result in a deterrent effect (Alfi, 2021).

Based on the Tafsir and explanation of the hadith above, it can be understood that every action must have consequences, both good and bad deeds are done. In addition, it can also be known that punishment is the cause of the violation committed.

The main purpose of sanctioning the students is to make them feel deterred and also prevent them from repeating the wrong deeds (Marwan, 2022). This sanction is expected to increase the discipline of students, as well as be able to control themselves in their behavior. In addition, these sanctions can be a motivation for students to learn, so that learning goals can be achieved optimally (Rukiyati, 2024).

However, based on the pre-research observations conducted by the researcher at the Darul Hikmah Islamic Boarding School, it is known that the sanctions applied are still not realized effectively as expected, so that they cannot provide a deterrent effect on students at the Darul Hikmah Islamic Boarding School, this can be known by the fact that there are still several students who often violate the rules. For example, there are still students who do not use the official language of the Boarding, are dating, and leave the Boarding without permission from the teacher or dormitory supervisor. This fact shows that the purpose of applying the sanctions has not been achieved.

Based on this, it shows that there is a gap where sanctions have been applied, but there are still students who violate the rules. So further research is needed to find out the application of sanctions that can have a deterrent effect on the students but are still acceptable so that they no longer repeat the same mistakes and make them disciplined in their every action.

To strengthen this research, it is evidenced by the existence of a previous study entitled "Punishment and Its Implications for the Formation of Student Discipline in Islamic Boarding Schools". The results of this study show that with the existence of the punishment program, students become more disciplined, orderly, and diligent in participating in boarding school activities and school activities, in addition to the recapitulation of student violations in a normal frequency every month (Musta'in Romli, 2023). In addition, there is also another research entitled "The Application of the Ta'zir Method as an Effort to Improve Student Discipline". The results of this study show that after the implementation of the ta'zir method, it has a positive impact and a great influence on students and many students feel deterred in violating regulations and make them more disciplined and obedient to regulations. Ta'ziran is given in accordance with the violations committed by the students, such as sweeping the dormitory, throwing garbage, cleaning the bathroom (Selvia, 2021).

Based on the background of the above problems, the researcher is interested in conducting research that examines several things, including how the regulations at

the Darul Hikmah Islamic Boarding School Taman Pendidikan Islam Medan are. What are the forms of sanctions at the Darul Hikmah Islamic Boarding School, Taman Pendidikan Islam Medan. How to apply sanctions at the Darul Hikmah Islamic Boarding School, Taman Pendidikan Islam Medan.

However, the implementation of sanctions in Islamic boarding schools does not always go smoothly. There are various factors that affect the effectiveness of sanctions, such as students' perception of the fairness of sanctions, the types of sanctions applied, and the psychological impact felt by students who are subject to sanctions. Therefore, this study focuses on exploring how the implementation of sanctions is carried out at the Darul Hikmah Islamic Boarding School, Taman Pendidikan Islam Medan, and to analyze the effectiveness of these sanctions in shaping the character and discipline of students.

This research is expected to provide a clear picture of the application of sanctions for problematic students and provide useful recommendations for Islamic boarding school managers in increasing the effectiveness of the sanctions system. Thus, it is hoped that the Darul Hikmah Islamic Boarding School can create a better environment and support the spiritual and moral development of students.

B. Methods

This study uses a qualitative approach with a case study method to analyze the implementation of sanctions for problematic students at the Darul Hikmah Islamic Boarding School, Taman Pendidikan Islam Medan. The case study method was chosen because it provides an opportunity to dig deeper into the application of sanctions in this Boarding comprehensively, focusing on the context, procedures, and impact on problematic students (Sugiyono, 2022). A qualitative approach is used to understand the phenomenon that occurs at the Darul Hikmah Islamic Boarding School in terms of the implementation of sanctions. This research does not focus on numbers or statistics, but rather on an in-depth understanding of sanctions practices and their impact on students. The qualitative approach allows researchers to explore perspectives from various related parties, such as Islamic boarding school administrators, teachers, and students.

This research uses a type of case study, which aims to deeply understand the phenomenon that occurs in the Darul Hikmah Islamic Boarding School. This case study allows researchers to examine in detail the implementation of sanctions against problem students in a specific context (Ismail S. , 2023). The researcher will investigate various aspects related to the application of sanctions, ranging from the reasons for the application of sanctions, the types of sanctions given, to the impact that arises after the sanctions are given. This research was conducted at the Darul Hikmah Islamic Boarding School in Taman Pendidikan Islam Medan, an Islamic boarding school that has the characteristics of modern and traditional Islamic education. This Islamic boarding school was chosen because of challenges related to

the application of sanctions for problematic students that are quite relevant to research.

