

ANALYSIS OF THE EFFECTIVENESS OF BALD PUNISHMENT ON DISCIPLINING STUDENTS WHO SMOKE AND ITS PSYCHOLOGICAL IMPACT ON BOARDING SCHOOL-BASED JUNIOR HIGH SCHOOLS IN KARANGANYAR

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Abstract. The acts of violation by students are more related to the rules and regulations in Islamic boarding schools, such as not attending class hours, cases of smoking, leaving the boarding school without permission, Ghasab (borrowing without permission) and stealing, only a small part of which leads to violations of the law. This research discusses cases of smoking among students at one of the boarding school-based junior high schools in Karanganyar. The methodology used is qualitative design with a phenomenological approach. Data collection through observation of daily behavior (participant observation), documentation and interviews. The results of the research show that there are no standard regulations regarding punishment in boarding school-based junior high schools in Karanganyar, making the implementation of baldness punishment important and still needs to be implemented. The effectiveness of punishment is significant in supporting the enforcement of student discipline. The psychological impact of this punishment was not found to be a serious problem for the students. On the other hand, the imposition of punishment actually shows a positive side, namely building self-awareness and a sense of responsibility for the consequences of the violations that have been committed.

Keywords: Effectiveness, Smoking Behavior, Bald Punishment.

INTRODUCTION

Islamic boarding schools are a type of traditional education where students live together and study under the guidance of kyai, also known as santri. Islamic boarding schools also have dormitories for students. Pondok is the name of a boarding school. The Arabic word "*Funduk*" comes from the Greek word "*Pandokheyan*" or "*pandokeyon*", which means "lodging". Many people combine the words "Islamic boarding school" and "Islamic boarding school" to create a new term, "Islamic boarding school", even though the two words have the same meaning. Modern Islamic boarding schools are contemporary Islamic educational institutions that meet non-formal education standards and provide formal education at various levels, both madrasas and public schools. It is important for modern Islamic boarding schools to combine traditionality and modernity in education. With some adjustments, a classical-style formal teaching system (teaching in the classroom) and an integrated curriculum are used (Ahmad, 2024).

Traditionally, the pesantren education system distances intellectual development from personality development. This system prioritizes personality development over intellectual development. As a result, critical capacity, critical tradition, research interest, and the desire to develop scientific learning concepts do not emerge in pesantren. This has been an ongoing debate. Schools will have a humanistic culture that prioritizes humans psychologically. Thus, if there are students in the school who do not obey the teacher's orders, it is not a punishment; instead, it is a communicative approach to humanizing human (Sudarta, 2022). *Tafaquhfiddin* activities in Islamic boarding schools are certainly inseparable from existing rules and regulations. One of them is the application of punishment to students or participants. In the activity of studying in Islamic boarding schools, not only does it build the strength of the foundation of religious and worldly knowledge, but also builds

moral civilization along with self-discipline for students as provisions for noble behavior in life until they later enter society. Students or participants in their growing and learning age certainly carry out various attitudes and actions. Admirable, pleasant, annoying and even dangerous behavior, this is part of the dynamics of learning in the Islamic boarding school environment. The achievements achieved by each student need to be appreciated, as well as the mistakes and violations they make certainly need to be followed up as part of the dynamics of learning. Various violations committed by students while studying are normal in various educational institutions, ranging from skipping school, skipping extracurricular activities, fighting, smoking and not infrequently also taking each other's belongings.

Act of violation rule is a behavior that is contrary to the rules and norms that have been implemented in a group community. Behavior that violates the rules can be positive or negative (Romadhon, 2015). In fact, it is no different from juvenile delinquency, violations of students are more about the rules in Islamic boarding schools, such as not attending class hours, smoking cases, leaving the boarding school without permission, *Ghasab* (borrowing without permission) and stealing, only a small part of which leads to violations of the law (Abidin *et al.*, 2023). The rampant cases of students smoking that occur in Islamic boarding schools and schools in general are no longer a new problem, but rather a challenge and at the same time a disaster that must immediately seek a serious solution to this problem. Every student is required to comply with all the rules and regulations that apply at school when they participate in learning activities. Violation of rules by teenagers negatively means unsocial behavior or disobedience to rules. Smoking, drinking alcohol, vandalism, having sex outside of marriage or dating, and others are usually examples of negative violations (Miftah *et al.*, 2021).

