



International Journal Islamic Education, Research and Multiculturalism (IJIERM)

Available online <https://journal.yaspim.org/index.php/IJIERM/index>

Evaluation Of Disciplinary Practices In Shaping Students' Time Discipline: A Case Study Of Islamic Education At Mts Al Washliyah 48 Binjai

Mita Dwi Amanda¹, Nurhasanah²

^{1,2}Institut Syekh Abdul Halim Hasan Binjai, Indonesia

Email: mitadwiamanda79@gmail.com¹, Nurhasanah@insan.ac.id²

Abstrak

Penelitian ini bertujuan untuk mengevaluasi penerapan hukuman dalam membentuk disiplin waktu siswa di MTs Al Washliyah 48 Binjai. Metode penelitian yang digunakan adalah pendekatan kualitatif dengan desain studi kasus, yang melibatkan observasi, wawancara dengan guru, kepala sekolah, dan siswa, serta studi dokumentasi. Hasil penelitian menunjukkan bahwa hukuman seperti tugas tambahan dan kerja bakti memberikan dampak positif dalam memperbaiki disiplin waktu siswa, dengan mayoritas guru dan kepala sekolah menilai hukuman tersebut cukup efektif. Namun, beberapa siswa merasa bahwa tugas tambahan tidak terlalu mempengaruhi mereka, yang mengindikasikan adanya perbedaan respons terhadap jenis hukuman yang diterapkan. Peringatan lisan, meskipun sering digunakan, juga menunjukkan hasil yang bervariasi. Beberapa siswa merasa bahwa peringatan lisan tidak cukup efektif dalam mengubah perilaku mereka, meskipun guru dan kepala sekolah melihatnya sebagai langkah preventif yang baik. Penelitian ini juga menunjukkan adanya perubahan dalam kebijakan disiplin di MTs Al Washliyah 48 Binjai, dari hukuman fisik ke pendekatan non-kekerasan yang lebih mendidik dan berbasis pada prinsip pendidikan Islam. Temuan ini mendukung pandangan bahwa pendidikan Islam harus berfokus pada pembinaan karakter siswa melalui hukuman yang bersifat mendidik. Secara keseluruhan, penelitian ini menyarankan agar kebijakan disiplin di MTs Al Washliyah 48 Binjai terus disesuaikan dengan karakter siswa untuk mencapai hasil yang lebih efektif dalam membentuk disiplin waktu siswa.

Kata Kunci: Hukuman, Disiplin, Siswa, Pendidikan Islam, MTs Al Washliyah

Corresponding Author: Mita Dwi Amanda			
Article History	Submitted: 17 February 2026	Accepted: 31 March 2026	Published: 6 April 2026

Abstract

This study aims to evaluate the application of punishment in shaping student time discipline at MTs Al Washliyah 48 Binjai. The research method used is a qualitative approach with a case study design, which involves observation, interviews with teachers, principals, and students, as well as documentation studies. The results of the study show that punishments such as additional assignments and community service have a positive impact on improving student time discipline, with the majority of teachers and principals considering these punishments to be quite effective. However, some students feel that additional assignments do not really affect them, indicating differences in response to the types of punishment applied. Verbal warnings, although frequently used, also showed varying results. Some students felt that verbal warnings were not effective enough in changing their behavior, even though teachers and principals saw them as a good preventive measure. This study also showed a change in disciplinary policy at MTs Al Washliyah 48 Binjai, from physical punishment to a more educational, non-violent approach based on Islamic educational principles. These findings support the view that Islamic education should focus on character building through educational punishments. Overall, this study suggests that disciplinary policies at MTs Al Washliyah 48 Binjai should continue to be adapted to the character of students in order to achieve more effective results in shaping student discipline.

Keywords: Punishment, Discipline, Students, Islamic Education, MTs Al Washliyah

INTRODUCTION

The phenomenon of poor time management among students is a prominent social issue in educational institutions, including Islamic schools. Tardiness, ignoring class schedules, and late assignment submissions reflect students' weak character in terms of discipline and responsibility. Various studies on the character of elementary and secondary school students show a decline in discipline, manners, and responsibility, which is influenced by the environment, a lack of religious guidance, and the negative influence of the mass media (Fahmi & Susanto, 2018).



