



## Application of the Sanctions Method in Fostering Student Discipline

<sup>1</sup>Megawati Abbas, <sup>2</sup>Aryandi Sudika

<sup>1,2</sup>Sekolah Tinggi Agama Islam Al Furqan, Makassar, Indonesia

Corresponding Author  [megawatiabbas@gmail.com](mailto:megawatiabbas@gmail.com)

### ABSTRACT

*This paper examines the application of sanctions methods in fostering student discipline. The results showed that discipline is an exercise of character and mind for all actions of a person in accordance with existing regulations. The child discipline is basically a means of controlling, controlling, supervising and guiding against the child's behavior to achieve a better and effective action, and in accordance with the rules that have been approved or accepted as a form of responsibility. While punishment is something that is prescribed and is one of the successful means of education, which may occasionally be required by educators. But there is a very excessive use of this means, so that the facility is dangerous and has the opposite effect. The teacher in giving punishment should be wise with affection and tenderness. If conditions require a punishment, may apply it on condition not because of anger. Moreover, it does not apply punishment except on urgent conditions or is indispensable mainly due to discipline enforcement.*

### ARTICLE INFO

Articles history:

Received August  
20, 2022

Revised October  
26, 2022

Accepted  
December 30, 2022

**Keywords:** Method of sanction, discipline, funism, student

How to cite

Megawati Abbas & Aryandi Sudika(2022) Application of the sanction method in fostering student discipline

(IJoASER),5(4).189-199 <https://doi.org/10.33648/ijoaser.v5i3.284>

Journal Homepage

<https://ojs.staialfurqan.ac.id/IJoASER/>

this is an open access article under the CC BY SA license

<https://creativecommons.org/licenses/by-sa/4.0/>

## INTRODUCTION

Education is a process to grow and develop students' physical and spiritual potential. It should be realized that children from birth into this world are very dependent on other people. He doesn't know something, therefore he needs guidance and direction from adults as a form of the educational process. Therefore, education is expected to function as an effort to develop the potential of students both in terms of affective, cognitive and psychomotor.

Education is the leadership of adults towards children in their development towards maturity, which means that they must be able to determine themselves and be responsible for themselves. Children must be educated to be people who are able to know and act

according to decency. Adults are people who already know and have life values, norms of decency, beauty, religion, truth and so on, and live according to those values and norms.

When examined further, the purpose of education in general essentially leads to a change in behavior from bad to good, from negative to positive, not the other way around. Since the beginning of the growth of awareness about the existence of education in society, there has been a basic principle that education is meant to know and practice the values, norms, or procedures that apply in society. The purpose of education is closely related to the purpose of trading the life of the educator himself. It is clear that in order to educate, an absolute requirement is needed that the educator himself must have certain norms so that he can be called a person with personality. Everything he does to children in such circumstances can be said by new educators to have their own clear goals in their lives. So the purpose of education is a very important factor in education because the goal is the direction that educators want to go.

Amir Daien Indrakusuma argues that punishment is an act that is imposed on students consciously and intentionally causing sorrow, with which students will become aware of their actions and promise in their hearts not to repeat them (Indrakusuma, 1993). In relation to education, Armai Arief argues that punishment (sanctions) are: 1) The most unpleasant preventive and repressive educational tools, 2) Rewards for students' bad actions (Arief, 2002).

Sanctions (punishments) are coercive tools, where sanctions force enforce the law or force to comply with legal norms. Sanctions as a means of law enforcement can also consist of nullifying an act that is a violation of the law. Both null and void after this is declared by the judge (Lolo, 2017).

The method of sanction (punishment) in education has a broad meaning, ranging from mild punishment to severe punishment. Even though there are many kinds of punishment methods, the main meaning in each punishment remains one, namely the presence of an element that hurts, both soul and body.

