

ABSTRAK

A. Husein : 220211020030. Penerapan Hukuman Sebagai Alat Pendidikan Pada Lembaga Pondok Pesantren Di Banjarbaru, Tesis, Pembimbing I Dr. M. Ramli, M.Pd. dan Pembimbing II Dr. H. Hilmi Mizani, M.Ag., Program Studi PAI, Pascasarjana UIN Antasari Banjarmasin, 2026.

Kata Kunci: Hukuman, Kedisiplinan Santri, Pendidikan Pesantren, Pendidikan Karakter, Evaluasi Hukuman.

Penelitian ini bertujuan untuk menganalisis tujuan, bentuk, sistem penerapan, evaluasi, serta dampak hukuman dalam pembentukan kedisiplinan santri di Pondok Pesantren Darul Ilmi, Pondok Pesantren Al-Falah Putera, dan Pondok Pesantren Al-Muhajirin 3. Penelitian ini dilatarbelakangi oleh pentingnya penerapan hukuman sebagai salah satu instrumen pendidikan dalam menjaga kedisiplinan santri sekaligus membentuk karakter yang sesuai dengan nilai-nilai Islam.

Penelitian menggunakan pendekatan kualitatif dengan jenis penelitian studi multi situs. Teknik pengumpulan data dilakukan melalui wawancara, observasi, dan dokumentasi. Analisis data menggunakan model Miles, Huberman, dan Saldana yang meliputi kondensasi data, penyajian data, serta penarikan kesimpulan. Keabsahan data diuji melalui triangulasi sumber dan teknik.

Hasil penelitian menunjukkan bahwa: (1) tujuan penerapan hukuman di ketiga pesantren adalah membentuk akhlak, kedisiplinan, tanggung jawab, serta membiasakan santri menjalankan nilai-nilai keislaman; (2) bentuk hukuman yang diterapkan bersifat edukatif dan nonfisik, seperti membersihkan lingkungan, menghafal kosakata bahasa Arab, menghafal pelajaran, membaca Al-Qur'an, dan kegiatan pembinaan lainnya; (3) sistem penerapan hukuman dilakukan secara bertahap dan proporsional sesuai tingkat pelanggaran dengan melibatkan pengawasan ustadz, pimpinan pesantren, serta pada beberapa pesantren melibatkan organisasi santri; (4) evaluasi penerapan hukuman dilakukan secara berkala melalui rapat dan musyawarah guna memastikan hukuman tetap sesuai dengan tujuan pendidikan dan tidak mengarah pada tindakan represif; serta (5) dampak hukuman menunjukkan hasil yang dominan positif berupa meningkatnya kedisiplinan, tanggung jawab, kepatuhan terhadap aturan, kesadaran beribadah, dan kemampuan mengendalikan diri, meskipun terdapat potensi dampak negatif apabila hukuman tidak diterapkan secara proporsional dan edukatif.

Kesimpulan penelitian ini menunjukkan bahwa hukuman di ketiga pesantren diposisikan sebagai alat pendidikan (*educative punishment*) yang berfungsi membina dan memperbaiki perilaku santri, bukan sebagai bentuk pembalasan atau pemberian penderitaan. Penerapan hukuman yang dilakukan secara bertahap, proporsional, dan dievaluasi secara berkala terbukti mendukung pembentukan karakter disiplin dan akhlak santri sesuai tujuan pendidikan pesantren.

ABSTRACT

A. Husein: 220211020030. The Implementation of Punishment as an Educational Tool in Islamic Boarding Schools in Banjarbaru. Thesis. Supervisor I: Dr. M. Ramli, M.Pd.; Supervisor II: Dr. H. Hilmi Mizani, M.Ag. Master Program in Islamic Education, Graduate School, Antasari State Islamic University (UIN Antasari) Banjarmasin, 2026.

Keywords: Punishment, Student Discipline, Islamic Boarding School Education, Character Education, Punishment Evaluation.

This study aims to analyze the objectives, forms, implementation system, evaluation, and impacts of punishment in fostering students' discipline at Darul Ilmi Islamic Boarding School, Al-Falah Putera Islamic Boarding School, and Al-Muhajirin 3 Islamic Boarding School. The study was motivated by the importance of punishment as one of the educational instruments in maintaining students' discipline while simultaneously developing character in accordance with Islamic values.

This research employed a qualitative approach using a multi-site case study design. Data were collected through interviews, observations, and documentation. Data were analyzed using the Miles, Huberman, and Saldaña interactive model, which consists of data condensation, data display, and conclusion drawing. The trustworthiness of the data was ensured through source and technique triangulation.

The findings reveal that: (1) the primary objective of punishment in the three Islamic boarding schools is to cultivate good morals, discipline, responsibility, and the habituation of Islamic values among students; (2) the forms of punishment are educational and non-physical, including cleaning the school environment, memorizing Arabic vocabulary, memorizing learning materials, reciting the Qur'an, and participating in other educational activities; (3) the implementation system is carried out gradually and proportionally according to the severity of the violation, under the supervision of teachers, school leaders, and, in some schools, student organizations; (4) the evaluation of punishment is conducted periodically through meetings and deliberations to ensure that punishment remains aligned with educational objectives and does not become repressive; and (5) the impacts of punishment are predominantly positive, including improved discipline, responsibility, compliance with school regulations, religious awareness, and self-control, although negative consequences may arise if punishment is not implemented proportionally and educationally.

The study concludes that punishment in the three Islamic boarding schools is positioned as an educative punishment, serving as an educational instrument to guide and improve students' behavior rather than as a means of retaliation or inflicting suffering. The gradual, proportional, and regularly evaluated implementation of punishment has proven effective in supporting the development of students' discipline and moral character in accordance with the educational objectives of Islamic boarding schools.