From an Islamic educational perspective, time discipline should be instilled through regular worship and religious activities, such as congregational prayers, recitation of the Qur'an, and other religious activities that require punctuality (Setyaningsih & Sabiq, 2021; Syuhada et al., 2021). The gap between the ideal Islamic teachings on discipline and the reality of student behavior is what makes madrasahs, including MTS Al Washliyah 48 Binjai, an important space for reexamining the practice of time discipline, one of which is through the practice of punishment.

The results of the study explain that school policies on the implementation of discipline are integrated into school and classroom culture through routine activities, habit formation, and monitoring of student behavior at school (Yani et al., 2020). The marching drills conducted regularly every morning foster discipline, which is reflected in punctuality, obeying rules, doing homework, and participating in ceremonies in an orderly manner (Sari et al., 2020). Character education strategies involving habituation, role modeling, environmental conditioning, and a combination of rewards and punishments have been reported to be effective in building discipline, responsibility, and independence in students, with an increase in discipline scores every year (Jannah, 2018; Naldi et al., 2024). However, critical evaluation of the form, proportionality, and impact of disciplinary practices on time discipline has not been explored in depth. This gap opens up opportunities for research that focuses on examining how punishments are designed, applied, perceived by teachers and students, and the extent to which punishments actually contribute to time discipline compared to other approaches such as habituation, role modeling, and positive reinforcement.

Based on the social description and literature review, this study has several main objectives. First, to identify in detail the forms of punishment practiced by teachers in order to establish student time discipline at MTS Al Washliyah 48 Binjai, whether verbal, additional tasks, restriction of rights, or other forms. Second, to evaluate the suitability of these disciplinary practices with Islamic educational principles that emphasize compassion, fairness, proportionality, and moral improvement. Third, to analyze the effect of disciplinary practices on students' time discipline behavior, such as punctuality in attending school, compliance with the class schedule, and punctuality in submitting assignments. Fourth, explore teachers' and students' perceptions of the fairness, meaningfulness, and psychological impact of punishment, so as to obtain a comprehensive picture of the position of punishment in the disciplinary system in madrasahs.



Based on these objectives, this study departs from the argument that punishment will only be effective in shaping time discipline if it is placed within the framework of comprehensive Islamic character building, rather than merely a means of deterrence. The working hypothesis proposed is that punishments that are designed to be educational and consistent, and combined with the habit of worship, teacher role models, and a religious madrasah climate, will contribute positively to student time discipline. Conversely, punishments that are spontaneous, emotional, disproportionate, or contrary to the values of compassion and respect for children's dignity tend to be ineffective and may even provoke resistance and damage pedagogical relationships. Therefore, the evaluation of punishment practices at MTS Al Washliyah 48 Binjai is expected to produce recommendations for the development of more constructive and Islamic forms of punishment that support the formation of time discipline as an integral part of students' religious character.

LITERATURE REVIEW

The term funishment is generally understood as a form of punishment wrapped in enjoyable activities, so that the sanction remains but the atmosphere is not intimidating and is more educational. Theoretically, funishment can be explained through the behaviorist theory of reinforcement learning, in which behavior is shaped through reward and punishment (Van Gaalen et al., 2021; Sidin, 2021). From an Islamic educational perspective, punishment is viewed as a strategy to support habit formation and enforce discipline, as long as it is preventive, proportional, does not demean the dignity of students, and is oriented towards improving character (Ma`arif, 2018). Physical punishment and harsh discipline in schools have many negative effects, related to students' physical, academic, mental, and behavioral problems (Sege et al., 2018; Rosenbaum, 2020). Therefore, a shift from harsh punishment to non-violent discipline, constructive rewards, and restorative practices (Quail & Ward, 2022; Lodi et al., 2021; Naldi et al., 2018).

Discipline in the context of education is understood as a set of rules, values, and habits that guide behavior in order to create order, a sense of security, and conducive learning conditions. Etymologically, discipline comes from the Latin word *disciplina*, which means teaching, training, and orderly behavior, which later developed to include aspects of obedience, self-control, and moral responsibility (Ispas et al., 2023). Effective classroom discipline is closely related to classroom management: clear rules, consistent enforcement, good communication, and positive reinforcement strategies have been shown to correlate with higher levels of discipline and



more successful teaching and learning processes (Katusiime et al., 2025; Letuma, 2024; Leyton-Román et al., 2020). Discipline is even seen as an intrinsic value that shapes professionalism, safety, and learning quality (Patel, 2021).