M. Ngali Purwanto, in the book *Theoretical and Practical Science of Education* that the problem of punishment is an ethical problem, concerning good and bad matters, about norms. Punishment is suffering that is intentionally given or caused by someone (parents, teachers, and so on) after a violation, crime or mistake has occurred (Irina, 2016). As an educational tool, punishment should:

- a. Always a response to an offense;
- b. It is always more or less unpleasant;
- c. Always aiming towards improvement; the punishment should be given for the benefit of the child itself (Purwanto, 2000).
- d. Kartini Kartono defines punishment as an act that is intentionally given to cause physical and mental suffering, directed at awakening the conscience and awareness of the sufferer of his guilt (Kartono, 1991).

According to behaviorism, behavior can be systematically studied and observed without considering internal mental states. Thorndike's theory includes other principles that are also relevant to education. One of them is the law of readiness which states that when a person is prepared (so ready) to act, then taking that action is a reward (rewarding) while not doing it is a punishment. (punishing). When students are not ready to learn or do not have the prerequisite skills, then trying to learn will result in punishment and a waste of time (Aechunk, 1991).

Thorndike initially identified three laws of learning to explain this process. First, the law of effects states that a satisfactory state following the response will strengthen the connection between the stimulus and the appropriate behavior, and an aggravating state will weaken the connection. However, punishment is not equivalent to reward in influencing learning. Effect punishment is important because it identifies new mechanisms in the process of learning. Instead of the stimulus being paired to change the relation of the response to the stimuli. Thorndike elicits new behavior through particular consequences for the new response (Gredler, 2011).

Second, the law of exercise states that repetition or repetition of experience will increase the chance of a correct response. However, repetition does not increase learning unless the response is

followed by pleasant circumstances (Thorndike, 1913, p. 20). third, the law of readiness (Law of readiness) describes the conditions governing circumstances that are referred to as "satisfactory" while inhibiting action or imposing it in other conditions is annoying. Thorndike based his interpretation of the learning process on behavioral situations. but because his theory also includes reference to mental events, his theory falls somewhere between a cognitive perspective and a behaviorist perspective.

In keeping with the law of effects, Thorndike originally thought that the satisfaction-producing effects (rewards) that produced displeasure (punishments) were opposite, but comparable. Research, however, showed this was not the case in reality. Rewards strengthen connections but punishments do not. doesn't always weaken it. Rewards increase learning but punishment does not reduce the likelihood that the response will not be forgotten. Punishment is not an effective means of changing behavior because punishment does not teach students correct behavior but rather tells them what they should not do. This also applies to cognitive skills.

Punishment or sanction is a consequence of a rule that is not obeyed, or there is a child's behavior that is not polite or not good, or when what is the target is not achieved. Punishment is born because there is an act that causes him to deserve punishment, where the act has actually been done, not just a presumption or mere worry.

In the Al-Qur'an it is explained about giving punishment including surah al-Mu'minun verse/23:64.

حَتَّىٰ إِذَا أَخَذْنَا مُتْرَفِيهِم بِالْعَذَابِ إِذَا هُمْ يَجْرُونَ ٦٤

Translated:

"That's how we inflicted torment on those who live in luxury among them, Immediately they screamed for help.

According to Ibn Kathir, Allah says that Allah gives punishment and punishment to nations who oppose them so that they are aware of or get a reward for their actions. If a society performs a form of action that is not pleasing to Allah, they will also be subject to God's punishment for that reason or God may be testing them with tribulations in the world. by thinking about all these possibilities, a person will be afraid that the same thing will happen to him and ask Allah's forgiveness for all his actions.

Likewise with educating children if they commit violations both regarding religious and social norms. The first attempt is to be gentle and touch the feelings of students. If this effort is not successful, educators can use the punishment of neglect by ignoring or ignoring students. If psychological punishment is not or has not been successful then educators can use punishment (Bdullah, 2005).

With regard to giving punishment, the Prophet explained in a hadith narrated by AbuDawud and Al HaKim, Thahawi and Baihaqi.