The board of educators must use "*iqab*", or physical punishment, to punish all students who violate. The boarding school administrators have begun to reduce or eliminate physical punishment. One very strong reason for using physical punishment is that it should be given as a last option if non-physical punishment is no longer effective. However, as long as people can still be counseled and given additional tasks to study, punishment should be eliminated. Physical punishment is thought to be able to improve or change students' bad character. However, in fact, physical punishment has a worse impact on students (Warsono, 2022). As research conducted by Mulia Riska *et al* in 2022 about Smoking Behavior Among Students at Islamic Boarding Schools in Blangpidie District, West Aceh Regency Power shows that the knowledge of students related to smoking is good 94.1%, the attitude of students related to smoking is good 84.2%, and the actions of students related to smoking are good 75.2%. The research recommendation to the Islamic Sharia and Dayah Education Service is expected to have socialization related to healthy living behavior free of cigarette smoke carried out at the Blangpidie Abdya Islamic Boarding School (Riska *et al.*, 2022). Then the research conducted by Azam Syukur Rahmatullah and Muhammad Azhar in 2022 on Self - Awareness Education "*No Smoking*" for Students at Salafiyah Islamic Boarding Schools which discusses No Smoking education based on community service activities (Rahmatullah & Azhar, 2022). Both studies show that smoking behavior is rampant in various regions and the need for education and enforcement of this behavioral discipline in educational institutions and environments.

We all know that Islamic boarding schools have important task in the development of the young generation of Islam. Islamic boarding schools also present as a family role in forming the character and personality of students so that grow exemplary behavior in themselves so that they have the potential to develop society. In Islamic boarding schools, students are guided, directed and cared for by *kyai* together with the *asatidz*. Students learn to live in society in the boarding school environment, discipline and obey and comply with existing rules (Abidin *et al.*, 2023). According to linguistic terms, *ta'zir* comes from the word *azzāra*, which means *man'u wa radda* (to prevent and reject), and can also mean *addaba* (to educate) or *azzamu wa waqra*, which means to respect and glorify. Among the *fuqaha*, *ta'zir* is called a *jarimah* whose punishment has not been determined by the *syara'*. Thus, the term *ta'zir* can be used to sanction criminal acts and punishments aimed at educating. *Ta'zir* is usually used as a punishment for people who violate religious rules. The aim is to promote general welfare and prevent injustice or evil. As told by Aisyah *ra.*, she said, "*In Islam, educating children by punishing or using violence (violence in education) is contrary to what the Messenger of Allah taught*" (Mo'tasim, 2015).

The term *ta'zir* is related to the terms *man'u wa radda*, which means to prevent and reject, and *ta'dīb*,

which means to educate. According to Abdul Qadir Audah and Wahbah Zuhaili, ta'zir means preventing and rejecting. Because it has the ability to prevent the perpetrator from committing the same evil act once again, ta'zir is considered educational because its aim is to educate and correct behavior so that the perpetrator realizes their evil deeds and then stops committing them (Awdah, 1992). Punishments such as ta'zir are used to deter and make people guilty. According to Emile Durkheim, punishment is used to prevent various violations of rules. For example, teachers punish students so that they do not make the same mistake again. This action is also taken to prevent other students from making the same mistake. It is clear that punishment is intended to encourage a person to correct what they have done and educate others (Emile, 1990).

The application of sanctions becomes a benchmark for evaluation in order to improve the educational process in explaining individual behavior for discipline and improvement in the future (Ahmad Ali, 2005). The implementation of punishment for students is attempted to educate and provide a sense of responsibility and self-awareness to students due to the mistakes of their actions that are not in accordance with the rules, not only the cognitive aspect but also referring to mental education. Several theories about the implementation of punishment have been put forward by Ngalim Purwanto, namely: 1) Retaliation Theory, this theory provides an explanation that punishment is retribution and a lesson for actions that violate the rules. 2) Improvement Theory, this section is intended to correct inappropriate actions and deeds by the offender, in order not to repeat it again. 3) Protection Theory, this theory aims at punishment so that it will protect other individuals from violations and actions committed. 4) Compensation Theory, in this theory punishment is intended as compensation caused by a violation. 5) Scare theory, according to this theory punishment is imposed to provide a warning effect on individuals for the violations they have committed with the intention of not repeating the act again (Ngalim, 2011). Despite the possibility of violence, punishment remains effective as a means of enforcing student discipline, the Qur'an and Hadith explicitly allow the imposition of punishment in the implementation of education, although in the form of beatings of course in a reasonable portion to provide emphasis and affirmation of certain things (Ma'arif, 2017). The Effectiveness of Punishment comes from the English word *effective* which means successful or something that is done successfully. The scientific dictionary defines effectiveness as the accuracy of use, usefulness or supporting goals. Amir Daien Indrakusuma said that punishment is a conscious action given to students with the intention of making students aware so as not to repeat the wrong behavior again (Amir, 1973).