The main data sources in this study consist of three main groups of informants, namely the head of the boarding school, the administrator responsible for discipline management, and the coach involved in the sanctioning process (Kusumastuti, 2019). Teaching staff who interact directly with students and have a role in monitoring student behavior and giving sanctions. Students who have been or are being sanctioned for violating rules at Islamic boarding schools. These students provided information related to their experiences about the application of sanctions and their impact on their behavior.

The data in this study was collected using several techniques, namely semi-structured interviews will be conducted with Islamic boarding school administrators, teachers, and students (Dahlia, 2024). This interview aims to explore the understanding of the reasons for the implementation of sanctions, the types of sanctions applied, and their impact on students. The interview also aims to gain views on the effectiveness of sanctions in changing student behavior. Researchers will make direct observations at Islamic boarding schools to see the process of implementing sanctions. This observation will include observation of the situation, atmosphere, and reaction of students and administrators to the implementation of sanctions. Secondary data collection through the study of documents related to the policy of Islamic boarding schools in implementing sanctions, such as Boarding regulation books, violation records, and reports related to the handling of student discipline problems.

Data collected from interviews, observations, and documentation will be analyzed using thematic analysis. The analysis process is carried out in several stages, namely interview and observation data will be encoded to identify the main themes related to the application of sanctions (Creswell, 2020). The codes that appear will be grouped into relevant categories, such as the type of sanction, the reason for the sanction, the impact of the sanction, and the effectiveness of the sanction. The researcher will interpret the data by relating the findings from these categories to relevant theories regarding discipline, character education, and the application of sanctions in educational institutions. To increase the validity of the results, data from various sources (administrators, teachers, and students) will be compared and checked for suitability and consistency.

To ensure the validity and reliability of the data, this study uses a triangulation technique, which is to compare findings obtained from various sources (interviews, observations, and documentation) and use two or more data collection methods (Sugiyono, 2022). In addition, to ensure the accuracy of the results, interviews will be conducted repeatedly if necessary, and the researcher will always record impressions or observations during the research process. This research follows the applicable principles of research ethics. Before conducting an interview or

observation, the researcher will first ask for permission from the authorities at the Darul Hikmah Islamic Boarding School. All participants in the study will be given an explanation of the purpose of the research and the confidentiality of the information provided is guaranteed.

This study only focuses on the implementation of sanctions for problematic students at the Darul Hikmah Islamic Boarding School in Taman Pendidikan Islam Medan, so the results of this study cannot be generalized to all Islamic boarding schools in Indonesia. This research is also limited to violations committed by students in the context of life in Islamic boarding schools. By using this method, it is hoped that this study can provide a clear and in-depth picture of the implementation of sanctions in the Darul Hikmah Islamic Boarding School and provide useful insights for the development of a more effective discipline system in Islamic boarding school education.

C. Results and Discussion

Regulations at the Darul Hikmah Islamic Boarding School, Taman Pendidikan Islam Medan.

A student in participating in learning activities at school will not be separated from the various rules and regulations imposed at school. Every student is required to be able to behave in accordance with the rules and regulations that apply at school. The regulations at the Darul Hikmah Islamic Education Park Islamic boarding school are implemented as a form of discipline for the existing students. As for the results of an interview with the principal:

"So the regulation is to discipline and discipline the existing students. So there are many regulations, especially in this dormitory, starting from the rules for the dormitory, then their discipline". (Umrah, S.Pd, M.Hum, May 13, 2024)

Based on this, the regulations at the Darul Hikmah Islamic Boarding School in Taman Pendidikan Islam Medan are divided into regulations for students when they are in the dormitory according to this table of dinawah.

Table 1. Student Regulations While in the Dormitory

No electronic devices must be carried.	It is not allowed to throw garbage, dirt or anything through the window and must be disposed of in a designated place.
It is not allowed to bring novels or books that contain pornographic elements.	It is not allowed to wear footwear in the room and on the veranda of the room.
All students have to go to bed at 23.00 WIB (except for night watchmen)	It is not allowed to play sounds and make noises except during certain training times/times and have been allowed.
Guests are not allowed in the room except	Each box/cabinet must be locked.

for a permission sign.

Clothes should be folded and placed in the designated place.