Amén... ءِ عَشْرٍ وَفَرَّقُوا بَيْنَهُمْ فِي الْمَضَاجِعِ

Rasulullah saw. said "Teach your child to pray when he is seven years old and beat him if he has reached ten years he ignores it". (Narrated by Abu Dawud).

From the hadith above, it can be understood that children must be ordered to pray when they are seven years old and given a beating if the child refuses to pray when he is ten years old, the purpose of giving this punishment is so that the child realizes his mistake.

Usually punishment is associated with the rule being broken. The rule requires that the perpetrator comply with the consequences, or if he does not comply, then he has the right to be sanctioned. This is necessary because violation of the rules can cause harm, both for the perpetrator and for others.

The principle of punishment in Islam is often mentioned in the verses of the Qur'an and hadith. When God talks about the beauty of heaven as a reward for good human behavior, it is often accompanied by the threat of the punishment of hell as a punishment for wrong behavior by humans.

The Islamic principle in terms of punishment is more ta'dib (straightening behavior), not giving punishment. Suwaid in his book How the Prophet Educates Children states that mistakes in children are not criminal acts which are then given punishment. Because, if the punishment is not carried out properly it will cause crime in a child. For this reason, in this case more priority is given to tracing behavior, not rewarding punishment as the impact of wrong behavior on children.

In Islamic teachings, there are perfect stages of how to punish children. Starting from providing information about the truth (cognitive aspect) to straightening the child's attitude (motor aspect). However, all go through successive stages, do not necessarily throw punches or other forms of negative punishment when children make mistakes.

Real punishment is not absolutely necessary. If children can be educated through example and advice, there will never be punishment. There are different types of children, so there are children who really need punishment to make them realize that they have made mistakes or actions that cause them to deserve punishment.

Punishment is only one of the many means of educating children's discipline. Punishment has the purpose of educating and improving. The aim of punishment is not to avenge wrongdoing, or to inflict harm on the perpetrator. If this goal does not exist, then punishment does not need to be carried out. And vice versa, if punishment is really needed, and the purpose of the punishment is likely to be realized, then the punishment may be applied (Al Faruq, 2011).

Departing from this background, the authors are interested in researching the application of the sanction method in fostering student discipline.

## METHODS

This research is a library research (library research) using a qualitative methodology. Bogdan and Taylor define qualitative methodology as a research procedure that produces descriptive data in the form of written or spoken words from people or observed behavior (Alansur, 2014). According to this definition means that qualitative research emphasizes the description of the object under study. Therefore the type of research used in this study is more towards descriptive qualitative. Descriptive research intends to provide a description of a social phenomenon studied. The researcher describes a symptom based on the indicators that are used as the basis for the presence or absence of a symptom under study.

## RESULTS AND DISCUSSION

### The Concept of Discipline in Islamic Education

The word discipline is taken from English, *discipline*. According to Longman *Dictionary of English Language and Culture*, *say discipline* has four meanings, namely: (1) *a method of training to produce obedience and self-control* (a training method to produce obedience and self-control); (2) *a state of order and control gained as a result of this training* (an orderly and controlled state that is obtained as a result of this training); (3) *punishment that is intended to produce an opinion* (punishment that aims to produce obedience); (4) *a branch of learning studied at university* (a branch of science studied at the university).

In modern Arabic the word *ta'dib* which means discipline. The term *ta'dib* is actually rooted in *adab* which means: (1) self-training through teaching and refinement regarding what one should do; (2) Everything that should be followed by a professional in the field of work or science such as judge's etiquette. According to Eliazabeth B. Hurlock (linguist Dr. Med. Meitasari Tjandrasa) in a child development book that discipline comes from the same word as "disciple". namely someone who learns from or voluntarily follows a leader. Parents and teachers are leaders and children are students who learn from them how to live leading to useful and happy lives (Hurlock, 1987).

