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**Punishments and Violations in Character Development:
Management Practices at Madrasah Tsanawiyah (MTs)
Darul Hikam Seputih Banyak**

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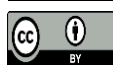
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ABSTRACT

This study analyzes how punishments and violations are managed as part of character development among students at MTs Darul Hikam Seputih Banyak, Central Lampung. The study responds to recurrent student violations, including truancy, damage to school facilities, low honesty in learning activities, and formalistic participation in religious practices. This research employs a qualitative field approach with descriptive analysis. Data were collected through observation, in-depth interviews, and documentation, and analyzed through data reduction, data display, and conclusion drawing. The findings show that character development is planned through value formulation, mapping of student violations, integration into learning and habituation programs, and the formulation of graduated educative sanctions. Implementation is carried out through teacher exemplarity, religious routines, classroom integration, school regulations, corrective guidance, and parental involvement. Evaluation is conducted through continuous behavioral observation, feedback, rewards, and follow-up meetings. The study concludes that punishments and violations become meaningful instruments of character formation when managed as educative, restorative, and participatory processes rather than as punitive control alone.

Keywords: *Character Development, Educational Punishment, School Violations*



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Introduction

Student character development at MTs Darul Hikam Seputih Banyak is shaped by a concrete institutional reality: several students still violate school regulations, including truancy, damaging school facilities, low honesty during learning activities, weak discipline, and limited internalization of religious practices. These conditions show that character education cannot be treated only as moral advice or classroom material. It must be managed through a systematic process that connects values, rules, habituation, supervision, and corrective actions in daily school life.

The issue of punishment and violation is central in this study because school regulations at MTs Darul Hikam function as one of the main instruments for guiding student behavior. Punishment in this context is not understood as physical or coercive action, but as graduated educative sanction designed to build awareness, responsibility, and self-control. Violations become diagnostic indicators that help the school identify which character values have not yet been internalized by students and what form of guidance should be provided.

Islamic education positions moral development as a continuous process of internalizing noble character. The exemplary mission of the Prophet Muhammad reinforces the importance of modeling, habituation, and guidance in shaping students' behavior (Yunita & Mujib, 2021). In this framework, the management of violations and sanctions must be directed toward *ishlah*, namely behavioral improvement, rather than humiliation or exclusion. Thus, school discipline should be integrated with spiritual, pedagogical, and social approaches.

The empirical background of this study also indicates differences in student behavior between those who live in Islamic boarding school environments and those who live outside the *pesantren*. This difference affects discipline, participation in religious activities, and readiness to accept school norms. Therefore, character development management at MTs Darul Hikam requires coordination among the principal, teachers, parents, and students so that the values taught at school can be reinforced in students' wider social environment.

Based on these realities, this study addresses four research problems: how character development management is planned, how violations and punishments are implemented as part of character formation, how evaluation and supervision are conducted, and what supporting and inhibiting factors

influence implementation at MTs Darul Hikam Seputih Banyak. The objective is to analyze the management practices of character development comprehensively, with emphasis on violations, educative sanctions, and behavioral guidance.

Literature Review

Character education management refers to the systematic use of managerial functions to design, implement, supervise, and evaluate programs aimed at shaping students' moral behavior. Ridlo (2021) emphasizes that Islamic education management integrated into the curriculum can strengthen religious values and discipline. Hasibuan (2024) argues that character education becomes effective when schools, families, and communities work collaboratively in internalizing values. These studies show that character formation requires an institutional system, not only individual teacher initiatives.

Previous research also highlights the importance of habituation, school culture, and the active role of educators. Ula et al. (2024) show that structured character education programs can improve students' social attitudes in the era of information disruption. Juwandi et al. (2024) explain that planning, organizing, actuating, and controlling strengthen the internalization of character values, while Rahayu et al. (2025) conclude that character education management improves students' discipline and responsibility. These findings provide a theoretical foundation for viewing violations and sanctions as part of a broader management cycle.