It is not allowed to use benches, tables and other tools outside the classroom/building unless permission is obtained.

It is not allowed to put up calendars, symbols and wear clothes that smell of politics or factions.

It is not permissible to wander around while a person is reading the Qur'an or performing prayers.

Suitcases/suitcases must be placed in a designated place, not on the closet.

When going to bed, you must wear trousers/nightgowns

It is not allowed to sleep using benches, chairs, tables in the room

Each room must use lights at night.

The regulation is in accordance with the results of an interview conducted with the principal of the Darul Hikmah Medan Islamic Boarding School:

"The rule is that if you are in the dormitory, you are not allowed to bring electronic devices, such as cellphones, even if we find electronic clocks, we do not allow them. Then books, novels, or books that contain pornographic elements in them are not allowed. It is not allowed to stay up outside of the time, because on Friday night they can do tahajud". (Umrah, S.Pd, M.Hum, May 13, 2024)

As for the disciplinary regulations, namely:

Disciplinary Rules

It is not allowed to damage the cottage facilities.

Leaving the hut must have a permit.

Parents' visiting hours are according to the specified time.

The regulation is in accordance with the results of an interview conducted with the principal of the Darul Hikmah Medan Islamic Boarding School:

"*They are not allowed to graffiti on the walls of the Boarding or damage the facilities of the boarding school, they are not allowed to leave the Boarding without permission, they are not allowed to be visited by their families outside of operational hours to visit, well this includes disciplinary regulations*". (Umrah, S.Pd, M.Hum, May 13, 2024)

In addition to the uniform dress code at school, the Darul Hikmah Islamic boarding school also implements regulations such as in the bathroom, rules at mealtimes, in the classroom, in the dormitory, and several other additional regulations have been explained when entering the Boarding, of course, these regulations are expected to bring benefits and goodness to students and students.

Forms of Sanctions at Darul Hikmah Islamic Boarding School Taman Pendidikan Islam

In the Boarding, of course, there are regulations to maintain the discipline of the students, students are expected to comply with the rules that have been set by the Boarding. Basically, violations in Islamic boarding schools are divided into three parts, namely: minor violations, moderate violations, and serious violations.

The levels of these sanctions as shown in an interview with the Principal of the Darul Hikmah Medan Islamic Boarding School are:

"There are various sanctions in our Boarding according to the level of the number of violations. There are remembrance sanctions, moderate sanctions, and heavy sanctions". (Umrah, S.Pd, M.Hum, May 13, 2024)

Lesser Punishment

The forms of violations committed at the Darul Hikmah Medan Islamic Boarding School so that they get light punishments are:

Form of Violation	Punishment
Taking a friend's belongings without permission.	Cleaning the bathroom or field.
Disturbing friends while sleeping.	Memorize some suroh or vocabulary
Late to the mosque.	

The form of the violation so that the sanction was given is in line with the results of an interview conducted with the principal of the Darul Hikmah Medan Islamic Boarding School:

"Light sanctions are cleaning the bathroom or field, besides that we also apply memorization such as memorizing suroh, vocabulary or others depending on the ustadz, not just memorizing because for the period it is at least one month. And examples of violations are such as taking friends' belongings in the mosque, then picking up their friends who are sleeping, being late to the mosque". (Umrah, S.Pd, M.Hum, May 13, 2024)

Moderate Sanctions

The forms of violations committed at the Darul Hikmah Medan Islamic Boarding School so that they get moderate sanctions are:

Form of Violation	Punishment
Committing a misdemeanor more than 2 times	In accordance with minor violations.
Saying dirty words.	Preparing the bathroom for two days in one week
Fight	

The form of the violation so that the sanction was given is in line with the results of an interview conducted with the principal of the Darul Hikmah Medan Islamic Boarding School:

"Medium sanctions, for example, if the student commits a minor violation several times, the punishment can be a light punishment, but it can also be according to the moderate sanction that is dependent on the coach ustadz. Then there is also cleaning the bathroom, because usually to clean the bathroom there is a picket officer, so if there are students who commit moderate violations, then they will clean the bathroom according to the specified time. For example, for example, saying dirty or fighting". (Umrah, S.Pd, M.Hum, May 13, 2024).

Severe Punishment

The forms of violations committed at the Darul Hikmah Medan Islamic Boarding School so that they get light sanctions are:

Form of Violation	Punishment
Dating.	Bald/shaved smooth.
Bringing a cellphone.	Fine Rp. 50,000
Steal.	Called by Parents
Withdraw from the Boarding.	In the score
Repeatedly committing minor violations.	