According to Handoko, discipline is a management activity to carry out organizational standards. Discipline is connected with managerial to connect an organization (Maarif, 2017). The definition of discipline in principle is obedience and obedience to certain rules, regulations, systems or methods, and so on. Discipline is a method or way of training to give birth to obedience and self-control. This method sometimes takes the form of punishment. But the result of applying such training methods is also called discipline. In modern Arabic, we find the word *Ta'dib* which means discipline. Al-Mu'jam Al-Wasi' Arabic dictionary mentions that the word *Ta'dib* means *at-Ta'hdzib* or *al-Mujazat* (refining something or giving punishment). The term *ta'dib* is actually rooted in *adab*. According to al-Mu'jam Al-Wasi' the word *adab* means

(1) self-training through teaching and refinement regarding what one should do; (2) all matters that should be followed by a professional in the field of work or science, such as the etiquette of judges.

The aim of all disciplines is to shape behavior in such a way that it will conform to the assigned roles of the cultural group with which the individual identifies. Discipline has always been considered necessary for a child's development, but views on what constitutes good discipline have undergone many changes. Besides that, by teaching discipline to children, it will make children understand the norms of goodness both in the school environment and in the community environment, then educate children's behavior so that it is in accordance with existing rules so that they will be able to shape the child's character as a disciplined person.

Thus it can be assumed that educating and training children in the regularity of daily life will bring out the character of discipline, thus training children to comply with rules or regulations. Whereas child discipline is basically a means of controlling, controlling, supervising and guiding children's behavior to achieve a better and more effective action, and in accordance with regulations that have been approved or accepted as a form of responsibility.

There are several indicators so that discipline can foster and be implemented in the educational process so that educational time can be increased, namely as follows:

- a. Carry out the rules properly, both for teachers and for students, because the rules that apply are rules and regulations that must be obeyed by anyone for the smooth running of the educational process, namely:
  - 1) Compliant with the rules of the school or educational institution.
  - 2) Heed the instructions that apply in certain schools or educational institutions. For example using the applicable curriculum or creating lesson units.
  - 3) Do not disobey the regulations that apply, both for educators and for students. For example, making homework for students.
  - 4) Don't like lying.
  - 5) Pleasant behavior.
  - 6) Diligent in teaching and learning.
  - 7) Do not like lazy in learning to teach.
  - 8) Not telling people to work for their own sake.
  - 9) On time in teaching and learning.
  - 10) Never go out while learning to teach.
  - 11) Never skipped classes while studying.
- b. Comply with applicable policies and policies, including:
  - 1) Receive analyzing and reviewing various educator updates.
  - 2) Trying to adapt to the situation and conditions of existing education.
  - 3) Do not make noise in class.
  - 4) Doing tasks according to the set time.
  - 5) Help smooth the teaching and learning process.

- c. Self-mastery and introspection.

By implementing the indicators stated above, of course discipline in the educational process can be implemented and discipline in the teaching and learning process can be implemented and teacher discipline can be improved.

The main function of discipline is to teach the child to accept the necessary restraints and to help direct the child's energies into useful and socially acceptable channels. In addition to this discipline also has extraordinary benefits, including:

1. Helping children to mature personally and change the dependency traits that exist in children into independent traits, so they are able to carry out the responsibilities that are in them.
2. Helping children to be able to prevent and overcome problems that exist in them, so that when they take action, they will not deviate from the rules they hold.
3. Helping children to train and recognize self-control and help children recognize wrong behavior, then it is expected to be able to correct and improve it. Conversely, without discipline a child will always do whatever he wants and dare to violate. Through discipline they can learn to behave in ways that are acceptable to society, and as a result accepted by members of their social group.

In connection with the goals of education as revealed above, namely to develop the cognitive potential, attitudes and skills of students, educators bear the responsibility to guide, teach and train students on the basis of applicable norms, both religious norms, customs, laws, knowledge and habits. -good habits.

Discipline is character and inner training so that all one's actions are in accordance with existing regulations. Whereas child discipline is basically a means of controlling, controlling, supervising and guiding children's behavior to achieve a better and more effective action, and in accordance with regulations that have been approved or accepted as a form of responsibility.