Students in educational theory studies are understood as individuals undergoing cognitive, affective, and psychomotor development, whose learning outcomes are influenced by a combination of internal and external factors. Internally, cognitive abilities, learning motivation, academic persistence, self-regulation, and characteristics such as perseverance, learning style, and learning concepts have been shown to contribute directly or indirectly to students' cognitive achievements (Abukasim et al., 2025; Li et al., 2023; Owan et al., 2022; Dadandi & Yazıcı, 2024). Externally, parental support, family socioeconomic status, teacher competence and innovation, school climate, and peer support also contribute to creating a learning environment that facilitates student success (Gobel et al., 2025; Yang et al., 2025; Werang et al., 2024; Haataja et al., 2024) Thus, students should be viewed as active subjects whose achievements arise from dynamic interactions between personal potential, affective-cognitive experiences, and the social context of education.

Islamic education in theoretical studies is understood as a process of holistic human development (physical, intellectual, and spiritual) based on the Qur'an and Hadith, with the aim of shaping Muslim personalities who are faithful, pious, and noble in character. This education integrates the functions of *tarbiyah*, *ta'lim*, and *ta'dib* developing potential, transferring knowledge, and instilling Islamic manners and morals (Rusmin B., 2017; Darmaini & Efendi, 2024). The ultimate goal is not only intellectual intelligence, but also character building that enables individuals to distinguish between good and bad, be responsible, contribute to society, and prepare for the afterlife (Sugihagustina et al., 2023; Mukhlis et al., 2024; Mukhlis et al., 2024). Islamic education serves as a transformative force that shapes individual behavior and builds a moral society through the strengthening of faith and the internalization of values such as compassion, honesty, justice, and social responsibility (Astuti et al., 2024; Fitriani et al., 2021; Arifuddin et al., 2023).

MTs Al Washliyah is an Islamic junior high school under the Al Jam'iyatul Washliyah organization, which was founded as a movement for educational reform and purification of the teachings of *Ahl al-Sunnah wa al-Jamā'ah* in North Sumatra (Ja'far, 2019; Siddik & Rosnita, 2017; Lubis & Naldo, 2023). Historically, Al Washliyah has been known for its strong commitment to education, establishing a network of madrasas from



elementary to high school levels with the main mission of fostering Islamic scholars and shaping a generation with noble character (Nisa et al., 2024; Asari, 2019; Munzir, 2022). MTs Al Washliyah integrates the national curriculum with the Al Washliyah-specific curriculum, which emphasizes strengthening faith, worship, morals, mastery of classical Islamic texts, and Arabic language skills, accompanied by Al-Washliyah content as the organization's identity (Syawaluddin et al., 2023; Putra et al., 2022; Hasibuan et al., 2024).

Punishment as an approach in education emphasizes punishment as a signal of behavioral boundaries, but it is delivered in a pleasant and non-violent manner, in line with Islamic educational principles that emphasize character building, noble morals, and justice. Discipline in Islamic education does not only rely on punishment, but also on the prevention of violations and corrective actions that support the personal development of students. Students are viewed as active subjects whose learning outcomes are influenced by internal and external factors, such as cognitive abilities, motivation, and social support. MTs Al Washliyah, as an Islamic educational institution, has an important role in fostering a generation with noble character through a curriculum that integrates Islamic values and character development. Islamic education, ultimately, functions as a value system and a process of acculturation that shapes perfect human beings, in accordance with the profound goals for this world and the hereafter.

RESEARCH METHODS

This study uses a qualitative evaluation method to analyze the practice of punishment in shaping student time discipline at MTs Al Washliyah 48 Binjai. The research design uses a case study, which allows researchers to explore in depth the dynamics of the application of punishment in Islamic education. Data was collected through in-depth interviews with teachers, the principal, and students, as well as direct observation of activities taking place at the school. This approach refers to guidelines from (Creswell & Clark, 2018) which provides the basis for qualitative methodology, as well as (Yin, 2018) who suggested case studies as a suitable design for this research. Data analysis was conducted using thematic analysis techniques to understand the effect of punishment on the formation of students' time discipline.