The form of the violation so that the sanction was given is in line with the results of an interview conducted with the principal of the Darul Hikmah Medan Islamic Boarding School:

"For the heavy sanctions, we put them bald, well after that we give them a fine. Well, this fine is based on the results of the teachers' meeting and security, he set a fine of Rp. 50,000. In addition, there is also a call to parents. Examples of violations are dating, especially up to two people, carrying cellphones, stealing, and revoking, then committing minor violations continuously until infinity. For example, he skips prayer too often. Then there is also a suspension if you have committed two serious violations". (Umrah, S.Pd, M.Hum, May 13, 2024)

The application of sanctions at the Darul Hikmah Islamic Boarding School

The application of witnesses for students with problems at the Darul Hikmah Medan Islamic boarding school is quite diverse depending on the violation committed. The problematic students faced the security department to confirm the type of violation committed, then only after that it was followed up. If the violation is still classified as a minor violation, it will be handled by the Boarding organization. However, if it has entered into a serious violation, it will be immediately handled by the ustad/zah supervisor.

According to Mr. Ahmad Rodfiakim Harahap as the Vice President of Student Affairs at the Darul Hikmah Medan Islamic boarding school, before sanctions are given to students who violate, the clarity of the violation is first confirmed.

"First the student is called first, then confirmed first, whether he did that, then there is a sanction, if he does it, we will give a punishment, if he does not confess and there are no

witnesses and we interrogate again. For example, minor violations are such as the time of late prayer, late entry to the mosque, not using the language of the Boarding, not using attributes, and not participating in extracurricular programs and Ospidah work activities. That's more focused on daily activities. And if for example, for minor violations that punish, it is still the student council in the Boarding. And the punishment has been with the approval of the tutor. But for severe sanctions, he has been handed over to the supervisor, that is why he was provided with a warning letter one, a warning letter two, a warning letter three and the last one was to return his custody to his parents or expel him from the Boarding". (AR. Harahap, May 25, 2024)

The statement of the Deputy Head of Student Affairs was also strengthened by a statement from one of the male students who stated:

"First the security department will be called, then it will be reconfirmed whether the mistake made is correct or not, then if it is true, the security department will give it to the ustadz". (Ibrahim Frandika, May 13, 2024)

The sanction began with a fairly long process, starting from the initial investigation to the confirmation of the truth of the case and witnesses who knew about the incident. This process is carried out so that there is no punishment given to innocent students or the punishment given is not in accordance with the violation committed.

The sanction based on the results of an interview with the Principal of Madrasah Aliyah is divided into three levels depending on the type of violation committed.

"The sanctions applied at this Islamic boarding school are in the form of various sanctions, categorized into three parts (light, medium, and severe), and applied according to the level of violation committed by the students. So, if the minor violation is committed repeatedly, we will not give a warning letter just as a light punishment, such as a general cleaning. Then if the violation is moderate, we will also look at the duration, if for example he does it in the first grade of Madrasah Tsanawiyah then does the same thing in the 3rd grade of Madrasah Tsanawiyah, now we will not give a warning letter at that time, but if he does it again then we will give a warning letter one, now we see the distance like that. Then from the warning letter that is a big violation, now if for example he does it once, we will give him a warning letter one, if he does it twice, he will be given a warning letter two, but first we will look at the records or data of students who have violated the rules, and when he gets a warning letter one, then he commits a moderate violation, Then he besides that also commits a serious violation, we will immediately give a warning letter three. He committed the smallest, medium and serious offenses at the same time, so he was not given a warning letter one, a warning letter two, we went straight to the warning letter three, we called his parents, we conveyed to his parents in other matters his mistakes, how many times he has repeated, how his response is here to learn then after that we will give it to his parents". (Umrah, S.Pd, M.Hum, May 13, 2024)

The sanction at the Darul Hikmah Islamic Boarding School in Medan has proven to be effective in disciplining students so that they do not do the same thing repeatedly and the students become more obedient to the regulations in the Islamic boarding

school. Although sometimes there are one or two who still commit violations. This is as stated in an interview by the Principal and the Vice President of Student Affairs:

"Yes, of course, the sanctions applied in Islamic boarding schools can help guide students not to repeat the same act". (Umrah, S.Pd, M.Hum, May 13, 2024)

"From my point of view, yes, of course, the sanctions applied in Islamic boarding schools can help guide students not to repeat the same act. Students become more obedient to existing regulations and carry out Boarding activities well. The sanctions applied have also succeeded in leading the students to be disciplined in carrying out the rules in the Boarding". (AR. Harahap, May 25, 2024)