In simple terms, a disciplined child is a child who has a character that is always firm in upholding principles, tries to act according to existing rules, is diligent in business and studies, so that he always tries to do good actions according to the expectations of his parents. All children need discipline in a positive and binding sense. The application of rules and discipline is aimed at developing their natural talents to the maximum. They also need to be subjected to firm and consistent discipline every time they break the boundaries of the rules that have been explained to them. Thus, the purpose of disciplining children can be realized by parents.

Rasulullah saw. is the best role model in educating and disciplining children. He does not educate and discipline children except with gentleness and compassion. He has shown that educating discipline for children does not always have to use violence and fierceness, but can be done using gentleness and affection.

Discipline is important to children, it builds respect for oneself as well as for others. Besides being responsible for what happens. There are a handful of children who are naturally disciplined, but most need training for self-development. According to Tu'u, discipline can be formulated as follows:

1. Following and obeying the rules, values and laws that apply
2. This following and obedience mainly arises because of self-awareness that it is useful for one's good and success. Can also appear because of fear, pressure, coercion and encouragement from outside himself.
3. As an educational tool to influence, change, foster and shape behavior according to the values that are determined and taught
4. Punishment given to those who violate the applicable provisions, in order to educate, train, control and improve behavior
5. The regulations that apply as guidelines and standards apply.

According to Hadisubrata, there are 3 kinds of discipline, namely:

1. Authoritarian discipline

In authoritarian discipline, the rules are made very strict and detailed. People who are in this disciplinary environment are asked to obey and comply with the rules that have been prepared and apply in that place. If you fail to obey and comply with applicable regulations, you will receive severe sanctions or punishments. On the other hand, if you manage to comply

regulations, lack of appreciation or it is considered as an obligation. Authorian discipline always means controlling behavior based on pressure, encouragement, coercion from outside one's self. Punishments and threats are often used to coerce, pressure, encourage someone to obey and obey the rules.

2. Permissive discipline

In this discipline a person is left to act according to his will. Then they are freed to fulfill their own decisions and act according to the decisions they make. Someone who violates the rules and norms will not be punished. The impact of this permissive discipline gives confusion and indecision because they do not know which ones are authored and which are not prohibited.

3. Democratic discipline

The democratic discipline approach is carried out by providing explanations, discussions and reasoning to help children understand why they are expected to obey and comply with existing regulations. This technique emphasizes the educative aspect rather than punishment. Sanctions or punishments can be given to those who refuse or violate the rules. However, punishment is intended as an effort to awaken, correct, and educate. Those who successfully comply with the discipline are given praise and awards. This

**International Journal on Advanced Science, Education, and Religion (IJoASER)**  
discipline emphasizes awareness and responsibility. Children brought up under democratic discipline learn to control wrong behavior and consider the rights of others.

There are several other factors that can influence the formation of individual discipline, including role models, a disciplined environment and disciplined training, namely:

1. Example

Deeds and actions are often more influential than words, for example, the example and role model of a teacher greatly influence the discipline of his students. They easily imitate what they see rather than what they hear. After all, human life is much influenced by imitation of what is considered good and worthy of imitation. This is where the exemplary factor of discipline is very important for student discipline.

2. Disciplined environment

A person can be influenced by the environment. When in a disciplined environment a person can be carried away by that environment. One of the characteristics of humans is their ability to adapt to the environment. This adaptation potential, he can sustain his life.

3. Disciplined practice

Discipline can be achieved and formed through a process of practice and habit. It means doing it repeatedly and getting used to it in daily disciplinary practices. With practice and getting used to it, discipline will form within students. Discipline has become a habit. In this case, Maman Rachman said: The habit of discipline at school will have a positive influence on the lives of students in the future. In the beginning, discipline was felt as something that curbed freedom. However, if this rule is felt as something that should be obeyed consciously for the good of oneself and others, over time it will become a good habit towards self-discipline.