However, most studies discuss character education management in general terms and pay limited attention to how student violations and educative punishments are managed in madrasah contexts. This gap is important because violations are often treated merely as disciplinary problems, whereas they can also be read as indicators of character development needs. The novelty of this study lies in its focus on the management of punishments and violations as instruments for character development in an Islamic junior secondary school.

The theoretical argument of this study is that character formation becomes more effective when disciplinary regulations, religious habituation, teacher exemplarity, and behavioral evaluation are integrated. Punishment has educational value only when it is proportional, transparent, restorative, and followed by guidance. Therefore, the management of character development at

MTs Darul Hikam is analyzed through the interconnection of planning, implementation, evaluation, and contextual factors.

Research Method

This study is field research conducted at MTs Darul Hikam Seputih Banyak, Central Lampung Regency. The research employs a qualitative design with a descriptive approach to understand the management of punishments and violations in character development within its natural setting. A qualitative approach was selected because the problem under study concerns meanings, experiences, interactions, and institutional practices that cannot be reduced to numerical measurement (Sholihah & Maulida, 2020).

The study applies theological-normative, pedagogical, and phenomenological approaches. The theological-normative approach is used to interpret character formation through Islamic moral values and the principle of educational correction. The pedagogical approach is used to analyze how teachers guide, model, and habituate student behavior. The phenomenological approach is used to understand how school members experience violations, sanctions, guidance, and character formation in daily interactions (Sujarweni, 2014). These three approaches are not only methodological claims but are also used in the analysis of planning, implementation, and evaluation.

Data sources consist of primary and secondary data selected through purposive sampling. Primary data were obtained through interviews with the principal, vice principal for student affairs, teachers, students, and parents. Secondary data were obtained from school regulations, documentation of religious and student activities, and relevant literature. To maintain informant confidentiality, interview data are cited by role and year, for example (Principal, interview, 2025) or (Teacher, interview, 2025). Documentation and observation data are cited as school documents and field observation notes.

Data collection techniques included participatory observation, in-depth interviews, and documentation studies. Data analysis followed the Miles and Huberman model, consisting of data reduction, data display, and conclusion drawing. Data validity was ensured through prolonged observation, source triangulation, technique triangulation, member checking, and referential adequacy. These procedures were used to strengthen the credibility of findings regarding student violations, educative sanctions, habituation, and evaluation practices.

Results and Discussion

A. Planning of Character Development through Rules, Values, and Educative Sanctions

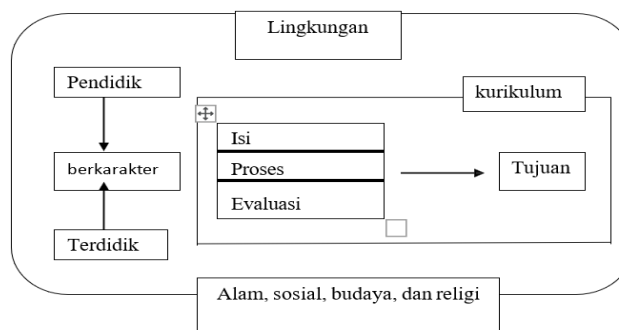
The findings indicate that character development planning at MTs Darul Hikam Seputih Banyak is not limited to behavior control through punishment. Planning is structured through four connected components: formulation of character values, identification of common student violations, integration of values into learning and habituation, and formulation of graduated educative sanctions.

School documents show that violations are classified and responded to through stages such as verbal warning, written guidance, parental summons, temporary suspension, and further institutional action for serious or repeated violations (MTs Darul Hikam Seputih Banyak, 2025). The principal explained that the school regulations are intended to help students understand consequences and develop responsibility, not merely to frighten them (Principal, interview, 2025). This confirms that punishment is positioned as part of character guidance. The planning process therefore includes preventive and corrective dimensions.