Data analysis was conducted using thematic analysis techniques, in which data collected through interviews and observations were grouped into main themes related to student time discipline and the effectiveness of punishment (Miles et al., 2018). To ensure data validity, this study used source triangulation, verifying information obtained through various



perspectives (teachers, principals, and students) and comparing it with direct observations in the field. This is in accordance with the guidelines from (Patton, 2002) which emphasizes the importance of validity in qualitative research through triangulation techniques. In addition, this study also refers to the principles of Islamic education in shaping noble character, to ensure that the punishment practices applied are in accordance with Islamic educational values that are educational and oriented towards shaping students' character.

RESULTS AND DISCUSSION

Results

MTs Al-Washliyah 48 is a private educational institution located at Jalan Perintis Kemerdekaan No. 144, Kebun Lada Village, Binjai Utara District, Binjai City, North Sumatra Province. Established on February 7, 1991, based on the Decree of the Minister of Religious Affairs No. Wb.PP.03.2/392/1991, this school has been educating the young generation in Binjai City to become people with noble character and knowledge.



Figure. 1 Research Location MTs Alwasliyah 48 Binjai

This study reveals that the application of punishment at MTs Al Washliyah 48 Binjai serves as an effort to shape students' time discipline. Based on the results of observations, there are variations in the types of punishment applied, including additional tasks, verbal warnings, and community service. The majority of teachers and principals consider these punishments to be quite effective in improving students' time discipline. One teacher stated that "Additional tasks make students more responsible for their time," indicating that these punishments are not only sanctions but can also improve students' habits in managing time.





Figure. 2 Researcher interview with the Head of MTs Alwasliyah 48 Binjai

The interview with the principal revealed that punishment is used to create a more conducive and educational learning environment. The principal stated, "We want every punishment to be not only for punishment, but also for education and improving students' morals." This approach reflects the understanding that time discipline is not only taught through sanctions, but also through character building based on Islamic values.

From interviews with students, most admitted that punishments such as extra assignments helped them to be more disciplined in their daily activities. However, quite a few students felt that they were not greatly affected by such punishments. One student said, "Students are not greatly affected by extra assignments," which shows that the effectiveness of punishment varies depending on the individual student.

In addition, verbal warnings are also widely used as punishment in this school. However, some students feel that verbal warnings are not effective enough in changing their behavior. One student said, "Verbal warnings do not influence me enough to be more disciplined." Nevertheless, teachers and the principal still see verbal warnings as an effective preventive measure to remind students of the importance of punctuality.

Community service as punishment was also found in this study. Based on observations, students who were given community service as punishment tended to feel more involved in the process of developing time discipline. One student stated, "Community service gives me a greater awareness of the importance of time," which shows that this punishment has a greater impact on increasing students' awareness of their time management.



Table 1. Evaluation of Punishment Practices in Shaping Discipline Student Time

Type of Punishment	Teacher's Comments	Student's Comments
Additional Tasks	Helps students become more responsible	Not greatly influenced by additional tasks
Verbal Warning	Reminds students gently	Less motivating for time discipline
Community Service	Raises awareness of the importance of time	Increases awareness of responsibility

Documentation obtained from the school shows that the disciplinary policy at MTs Al Washliyah 48 Binjai has undergone significant changes. Previously, physical punishment was part of the disciplinary policy, but now it has been replaced with a more educational and non-violent approach. This is in line with the principles of Islamic education, which emphasize the importance of character and moral development through punishment that aims to correct behavior, not merely to impose sanctions.

However, even though these changes have been well received by most parties, some students still feel that a tougher approach, such as physical punishment, is more effective in instilling discipline. This is evident in several comments from students who expressed that they felt more motivated to change when faced with stricter punishments. This shows that even though the non-violent approach has been accepted, challenges remain in its implementation.

Overall, the results of the study indicate that the application of punishments based on Islamic education is more effective in shaping students' time discipline. Additional assignments and community service as forms of non-violent punishment have a positive impact on changing student behavior, although there are differences in response among students. However, the effectiveness of punishment still depends on the character and readiness of students to accept and respond to the punishment given.