### **Application of the Method of Sanctions in Education**

There are several important rules that must be considered by parents when they want to give punishment to children, namely as follows:

1. Punishment should only be given if the parents have given him an explanation of the rules and consequences, and have been given a prior warning.
2. Punishment is given on a clear basis, not because of fear and not based on doubts.
3. Punishment should be imposed some time after the child makes a mistake, not immediately afterwards. This is so that the child is aware of what actions he is punished for and how he should improve himself.
4. Punishment must be educational and aims to correct the child's mistakes. If the nature and purpose does not exist in a particular sanction, then do not take the sanction, but choose another alternative sanction.
5. Punishment is standardized on the behavior, not the perpetrator. Punishment must start from an assessment of the child's behavior that violates the rules.
6. Punishment is given in stages, from the simplest punishments such as reprimanding, reminding and giving children the opportunity not to repeat their mistakes, to corporal punishment if necessary.
7. As much as possible parents should minimize the giving of punishment. Maybe what is needed is a reprimand or warning, not a severe punishment.
8. Punishment is only carried out in a light and emotionless state. Delay punishing children when emotions, parents are still raging, so they can avoid unnecessary words, or imposition of excessive punishment.
9. Do not punish children in public, because it will embarrass them, so that children can become insecure and lose their self-confidence.
10. After giving the punishment, give advice to the child about what steps he should take to get better.

Punishment is something that is prescribed and is one of the means of successful education, which may occasionally be required by educators. However, there is something excessive in using this tool, which makes it dangerous and has the opposite effect.

Here are some punishment theories:

1. Disturbing theory

This deterrence theory is applied with the aim that the offender after serving a sentence feels deterrent (gives up) does not want to be subjected to such punishment again so he does not want to make another mistake. The nature of this punishment is preventive and repressive, namely preventing it from happening again and oppressing bad habits.

2. Scare theory

This theory is applied with the aim that the offender feels afraid of repeating the offense. The form of intimidation is usually with threats and sometimes threats are accompanied by actions. Threats include punishment because with the threat the child already feels suffering. The nature of this punishment is also preventive and repressive (curative/collective).

3. Revenge theory (revenge)

Theory is usually applied because the child has been disappointed, such as the child has ridiculed or lowered the teacher's self-esteem at school or in the eyes of society and so on. This theory of revenge is not pedagogical.

4. Compensation Theory

This theory is applied because the violator causes harm, such as when playing games, the child breaks a window, or the child tears a friend's/school book, so the child is subject to the penalty of replacing the broken item or the torn book with such items or paying with money.

5. repair theory

This theory is applied so that the child wants to correct his mistakes, starting from being summoned, given understanding, advised so that awareness arises not to repeat the actions of one of them, both when the educator is around and outside the educator's knowledge. The nature of this punishment is corrective.

If these theories are considered, the theory of punishment that is best in the field of education is the theory of improvement, and the theory that is unacceptable according to education is the theory of revenge. While the theory that is doubtful to contain educational value is the theory of compensation.

The theory of deterrence and theory of scare contains educational value but not as good as the theory of improvement. Punishment in the field of education must be based on pedagogical punishment theories, which do not lead to arbitrary actions. The imposition of punishment in the field of education due to an error is so that the offender becomes aware and no longer makes the same, similar or different mistakes.

Punishment is said to be successful, if it can evoke feelings of repentance, remorse for his actions, besides the things above, punishment can also cause other things such as:

1. Because of that punishment, the child feels that the relationship with adults is cut off, it is not natural. Because with that punishment, the child feels that he is not loved by his educators, so he feels that the love relationship is cut off.
2. By receiving the punishment, students feel that their self-esteem or personal dignity has been violated, children feel that they are getting an unfair assessment (Educational Science) (Uhbiyati, 2003).

