Case study: The Effectiveness of Ta'zir in Increasing Discipline at the Islamic Boarding School

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ABSTRACT

The development of Islamic education in Indonesia has never been separated from the historical aspects behind the process of entering and developing Islamic education in Indonesia. Historically, Islamic education was most studied and developed in Islamic boarding schools. Islamic boarding school is an Islamic religious educational institution that is growing and recognized by the surrounding community, which also plays a role as an institution for religious guidance, science, training, and community development and at the same time is a cultural node. Usually, these roles are not immediately formed but go through stage by stage, program by program. After being successful as an educational institution, Islamic boarding schools can also become scientific, training, and community empowerment institutions. Its success in building integration with society gave it a mandate as an institution for religious guidance and a cultural node. Referring to the aim of education in Islamic boarding schools is to develop individual (santri) behavior, namely in this case the issue of discipline, according to Sahertian is to build behavior develop individual potential, create a harmonious life, and produce results in group processes. Effective discipline allows a person with his activities to fulfill the basic need to be together. In order to achieve the goals mentioned above, students must be equipped with Islamic values. This is realized through the rules and regulations enforced by the Islamic boarding school. By enforcing these regulations, the students have high discipline so they can achieve the predetermined goals. Because filling and equipping students' cognitive abilities is only a small part of the goals of education.

Keywords: Effectiveness; Discipline; Islamic boarding school

INTRODUCTION

The rules and regulations of students in Islamic boarding schools are part of the elements of discipline that must be obeyed by every student. So that they carry out good actions continuously starting from the Islamic boarding school environment. This can support the formation of self-discipline to comply with the rules and regulations. Orderly. Obedience and obedience in carrying out the rules will not be felt burdensome if carried out with an awareness of their importance and benefits. The will and willingness to comply with discipline come from within the person concerned and without coercion from outside or other people. However, in the event that a person does not yet have the awareness to comply with the discipline, which he often feels is burdensome, or does not know its benefits and uses, then coercive action is needed from outside. Or from the person responsible for implementing or realizing a disciplinary attitude. Conditions like this require educators to carry out supervision so that discipline can be implemented, and often also require imposing sanctions or punishments for violations committed by students (Hambali and Surjono 2015)

Violation of *santri* disciplinary regulations at the Bahrul 'Ulum (main) Islamic Boarding School is one of the problems that always arise among *santri*. But in reality, on the contrary, there are some students or *santri* who abuse these rules by trying to break them with the aim of being free from the Boarding School rules and being able to live freely like other children out there. This problem can develop and have a negative impact and will be detrimental. He himself can even be dealt with by receiving sanctions or punishment, as well as disturbing the peace and order of the Boarding School, the surrounding environment, and other students. In other words, every student must be helped to live in a disciplined manner, in the sense of being willing and able to obey or obey the provisions that apply in the Islamic Boarding School environment (Ridlowi 2018)

Therefore, to overcome the above problems, efforts and strategies are needed to improve student or *santri* discipline. The policy formulation is a strategy resulting from a combination process between strategic thinking patterns and management functions. This process can be carried out by formulating the institution's vision and mission, determining targets, carrying out a SWOT analysis, namely identifying strengths, weaknesses, opportunities, and obstacles, creating strategies, applying strategies, and monitoring and evaluating the results of strategy implementation.

This is how it should be for the education process through discipline, every student or *santri* must be introduced to the rules (including orders), strive to understand their benefits or uses, carry them out without or with coercion, including efforts to supervise their implementation, correct them if they are violated or not obeyed. Including providing sanctions or punishment if necessary.

Discipline and order in life, when specifically detailed and broken down aspect by aspect, will produce ethics as norms that apply in social relationships, including in relationships with the surrounding environment. Meanwhile, the appearance of a person's attitudes and behavior in life, especially through social interactions, depicts whether or not he is able to be disciplined, polite, apply noble norms of life, and be able to avoid bad qualities based on Islamic teachings, which are often referred to as morals, namely morals exemplified by Rasulullah SAW (Fatmawati 2020)

The formation of noble morals is very important in education, the aim of which is to create a people who are able to differentiate between good and bad norms, right and wrong, and obedience and disobedience, which ultimately leads to belief and non-belief. So in reality, the education process through discipline requires firmness and wisdom. Assertiveness requires educators to give sanctions to every student who violates the rules so that they are aware that their actions are not correct. Wisdom requires educators to be fair in providing sanctions for students who violate the disciplinary provisions imposed on them, which in the end will make children aware of their rights and obligations as students.

Santri or student is required not only to be able to excel and excel in every field. *Santri* or student is required to seriously carry out the vision and mission of the Islamic Boarding School and is expected to be an example for the community and other Islamic Boarding Schools, especially in terms of discipline in Islamic Boarding Schools. So in this case, the Bahrul Ulum Islamic Boarding School continues to improve various systems, especially in increasing the discipline of students or *santri* to achieve the expected vision, mission, and goals.