Preventive planning is carried out through religious activities, teacher supervision, classroom integration, and habituation of polite behavior. Corrective planning is carried out through sanctions, counseling, parental involvement, and follow-up monitoring. From a theological-normative perspective, planning is directed toward the internalization of akhlak through exemplary conduct, habituation, and moral correction. From a pedagogical perspective, teachers are positioned as planners of classroom activities and daily guidance.

From a phenomenological perspective, the school recognizes that students' different backgrounds produce different levels of discipline and awareness; therefore, character development requires differentiated guidance rather than uniform punishment. The following figure presents the concept of character education management planning used as an analytical visualization in this study.

Figure 1.
Concept of Character Education at MTs Darul Hikam



Source: Adapted From Mts Darul Hikam Seputih Banyak School Documents and Field Analysis (2025).

The figure illustrates that character formation is influenced by educators, students, curriculum, objectives, and the school environment. This visualization supports the finding that disciplinary rules are only one part of a broader character development system. The curriculum provides learning content, process, and evaluation; teachers provide modeling and supervision; the environment provides habituation; and regulations provide behavioral boundaries. The planning at MTs Darul Hikam therefore reflects an integrated management model.

These findings are consistent with Ridlo (2021), who emphasizes the role of curriculum integration in strengthening religious values and discipline, and with Hasibuan (2024), who highlights stakeholder synergy in character education. The specific contribution of this study is its emphasis on the way violations and punishments are placed within the planning cycle as educational instruments. When sanctions are planned transparently and accompanied by guidance, they help students understand the relationship between behavior, values, and responsibility.

B. Implementation of Punishments and Violations in Character Development

The implementation of character development at MTs Darul Hikam is carried out through daily religious routines, classroom learning, teacher exemplarity, and enforcement of school regulations. Religious routines include congregational prayer, recitation before and after learning, and habituation of

respectful communication. These routines serve as preventive strategies because students are repeatedly exposed to moral values in concrete practices. In this context, character education is not delivered only through explanation but also through daily experience.

Teachers play a central role in implementation because they become the immediate models of moral conduct. A teacher stated, "Teachers here do not only teach, but also guide and provide examples to students in their attitudes and daily behavior" (Teacher, interview, 2025). This quotation shows that the implementation of character development depends on consistency between what teachers teach and what teachers demonstrate. Students are more likely to internalize values when they observe the same values in the behavior of adults around them.

The enforcement of punishment is implemented gradually and educationally. Minor violations such as lateness, disorder in class, or lack of participation in religious routines are generally followed by direct guidance and reminders. Repeated violations are followed by written records and communication with parents. More serious violations, such as damaging facilities or repeated truancy, are followed by stronger institutional sanctions. Field observation shows that these sanctions are accompanied by advice, monitoring, and opportunities for students to improve their behavior (Researcher, field observation, 2025).

The important finding is that punishments function as a corrective mechanism within the school's character development system. They are not the only foundation of character education, but they become visible instruments when values are violated. This finding responds to the need to place punishment explicitly in the analysis: MTs Darul Hikam uses violations as entry points for guidance, while sanctions are used to build discipline, honesty, responsibility, and respect for school norms.

This implementation aligns with Ula et al. (2024), who found that structured character education programs can improve students' social attitudes, and with Juwandi et al. (2024), who emphasize the actuating function in character education management. In the case of MTs Darul Hikam, actuating is reflected in the movement from written rules to daily practices: teachers guide, students participate, violations are recorded, and sanctions are followed by guidance.

C. Evaluation and Supervision of Character Development

Evaluation is conducted through continuous observation of students' behavior inside and outside the classroom. The assessment does not focus only on cognitive achievement but also on discipline, honesty, responsibility, participation in religious activities, and compliance with school regulations. Teachers and school authorities observe students during learning, religious routines, breaks, and school activities. This form of evaluation is authentic because it assesses students' real behavior rather than only their ability to explain moral concepts.

The vice principal for student affairs explained that "every student's behavior is continuously monitored; if there is a violation, guidance is immediately provided, and if positive behavior is shown, appreciation is also given" (Vice Principal for Student Affairs, interview, 2025). This statement indicates that evaluation has two functions: identifying violations and strengthening positive behavior. Sanctions and rewards are therefore used as complementary instruments in developing character.

