

ABSTRACT

Muhammad Julfi; Application of *Šawāb* and *'Iqāb* in Building Student Discipline Attitudes at Islamic Boarding Schools (Dasussalam, Al-Falah and Yasin Islamic Boarding Schools. Thesis, under the guidance of Prof. Dr. H. Syaifuddin Sabda, M.Ag and Dr Dina Hermina, M.Pd at Postgraduate UIN Antasari Banjarmasin, 2022.

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The background of the application of *Šawāb* and *'Iqāb* in Building Disciplined Attitudes of Santri at Islamic Boarding Schools is the background of giving *šawāb* and *'iqāb* to students where *šawāb* and *'iqāb* are given differently by the three Islamic boarding schools, such as Darussalam implementing *Šawāb* by enrolling students in IPDA, Al- It was Falah who implemented the *'iqāb* system by using the physical and Yasin implemented *šawāb* in the king of the week, the cleanest room, the star room and the best student of the year.

This research was conducted by field research (field research) which is of a qualitative type at 3 Islamic boarding schools, namely Darussalam, Al-Falah and Yasin. The research subjects were Darussalam 2894 students and 44 teachers and caregivers, Al-Falah 625 students and 34 teachers and caregivers, Yasin 109 students and 26 teachers and caregivers while the object of research was the application of *šawāb* and *'iqāb* in building students' discipline attitudes at Islamic boarding schools Darussalam, al-falah and yasin. Then the field data is extracted through observation, interviews, and documentation.

The results showed that the form of *šawāb* in disciplining students was in the form of praise, gifts, daily grades, while *'iqāb* was in the form of verbal, physical, written reprimands or through an order book. The application of *šawāb* is carried out when students get rankings in class, always obey the ustadz, always attend the pesantren and do not violate the rules of the Islamic boarding school, while *'iqāb*, namely when a student falls asleep in class will be sanctioned by sunbathing or standing in front of the class , those who are late for prayer will be beaten using *sjadah*. At the beginning of each year introductions are held (socialization of *šawāb* and *'iqāb*) by distributing rule books to students, involving seniors in the process of implementing *Šawāb* and *'Iqāb*, holding work meetings (*muker*), While changes to giving *šawāb* and *'iqāb* in Building a Disciplined Attitude makes improvements to students' mistakes, eliminates the atmosphere of chaos, fear, and lack of confidence. The degree of change in the provision of punishments and rewards in disciplinary action. While the obstacle in implementing *šawāb* and *'iqāb* is that there is no motivation for discipline and learning for students so that they can help teachers master more in learning due to the teacher's background who only conveys material without providing motivation for learning discipline, lack of giving more real experience as not all students can get *šawāb* and *'iqāb*, the lack of authority of the administrators in implementing *šawāb* and *'iqāb* at Darussalam, Al-Falah, and Yasin Islamic Boarding Schools.