The psychological impact of sanctions can cause long-lasting feelings of discomfort, fear, tension, or even trauma. Physically dealing with it is very difficult because the victim usually won't say or tell about it. Apart from that, psychological sanctions can cause you to become quiet or withdrawn, feel inferior and awkward when socializing, not want to go to school, experience stress or tension so that you lose focus when studying, and in some more serious cases, commit suicide. Rules and regulations are very important to encourage behavior that conforms to standards. School rules are always accompanied by sanctions. Sanctions are an educational tool that helps children understand moral principles (Made, 2011). The correct sanction must be in accordance with his heart; in other words, sanctions should make children better, not the other way around. To achieve this goal, sanctions must induce orderly guilt, consistently inflict pain, and end in forgiveness. Because, by giving them balanced sanctions, good, fair advice, and ending with an apology from the boarding school administrators, the students will not make mistakes again.

Apart from the positive impact of implementing sanctions too vulnerable to negative impacts, if sanctions provided does not contain any elements educate (Roestiyah, 2012). According to Syaiful Arif's case study at the Al-Ishlah Islamic boarding school, the positive impact of implementing sanctions is as follows: 1. Students are aware of their mistakes in breaking the rules, so they are motivated to put more effort into following the rules 2. Students feel restless and restless, because they feel deep guilt, finally feelings of restlessness and anxiety emerge so that they realize and don't want to make the same mistake again. Apart from having positive effects, sanctions can also have negative effects. If sanctions do not have an educational element, sanctions can help students improve their attitudes. If sanctions have educational (normative) value, sanctions can make students feel that their actions are wrong and encourage them to improve their behavior. One of the negative impacts of sanctions is that students feel irritated and may become vengeful for their actions (Saiful Arif, 2015).

From the description above, the author wants to explore the implementation of punishment in one of the *boarding school* -based Junior High Schools in Karanganyar. How is the urgency and effectiveness of the implementation of bald punishment for cases of students who smoke? And are there any serious psychological impacts from the punishment imposed? This study aims to examine the implementation of punishment on the level of discipline of students in Islamic boarding schools, and to find out whether the implementation of punishment can have an impact on psychological problems for students who undergo it.

RESEARCH METHOD

This research attempts to present comprehensively about the implementation of punishment and its relation to violations of rules committed by students, therefore a qualitative approach is considered appropriate to accommodate this objective. Natural research such as precisely using qualitative design. Qualitative research itself is defined as a research procedure that produces descriptive data in the form of written or spoken words of people and observed behavior. This approach is directed at the background and the individual holistically (whole) (Suharsimi, 2014).

This study uses a qualitative *phenomenological approach*, which is to argue that the truth of something can be obtained by capturing phenomena or symptoms that emanate from the object being studied. The data collection technique is by in-depth interview, or in-depth interview with related parties, especially caregivers and students who have been subject to baldness sanctions. Observation of daily behavior, (*participant observation*), and documentation. Interviews are conducted with structured dialogue based on questions that have been prepared by the researcher. The data analysis technique used is deductive analysis, which is a thought based on general things in this case smoking behavior in students which is then drawn to specific things related to punishment and the impact of implementing punishment from that behavior. The benefits of the study are that theoretically it can be used as material for further discussion regarding violation behavior and the most relevant punishment related to that behavior. Then practically it can be used as a reference for decisions and policies regarding the imposition of punishment for violations committed by students.

RESULT AND ANALYSIS

Based on interviews with the main source, namely the caretaker of the boarding school, as the actor who accompanies and enforces this punishment method in the process of learning student discipline while at the boarding school, it shows a correlation and arguments that strengthen each other. The first source, namely a senior Kyai caretaker of students, stated that this punishment is still needed in enforcing student discipline, because this is part of the model and method of learning self-discipline and training a sense of responsibility for all actions taken. The source also said that there was no significant psychological impact in the application of this punishment method. The state of shame towards appearance is normal and is usually felt when there is a physical change in a person. According to the source, the advantages and disadvantages of this learning method are certain to occur in each application. The advantages of this method can be practiced here because the environment is specifically for boys so it does not have a serious psychological impact as we imagine in public schools that are mixed with boys and girls. In addition, Another interesting point is that it is a kind of code for teachers to be able to distinguish directly when studying which students need to be encouraged to study harder and be disciplined when seeing the visible differences, where bald students will appear more contrasting than the others. Then the teacher can go directly to the object, namely the students, to be given advice and motivation in studying, and there should be no judgment on the punishment, what is built is joy and a sense of responsibility (Interview with Resource Kyai Senior Caretaker on Thursday, May 2, 2024).