Discussion

This study reveals that the application of punishment at MTs Al Washliyah 48 Binjai has a significant impact on the formation of students' time discipline. The results show that punishments such as additional assignments, verbal warnings, and community service are used alternately to improve students' discipline in managing time. This is in line with the findings (Abukasim et al., 2025), which states that school environment factors and teacher character play a major role in influencing student



achievement, including in terms of discipline. At MTs Al Washliyah, teachers use non-violent punishment aimed at improving student behavior, not only as a sanction, but also as an effort to build character, which reflects a positive approach to educating students.

Punishment in the form of additional tasks, which is considered effective by most teachers, has a positive impact on improving students' time discipline. However, interviews with students show that there are differences in their responses to this punishment. Some students feel that additional tasks do not really affect them, which indicates that the effectiveness of punishment can vary depending on the individual character of the student. This is in line with the theory presented by (Dadandi & Yazıcı, 2024) that students' cognitive factors and personal motivation play an important role in learning outcomes, including in the development of discipline.

Verbal warnings, although widely used at MTs Al Washliyah, are not always well received by students. Some students feel that verbal warnings are not effective enough to encourage them to be more disciplined. This leads to the need to further explore alternative and more effective ways of building students' time discipline. In line with this view (Arifuddin et al., 2023), Islamic education emphasizes the importance of an educational and compassionate approach, where punishment is used to improve students' character, not to hurt or demean them.

In addition, community service as a form of non-violent punishment has been proven to have a positive impact on increasing students' awareness of the importance of time management. Students who underwent community service punishment revealed that they felt more involved in the process of developing their time discipline. This shows that an activity-based approach that directly involves students can be more effective than passive punishments or those that do not involve students in the process. This is in line with the concept of Islamic education, which emphasizes character building through direct experiences that can shape students' morals and responsibilities (Mukhlis et al., 2024).

Although the change in disciplinary policy at MTs Al Washliyah 48 Binjai towards non-violent punishment has been well received, some students still feel that physical punishment is more effective in disciplining them. This reflects the challenges in implementing a comprehensive non-violent approach. Habituation in Islamic education can indeed be more effective if it involves a combination of gentle and firm approaches, depending on the needs and circumstances. This shows that disciplinary



policies in schools must remain flexible and adaptable to the needs of students (Fahmi & Susanto, 2018).

Overall, this study confirms the importance of applying punishments based on Islamic educational principles in shaping students' time discipline. Although there were differences in responses to the types of punishment given, the application of non-physical punishments that involved students in the character-building process proved to have a positive impact (Musayyifi & Madrah, 2022; Khotib et al., 2025). Therefore, MTs Al Washliyah 48 Binjai needs to continue developing a more adaptive approach that can be tailored to the characteristics and needs of individual students, while still promoting Islamic educational values that educate and improve students' morals.

CONCLUSION

This study aims to evaluate the application of punishment in shaping student time discipline at MTs Al Washliyah 48 Binjai. Based on the results of the study, it can be concluded that the application of punishment based on a non-violent approach, such as additional tasks and community service, has a positive impact on improving student time discipline. However, the effectiveness of this punishment depends on the individual character of the students and their readiness to accept the punishment. Punishments such as verbal warnings, although often applied, are not always well received by students, indicating that this approach may need to be adjusted to the conditions and character of the students.

The strength of this study is that it provides insight into the influence of various types of punishment on student time discipline in the context of Islamic education, as well as providing empirical evidence on the effectiveness of non-violent punishment in shaping discipline. This study also highlights the importance of a more adaptive and personalized approach in the application of punishment, which can be tailored to the character of the student. The limitations of this study lie in its limited scope, which is restricted to MTs Al Washliyah 48 Binjai, which may affect the generalization of the findings. In addition, the variation in students' responses to punishment indicates the need for further research to explore in greater depth the factors that influence the effectiveness of punishment.

The author would like to thank MTs Al Washliyah 48 Binjai for its permission and support in conducting this research. Thanks are also extended to the teachers, principal, and students who participated in the interviews and observations. The author would also like to thank the



research funding agency that supported this research. Without their assistance and support, this research would not have been possible.

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