With regard to the use of sanctions, Muslim educators advised not to rely on that method alone unless the *targhib* technique was fruitless. If only sanctions techniques are used, it will lead to laziness, weakness, and demoralization.

### Implications of the Sanctions Method in Improving Student Discipline

Asadulloh Al-Faruq in the book *Hang a Whip in Your Home The Art of Disciplining Children According to the Prophet's prescription* that in giving punishment it should be carried out wisely. This can be realized if the punishment meets the following conditions:

- a. Before giving punishment, give an explanation of what the child's mistake was and what the consequences were.
- b. Punishment is carried out on clear grounds, not hesitation.
- c. Punishment is only carried out with the aim of educating. If this goal does not exist, then the punishment may not be carried out.

- d. Punishment is given only if pre-punishment measures, such as giving explanations, advice, reprimands, or the like, have already been attempted.
- e. Not using emotion, but using tenderness.
- f. Immediate punishment is given after the violation or mistake has occurred, not after a long time.
- g. Punishment is carried out from the lightest level, then moderate and severe.
- h. Avoid physical punishment or violence.
- i. After the punishment is given, guide the child to be able to explain what steps he must take to get better and not repeat the mistake again.

Therefore a teacher in giving punishment should be wise and full of compassion and gentleness. If a condition requires punishment, it is permissible to apply it on condition that it is not out of anger. In addition, do not apply punishment except in urgent conditions or really necessary.

Basically the purpose of imposing punishment in education is nothing but to provide guidance and improvement, not for revenge or satisfaction. For this reason, attention must be paid to the character and condition of the child concerned before the educator imposes a penalty on him, provides information about the mistakes he has made, and encourages him to improve himself, and forgives mistakes when the child in question has corrected them. Mistakes made by students sometimes deserve punishment, but the type of punishment should be adjusted accordingly. In addition, punishment is the last resort and must be carried out in a limited way and not hurt students.

If the method of punishment is not carried out at all, surely the child's behavior will be more chaotic. It can be assumed that even with the application of punishment, deviant behavior still occurs, especially if the penalty is abolished. However, if the punishment is carried out, it demands consequences for the educators themselves. That is, educators must really be a role model. There are so many cases that occur in the world of education as a result of errors in the application of punishment to students, both in the school environment and in the family environment. It should be noted that giving punishment in the educational process is not absolute as a mistake in educating, but what is wrong is the implementation.

In applying punishment, it must be seen first the conditions and what caused the student to make the mistake. In principle, punishment has a clear purpose so that punishment is given in the right way and mechanism to the child.

The activity of punishing is indeed something that is legitimate to do, even under certain conditions it must be given. This means that in principle it is permissible to give punishment to children, but what often becomes a problem is that many do not understand how to implement more appropriate punishing behavior for children.

Punishment can have the effect we hope for but, if the mechanism is wrong, it can have the opposite effect than we expected. Therefore, it is felt very necessary before the teacher gives punishment, he must first understand how the punishment process is given, how it is carried out, how it begins, ends and how it is evaluated.

Rasulullah saw. is a person who has never applied punishment in the form of violence against children. He became hard only when dealing with infidels, especially those who were hostile to Islam while he was very gentle with fellow Muslims, especially with children.

Thus Islam teaches nothing but goodness. If anyone equates discipline based on Islamic law with restraint and violence, then that is a big mistake. Islam teaches children to be disciplined, but does not teach children to be like "prisoners" who are constrained or who must be subjected to physical punishment.

There are three main forms of consequences that can be used to change behavior. *Rewards or positive consequences*, If you witness behavior you like, such is the reward. In other words, accompany the behavior with positive attention to something that is important and enjoyable for students. *Negative punishments or consequences*, if you witness behavior that you don't like, impose a penalty, in other words, accompany the behavior with negative attention, i.e. something that displeases the student or knocks out something positive. *Abandonment or no consequence*, If you witness behavior you don't like, ignore it. It is very possible that the attention you give also accompanies that behavior with negative or positive attention.