Evaluation results are discussed in teacher meetings and used as the basis for follow-up action. Students who repeatedly violate rules receive additional guidance, while parents may be invited when the violation requires home-school coordination. This process reflects a management cycle: planning produces regulations and programs, implementation produces behavioral data, evaluation produces decisions, and follow-up improves subsequent implementation. In this way, punishment does not stop at sanctioning but continues into guidance and behavioral improvement.

These findings are consistent with Rahayu et al. (2025), who state that character education evaluation through behavioral observation provides a concrete depiction of students' character development. The evaluation at MTs Darul Hikam also confirms Hasibuan's (2024) view that character formation requires feedback and value reinforcement. The distinctive aspect found in this study is that violations become important evaluation data, while sanctions become part of the feedback mechanism.

D. Supporting and Inhibiting Factors

Several supporting factors strengthen the implementation of character development management at MTs Darul Hikam. First, the religious atmosphere of the madrasah supports the habituation of moral values through prayer, recitation, and polite interaction. Second, teacher exemplarity provides students

with concrete models of discipline and responsibility. Third, school regulations provide clear behavioral boundaries. Fourth, parental involvement helps reinforce school values in the home environment. These factors form an integrated support system for character development.

A teacher emphasized the importance of collective role modeling by stating, "All teachers here strive to provide good examples so that students can emulate them in their daily lives" (Teacher, interview, 2025). This finding shows that character development is not the responsibility of one teacher or one subject. It requires shared commitment from all school members so that students encounter consistent moral messages across different school activities.

The inhibiting factors include differences in students' family and social backgrounds, uneven student awareness, peer influence, and inconsistency between school values and values experienced outside the madrasah. Some students respond quickly to guidance, while others require repeated correction. One student affairs informant stated, "There are still students who are difficult to guide because of the lack of awareness within themselves" (Vice Principal for Student Affairs, interview, 2025). This indicates that internal motivation is a crucial factor in the success of character development.

The discussion of supporting and inhibiting factors confirms that punishments and violations cannot be analyzed only as school discipline matters. They are connected to family support, peer culture, religious habituation, teacher consistency, and students' personal awareness. Therefore, character development management requires synergy among school, family, and community. Punishment can only be educative when the surrounding environment supports the student's opportunity to change.

The theoretical implication of these findings is that character development should be understood as a contextual and relational process. Environmental factors, exemplary conduct, habituation, and guidance are essential elements in shaping students' character. The practical implication is that schools need to maintain clear regulations, document violations systematically, apply sanctions proportionally, involve parents, and ensure that every punishment is followed by counseling or guidance. This approach enables violations to become learning moments and sanctions to become instruments of moral growth.

Conclusion

This study concludes that character development management at MTs Darul Hikam Seputih Banyak is implemented through an integrated process that connects planning, implementation, evaluation, and follow-up. The revised focus on punishments and violations shows that school discipline is not separate from character education. Violations are used as indicators of character values that have not yet been internalized, while punishments are designed as educative sanctions to guide students toward discipline, honesty, responsibility, and respect for school norms.

Planning is carried out through the formulation of character values, mapping of student violations, integration of values into learning and habituation programs, and preparation of graduated sanctions. Implementation involves teacher exemplarity, religious routines, classroom integration, enforcement of school regulations, corrective guidance, and parental involvement. Evaluation is conducted through continuous behavioral observation, feedback, rewards, sanctions, and teacher meetings to determine follow-up actions.

The main supporting factors are the religious atmosphere of the madrasah, teacher role modeling, clear school regulations, and support from school members and parents. The inhibiting factors include differences in student backgrounds, weak individual awareness, peer influence, and limited reinforcement of school values outside the madrasah. These findings imply that punishment should be managed as a restorative and pedagogical instrument, not as a purely punitive response. Future research can compare similar practices across different madrasah contexts to identify more effective models of educative sanctions in character development.

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