Based on the description of the interview above, it can be concluded that the process of implementing sanctions carried out at the Darul hikmah Islamic Boarding School Taman Pendidikan Medan is in accordance with procedures and effective. Before punishing the students, the ustazah and the teachers' council first seek the truth of the violation. In addition, the sanction is not only in the form of punishment, but also contains elements of training to improve the character of students so that they do not continue with reprehensible or bad behavior patterns so that they understand their mistakes and improve their behavior. After the students received sanctions, they felt deterred and upset for the mistakes they made, and promised not to repeat the same mistakes or new mistakes. The sanctions at the Darul Hikmah Islamic boarding school are given according to the class of violations violated by the students, without differentiating between one student and another.

The problem of violation of rules by students, even though there have been sanctions implemented, can be explained from various perspectives, especially in the context of the implementation of sanctions at the Darul Hikmah Islamic Boarding School in Taman Pendidikan Islam Medan, some of the reasons that the researcher found from the research analysis are: Students may not fully understand the reasons behind the rules, or they may feel irrelevant to their daily lives. If the rules are only enforced without being explained in depth and given understanding, students may not feel that the violation has any meaningful consequences or relevance to their lives. One of the factors that can cause students to continue to violate the rules despite sanctions is inconsistency in the application of these sanctions. If students see that the violations they commit are not always followed by firm sanctions, they may feel that there are no serious consequences for their actions. The successful implementation of sanctions depends on consistency and seriousness in enforcing them.

Punishment alone is not enough to change student behavior. More holistic approaches, such as character development, mental and emotional mentoring, and training on religious and moral values, can be more effective. If the punishment is punitive and not balanced with a more in-depth coaching approach, students may not feel compelled to change. In Islamic boarding schools, the influence of peers is very large. If most of the student's peers tend to break the rules or don't respect the

sanctions, then other students may feel that breaking the rules is normal and doesn't matter. Therefore, if the social environment around students does not support good behavior, then the application of sanctions may not be effective enough.

If the sanctions applied do not have a significant enough impact on students' lives, they may not feel affected. For example, if the sanction is only a light warning or punishment that has no impact on their daily activities, then students may feel that breaking the rules is not a big deal. If students do not feel involved or do not have the motivation to follow the rules, then they will be more likely to break the rules despite the sanctions. Strengthening students' motivation, by involving them in decision-making related to rules or creating a more supportive environment for their personal development, can help reduce violations.

Some students experience social or personal pressures that can affect their behavior. Stress, anxiety, or other personal issues can encourage students to break the rules as a form of escape or to get attention. In the context of Boarding, a more empathetic-based approach and psychological support may be needed to deal with this problem. Overall, while the application of sanctions is an important part of discipline, the management of rule violations must involve a broader approach, including a deep understanding of the reasons behind the violations, consistency in rule enforcement, and a more comprehensive coaching system. If students feel that the rules and sanctions are meaningful and can help them grow, they are more likely to comply with the rules that have been set.

One of the main reasons why students or students continue to violate the rules despite sanctions is their perception of the effectiveness of the sanctions themselves. According to research by (Nasir, 2021), Many violators feel that the sanctions applied are not harsh enough or inadequate to have a deterrent effect. If the sanction is perceived as mild or inconsistent, they may feel that the risk of breaking the rule is lower than complying with the rule. In Islamic boarding schools, sanctions are often educational in nature and aim to provide learning to students. However, if the sanctions are not in accordance with the behavior violated or are not applied consistently, students can feel that violating the rules has no real consequences.

In some cases, violations of the rules occur due to cultural and social factors that exist in the Boarding itself. For example, in the context of a very close Boarding community, it is possible that some students violate the rules due to the influence of certain peers or cultures that support such behavior. A journal by (Jauhari, 2019) It shows that peer influence in the Boarding environment can play a big role in student behavior. When transgressions are committed collectively or accepted in groups, individuals tend to feel more pressured to join the group, even though they know that it is against the rules. This reflects that the social aspect is stronger in some situations than the pressure from the sanctions imposed by the Boarding authorities.

Some students may have difficulty in internalizing the moral and religious values that are the basis of the rules at the Boarding School. A study by (Aditya, 2023)

reveals that the gap between the understanding of religious values taught and their application in daily life can lead to inconsistencies between behavior and rules. If students do not really understand or believe in the importance of existing rules, they may not feel compelled to comply with these rules, despite the threat of sanctions. This factor leads to the importance of an educational approach that touches more on the aspects of understanding and internalizing religious values, not just sanctioning as a form of punishment.