METHOD

Research methods play a very important role in research activities because, with these research methods, you will get maximum results. A method is a method which in its function is a tool to achieve a goal. In this research, the research model used is quantitative research. Quantitative research is data in the form of numbers (numbers) studied to find facts with appropriate interpretation and research results are processed using statistical tests. Meanwhile, the research design used is cross-sectional, namely a type of research that emphasizes the measurement/observation time of independent and dependent variable data assessed simultaneously. Meanwhile, this type of research is field research. The researcher conducted research at Bahrul 'Ulum Tambakberas Islamic Boarding School, Jombang. Data collection in research is very important. Because it can determine the quality of the research results (Rahmat 2009)

The data used must be accurate and relevant to the problems faced. In accordance with the instrument, the effectiveness of *ta'zir* in increasing the discipline of students at Bahrul 'Ulum Tambakberas Islamic Boarding Schools in Jombang. To obtain the data needed in this research, the researcher used several methods as follows: Observation, namely paying attention to something using the eyes. Observation or what is called observing includes the activity of paying attention to objects using all the sense organs. Observation can be differentiated between participant observation and simulation observation. In carrying out participant observation, the observer is directly involved in the activity he is observing, or in other words, the researcher participates as a player. What needs to be paid attention to in this participatory observation is that the observer does not forget the main task, namely: observing, looking for data, not playing.

RESULT AND DISCUSSION

1. Discipline of Students or *Santri* at Bahrul 'Ulum Islamic Boarding School

As an educational institution, the Bahrul 'Ulum Islamic Boarding Schools implements Islamic Boarding Schools regulations which students or *santri* must obey. This regulation functions to train *santri* or students' independence and sense of responsibility for what they have done. These regulations also require the involvement of student or *santri* guardians to continue to play an active role in paying attention to the behavior and scientific development of students or *santri* or their children.

So, by assigning children to study at Islamic Boarding Schools, parents' responsibility to educate their children cannot be ignored. The capacity of Islamic Boarding Schools Here plays a role in helping parents realize their hopes, not as recipients of a full transfer of responsibility. In practice, these regulations are used as a reference for assessing students or *santri*. If there are students or *santri* who, intentionally or not, violate these regulations, they will be subject to sanctions or punishment called *ta'zir* (Ansori 2021)

Violation of the rules of conduct for students or *santri* at Bahrul 'Ulum (main) Islamic Boarding School is one of the problems that always arise among students or *santri*. This is due to *santri* or student's lack of compliance with the boarding school's rules and regulations. Even though these rules are made to be obeyed and adhered to, in reality, the opposite is true, there are some students who abuse these rules by trying to break them with the aim of being free from the Boarding School rules and being able to live freely like other children out there. This problem can develop and have a negative impact and will be detrimental to him and can even be dealt with by receiving sanctions or punishment, as well as disrupting the peace and order of the boarding school, the surrounding environment, and other students or *santri*.

2. Form of *Ta'zir* at Bahrul 'Ulum Islamic Boarding School

Punishment is generally carried out due to the actions of people who violate a rule. The punishment is intended to hurt or punish the person who carries it out. However, this is not the case with punishment in Islamic Boarding Schools, punishment is intended as an effort to educate students, just like a *kyai* educates or teaches his students or *santri*. Therefore, punishment in Islamic Boarding Schools is more commonly referred to as *ta'zir* (Amaliya Nasucha and Rina 2021)

The implementation of *ta'zir* at Bahrul 'Ulum Tambakberas Islamic Boarding School aims to train *santri* or students' discipline by establishing a rule accompanied by *ta'zir* as a reminder. *Ta'zir* has a role in regulating the behavior of students or *santri* and educating them to be better, as important as the rules or regulations themselves. If students or *santri* make mistakes and the Islamic Boarding School does not implement *ta'zir*, then the students or *santri* will tend to behave less well because no one controls them.

The provision of *ta'zir* above is intended to improve, maintain, and distance students or *santri* from bad and despicable actions as well as violating religious, state, and ethical legal rules that are contrary to the norms that apply in society.

CONCLUSIONS

As the end of the series of research entitled The effectiveness of *ta'zir* in improving the discipline of students or *santri* at the Bahrul 'Ulum (main) Islamic Boarding School Tambakberas Jombang with reference to the main research problem formulation, data presentation, and data analysis as described above, the author can take conclusion as follows:

*   Discipline at Bahrul 'Ulum (Main) Islamic Boarding School in Tambakberas Jombang is quite good, but every year it fluctuates, meaning there are some ups and downs, at the beginning of the school year the students or *santri* can be well-disciplined and orderly, but at the end of the school year there are many violations of rules and regulations. Orderly conduct by students. Therefore, it is necessary to provide *ta'ziran*/punishment so that student or *santri* discipline can run consistently.
*   Forms of *ta'zir* carried out at Bahrul 'Ulum (main) Islamic boarding school include: cleaning the Islamic Boarding School environment, reciting Al-Qur'an while standing, mopping the mosque, pulling grass, shaving one's head of hair, being handcuffed, and even draining sewer water. Which is unclean. For a fatal violation or mistake such as brawling, stealing, drinking too little, dating, or even committing adultery and so on which are considered serious mistakes and violations, the student or *santri* who commits the act is immediately offered to the guardian, and *santri* or student's parent/guardian is summoned to be returned. Responsibility to educate him. and the *ta'zir* action given to the students or *santri* who violate it is adjusted to the level of the violations they have committed.

- The effectiveness of *takzir* in improving the discipline of students or *santri* at Bahrul 'Ulum (main) Islamic Boarding School in Tambakberas Jombang is qualified as a positive correlation which is classified as very strong/very high with a score of 0.939 and paying attention to the magnitude of rxy = 0.939, which ranges from 0.90 – 1.00.

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