The second resource person, a teacher, caretaker, ustad who also serves as the person in charge of teaching and santri at the pondok, said that there is indeed no application of punishment using written point accumulation like in general pondok. The application of punishment is indeed carried out according to the ongoing situation in the daily behavior of the santri. If a santri commits a minor violation such as being late to class, littering, usually they are immediately given action on the spot

in the form of *push-ups* and cleaning up the trash and the dirty yard. However, when there is a major violation such as cases of smoking, stealing and running away from the pondok at night, a severe punishment will be given, namely the balding of the santri. In line with what was conveyed by the first resource person, that the balding punishment method that is applied does not have a serious psychological impact, on the other hand it provides psychological lessons to the santri about a sense of responsibility and the consequences of every violation committed. The resource person said that the weakness of this method lies in some santri who have undergone this balding punishment several times, over time it is considered as an ordinary punishment and does not have a deterrent effect, because they will be more open to being bald for their mistakes than being expelled from the pondok. However, the positive side is that it provides emphasis and affirmation to other students, especially students at lower levels, so that they do not commit the same violations (Interview with the resource person, Ustad A, in charge of teaching and santri affairs, on Monday, May 6, 2024).

Based on the results of research interview data with related sources, namely students who have undergone bald punishment, it can be seen that the role of punishment has an impact on the target with varying responses. The effectiveness of the implementation of punishment can be seen in the following table (Interview with a resource person who had undergone a bald punishment at Darul Arqam Putra on Thursday, May 2-3, 2024) ;

Table 1. INTERVIEW RESULTS TABLE.

No	Initials of Santri	Effective	Ineffective	Recommendation
1	Respondent 1 ZAP		✓	✓
2	Respondent 2 AA		✓	x
3	Respondent 3 ANN		✓	x
4	Respondent 4 KIR	✓		✓
5	Respondent 5 RNI		✓	✓
6	Respondent 6 MFN	✓		✓
7	Respondent 7 RFS	✓		✓
8	Respondent 8 WTP	✓		✓
9	Respondent 9 MRR	✓		✓
10	Respondent 10 ZWS	✓		✓
11	Respondent 11 BMN	✓		✓
12	Respondent 12 GRP	✓		✓
13	Respondent 13 MYM	✓		✓

Of the 13 students who have undergone bald punishment, four of them stated that it was ineffective, namely ZAP, AA, ANN and RNI. However, ZAP and RNI recommended this punishment by stating that this punishment still needs to be implemented. Because, although they feel that this punishment is indeed less able to help them personally, it could be effective for affirmation to other students. Meanwhile, the other two students who stated that it was ineffective, namely AA and ANN, were directly proportional to not recommending this punishment because it was considered not to provide a significant deterrent effect. Furthermore, there were nine people who stated that this punishment was effective in enforcing self-discipline against students who smoke, with the relatively same reason that this punishment was considered to be able to provide a deterrent effect against serious

violations, especially smoking violations. So the total number of students, namely 13 people who have undergone bald punishment, nine of whom stated that it was effective and 4 others were ineffective, overall the majority of students, namely 12 people, stated that they still recommended this punishment to be implemented.

Table 1. PSYCHOLOGICAL IMPACT TABLE.

No	Initials of Santri	Psychological Feelings
1	Respondent 1 ZAP	There is no psychological impact, more of a sense of responsibility.
2	Respondent 2 AA	Nothing, feel more self-aware
3	Respondent 3 ANN	Nothing, just feel normal
4	Respondent 4 KIR	Nothing, tend to feel guilty
5	Respondent 5 RNI	Embarrassed when returning home, the cottage is just ordinary
6	Respondent 6 MFN	More often joked about, but not annoying
7	Respondent 7 RFS	Feeling less confident when returning home
8	Respondent 8 WTP	Lack of confidence when returning home
9	Respondent 9 MRR	Ashamed of parents
10	Respondent 10 ZWS	Feeling guilty and more self-aware
11	Respondent 11 BMN	Feeling guilty and aware of the consequences of punishment
12	Respondent 12 GRP	Lack of physical confidence, more often wearing a peci when doing activities and self-reflecting
13	Respondent 13 MYM	Just feeling physically weird, psychologically feeling safe and good

The psychological impact of the implementation of the bald punishment on students did not have a significant impact. Based on interviews with student sources, feelings or psychological impacts did not interfere with the students' psyche. This was stated to be correlated with the environment and life in the boarding school which is generally male students.