Although there are three main consequences (reward, punishment and neglect) that can be applied in instilling discipline or controlling student behavior. Usually teachers only rely on one thing, namely, punishing. Punishment can be in the form of yelling at students, detaining them after school hours, suspension from school and others. Many problems arise due to the use of excessive and ineffective punishment.

Therefore, whatever form of punishment is given to students, it should be positive so that the results bear positive results for the students concerned, because a good punishment is a punishment that does not traumatize students with what they receive. Punishment should be learning in nature, which means that there are nuances of learning in every punishment policy given by the teacher to his students.

Educators in giving punishments must not act arbitrarily, and the punishments given must be based on clear reasons, and there are really mistakes that have been made by students. The punishment given must be pedagogical and not out of revenge.

## CONCLUSION

Based on the previous explanation, the following conclusions are drawn:

1. Discipline is character and inner training so that all one's actions are in accordance with existing regulations. Whereas child discipline is basically a means of controlling, controlling, supervising and guiding children's behavior to achieve a better and more effective action, and in accordance with regulations that have been approved or accepted as a form of responsibility.
2. Punishment is something that is prescribed and is one of the means of successful education, which may occasionally be required by educators. However, there is something excessive in using this tool, which makes it dangerous and has the opposite effect.
3. A teacher in giving punishment should be wise with compassion and tenderness. If a condition requires punishment, it is permissible to apply it on condition that it is not out of anger. In addition, do not apply punishment except in urgent conditions or really necessary, especially because of disciplinary enforcement.

## REFERENCE

- Ahmadi, Abu. Nur Uhbiyati, Education Science Cet. II; Jakarta: PT. Rineka Cipta, 2003.
- Aiman Muarif, "The Influence of the Intensity of Sanctions on Student Discipline", in <http://digilib.uinsuka.ac.id/1170/1/BAB%201%2C%20BAB%20IV%2C%20DAFTAR%20PUSTAKA.pdf>. March 24, 2017.
- Arief, Armai Introduction to Islamic Education Science and Methodology Jakarta: Ciputat Press
- Asadulloh Al-Faruq Hang a Whip in Your House The Art of Disciplining Children According to the Prophet's Recipe.
- Ministry of Religion of the Republic of Indonesia, the Qur'an and its Interpretation Cet. IV; Al-Qur'an Printing Institute Ministry of Religion: Jakarta, 2009.
- Elizabeth B. Hurlock (linguist Dr. Med.Meitasari Tjandrasa), *Child development* Jakarta: Erlangga, 1978
- Gredler. Margaret E. Learning and Instruction Cet. I; Jakarta: Kencana, 2011.
- Hasan, Yusuf Muhammad. Children's Education in Islam Cet. V; Jakarta: Darul Haq, 2014.
- Indrakusuma, Amir Daien. Introduction to Surabaya Education: National Business, 1993.
- Irina, Fristiana Fundamentals of Education Cet. June; Yogyakarta: Science Parama, 2016.
- Mallary M. Collins, Don H Fontenelle. Changing Student Behavior Positive Approach Cet. I; Jakarta: Gunung Mulia, 1992.
- Nurlienda, "The Essential Forms of Education" in <https://nurlienda.wordpress.com/2016/12/28/essential-forms-education/> January 5, 2018.
- Schunk, Daleh. H. Learning Theories an Educational Perspective Cet.I; Yogyakarta: Student Library, 2012.

International Journal on Advanced Science, Education, and Religion (IJoASER)  
Sri Minarti, Islamic Education Sciences theoretical-philosophical and applicative-normative  
facts Cet. I; Jakarta: Amza, 2013.

Zuhra, Syarifah Islamic Religious Education Learning Methods from Classical to Modern Cet.  
III; Makassar: Gunadarma Science, 2016.

---

Copyright Holders :

©Megawati Abbas & Aryandi Sudika (2022)

First Publications Right :

© International Journal on advanced science, education, and Religion  
(IJoASER) this article is under