Research by (Rahman, 2020) It shows that the involvement of students in the process of making and establishing rules can increase their awareness and discipline in complying with these rules. When they feel they have the right to participate in rule-making, they are more likely to respect the rules. On the other hand, if the rules are felt to come from the authorities without discussion or mutual understanding, violations can occur more frequently. Good implementation of sanctions must be supported by a dialogical approach, where students are given the opportunity to speak and understand why these rules exist, as well as how sanctions can function as a learning tool, not just a punishment.

One of the factors that makes sanctions ineffective is the lack of supervision in their implementation. Research by (Haris, 2020) shows that sanctions given without adequate supervision often do not have a significant impact on student behavior. Without a good evaluation, Boarding may not know how much impact the sanctions are given in the long term. Therefore, it is important for Boarding not only to provide sanctions but also to conduct periodic evaluations of their effectiveness, as well as to improve approaches that do not bring about the desired behavioral changes.

Students who often violate the rules can get a negative stigma that actually worsens their behavior. In some cases, the sanctions provided even add to feelings of isolation or discrimination, which triggers further rebellious behavior. Research by (Ismail, 2022) It shows that insensitive handling of the psychological and social conditions of problematic students can worsen their behavior. Therefore, a more holistic approach, such as psychological assistance and social empowerment, is needed to help students change their behavior.

Based on several studies and journals, it can be concluded that there are various factors that cause students to continue to violate the rules despite the application of sanctions. Factors such as perceptions of inadequate sanctions, peer influence, mismatch between moral values taught and individual understanding, lack of involvement in the rule-making process, as well as weak supervision of the application of sanctions, all contribute to this problem. Therefore, to reduce violations of rules, Boarding need to pay attention to a more comprehensive approach and is based on understanding and changing behavior, not just punishment.

The researcher suggested that for further studies that need to be considered is the

psychological impact of the application of sanctions on students, especially those who often violate the rules. This is important because the impact of sanctions is not only physical, but can also have an impact on the mental and emotional condition of students. To better understand the effectiveness of sanctions applied in Islamic boarding schools, a comparative study between the Islamic boarding school discipline system and the discipline system in non-Islamic educational institutions is very important. The social and family background of the students also contributes greatly to how they comply with or violate the rules at the Boarding. Therefore, further studies can examine the influence of family background and socioeconomic factors. Social changes and technological developments can also affect student behavior. Therefore, further studies can pay attention to the impact of technology and social media on disciplines and changes in social values in the context of globalization.

D. Conclusions

Based on the results of the research on the implementation of sanctions for problematic students at the Darul Hikmah Boarding Pond of Taman Pendidikan Islam Medan, several important conclusions can be drawn as follows. Pondok Boarding Darul Hikmah implements various types of sanctions against students who violate the rules, which include verbal, administrative, physical, and social sanctions. Each type of sanction is given according to the level of violation committed by the student, with the aim of educating and returning them to the right track, not just to provide punishment. The procedure for sanctioning at the Darul Hikmah Boarding Pond is carried out through clear stages, starting from the identification of violations, explanations by violating students, to the determination of appropriate sanctions. The sanction also pays attention to the principle of justice and aims to educate students to be more disciplined and responsible.

The psychological impact of sanctioning varies from student to student. Some students felt embarrassed and disappointed after being sanctioned, but many admitted that they learned important lessons about discipline and morals. Social sanctions, although they provide a deterrent effect, are sometimes felt to be too stressful for some students, especially those who are sensitive to feelings of shame. Sanctions have proven to be effective in educating students and improving their behavior, despite differences of opinion about the most effective type of sanction. Physical sanctions, although they have a deterrent effect on some students, are seen as needing to be further evaluated because they risk lowering confidence and can cause unwanted psychological impacts.

There are several challenges in the implementation of sanctions, such as differences in perception of the fairness of sanctions between administrators and students, as well as difficulties in maintaining a balance between the effectiveness of sanctions and a harmonious relationship between students and boarding administrators. Based on the findings of the research, it is recommended to strengthen the student

character development system with a restorative approach that is more based on dialogue and understanding. In addition, there is a need for periodic evaluations of the types and effectiveness of sanctions applied, as well as the development of an approach that emphasizes more on moral education and responsibility in daily life at Boarding.

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