Based on the results of interviews with sources from the caretakers of the boarding school, namely Respondent 1 senior caretaker and respondent 2 teaching and santri division who are also caretakers of the boarding school. So it can be concluded that the implementation of this punishment on male students of junior high school based on boarding school is generally effective, this is also in line with the results of interviews with sources from the perspective of students who stated that this punishment is effective in serious cases, namely smoking and running away from the boarding

school dormitory. Sources from both the caretakers and students still recommend that this punishment needs to be implemented in order to provide emphasis and affirmation as well as a deterrent effect on the violations committed by students. In addition, the absence of written punishment regulations (points) makes the implementation of this punishment a necessity in the boarding school to be implemented as a method of enforcing student self-discipline.

The data from the research interview with the informant showed a correlation with the theory of punishment conveyed by NGalim Purwanto related to the theory of Retaliation, Improvement, Protection, Compensation and Scaring. The punishment of baldness is retaliation for the violation committed by the students, namely smoking or running away from the dormitory. Then, the implementation of this punishment is intended for the improvement of students who commit violations so that they are not repeated. In the theory of protection, this is related to the case of theft which is also rampant. This punishment is part of the guard and protection of students who are victims of theft, where cases of students who commit theft will also be subject to sanctions. This means that this provides protection for the goods owned by fellow students must be respected.

The theory of compensation is closely related to the theory of protection, where this theory also provides confirmation that theft cases will result in losses for students who commit violations such as replacing stolen goods or the imposed bald punishment, thus giving a detrimental effect to the students. Then the last theory presented by Purwanto is to scare. The proven theory is present in the field providing enforcement and confirmation to students, both those who violate and those who do not violate, that there will be sanctions for every violation committed. This is also effective for students at lower levels so that they do not follow the violation behavior carried out by their seniors. So that the implementation of this punishment provides a deterrent effect on students for their actions. especially smoking and running away from the dormitory, shows a significant increase in awareness and discipline of students at this private junior high school in Karanganyar. The implementation of the bald punishment also supports the enforcement of student discipline, namely from 13 student sources, nine of them stated that it was effective and four others were less effective. This effectiveness is supported by the statement of 11 students with the recommendation that the punishment should still be implemented at this educational institution. A meeting point was also found in the opinion of the boarding school supervisor who stated that this punishment still needs to be implemented for serious violations, so that the effectiveness of the punishment reaches the deterrent effect and improves the behavior of the students.

Of the 13 santri sources interviewed as the main source of psychological impacts, the implementation of bald punishment on santri did not have a significant impact on negative problems related to santri psychology. Based on interviews with santri sources, the psychological impacts that occurred also showed positive things, namely feeling guilty for the violations committed, feeling ashamed of parents and feeling self-aware. On the other hand, it gives a strange feeling and lack of self-confidence because of the different physique. No significant impact was found that disturbed the santri's psyche, as correlated with the life of the pondok which was male santri as a whole. So there are no serious problems in this discussion

CONCLUSION

Referring to the results of the research presentation above, it can be concluded that the application of punishment is part and also a method in the learning process, namely self-discipline learning in students. The absence of clear regulations for the application of standard (written) punishments in *boarding school- based junior high schools* makes the application of a series of punishments in several serious cases must and must continue to be enforced, because of the interests of affirmation and follow-up of every violation committed by students. The application of bald punishment also shows significant effectiveness in supporting the enforcement of student discipline, namely from 13 student informants, nine of them stated that it was effective and four others were less effective. This effectiveness is supported by the statements of 12 students with recommendations for punishment to continue to be enforced.

The psychological impact of the implementation of this punishment did not find any serious problems in terms of negative for students. On the other hand, the implementation of punishment actually shows a positive side, namely building self-awareness and a sense of responsibility for the consequences of the violations that have been committed. The advantages of this method do not have a serious psychological impact when implemented in a boarding school, because the entire environment is male students. Then, the advantages of this punishment can be used as a code for teachers in increasing attention and advice to students who have problems, because they will look more contrasting than other students, and this punishment provides an affirmation to each student. While the disadvantages lie in the regulations that are not yet standard and also the triviality of some students who are often subject to bald punishments to feel accustomed to it and do not provide a deterrent effect.

1. To the Head of the relevant Islamic Boarding School to immediately form standard regulations regarding the implementation of punishments for students, both serious and minor cases.
2. The importance of creating a book of violation points and implementing written accumulated point penalties for each violation for periodic evaluation in students' self-discipline learning.
3. To the asatidz, there is a need to increase consistent attention to control the development of students during *their meditation* at the pondok.

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