

Islamic Education Management Based on Reward and Punishment in Strengthening the Discipline of Students

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Abstract

Discipline is the main foundation in the character formation of students in Islamic boarding schools. In facing the increasingly complex challenges of the times, an educational management strategy is needed that can instill the values of discipline effectively and sustainably. One approach that is relevant and in accordance with Islamic values is the implementation of a reward and punishment system. This study aims to describe the implementation of rewards and punishment as an Islamic educational management strategy in fostering student discipline at the Hidayatul Mubtadiin Islamic Boarding School in South Lampung. The method used is a qualitative approach with observation, interviews, and documentation techniques. The results show that the reward system is given through praise, awards, and special assignments to motivate students, while punishment is given educationally and proportionally, such as additional assignments or moral development. The implementation of rewards and punishments is carried out in an integrated manner with Islamic values, the exemplary behavior of the ustadz, and humanistic communication. This strategy has proven effective in shaping student discipline both physically and mentally. These findings recommend strengthening discipline management based on Islamic values and increasing the use of technology in the student development system.

Keywords

Discipline, Students, Islamic Boarding Schools, Islamic Education Management, Reward and Punishment,



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INTRODUCTION

Islamic education plays a central role in shaping the character and personality of a generation of Muslims who are not only intellectually intelligent, but also spiritually and morally strong (Lilis Kholisoh Nuryani & Rahmat Fadhli, 2024). Amidst the current of globalization and disruption of social values, Islamic education in Islamic boarding schools is required not only to preserve the tradition of classical scholarship, but also to be able to respond to the challenges of the times through systematic and directed management (Hasan & Anita, 2024). One crucial aspect of the sustainability of Islamic education in Islamic boarding schools is strengthening the discipline of students, which is the main foundation in the

formation of morals, learning ethos, and personal responsibility (Salsabila et al., 2020). In the Islamic educational approach, the reward and punishment system has a strong theological basis. The Quran itself explicitly describes the reward for good deeds (heaven) and the punishment for bad deeds (hell). This concept is called *targhib* (motivation/hope) and *tarhib* (warning/threat), as in Surah Al-Baqarah: 25 and Surah Al-Mulk: 6. Pedagogically, this approach aims to instill an awareness that every action has consequences, thus encouraging students to be disciplined in their actions.

In the context of Islamic educational management, rewards and punishments can be seen as part of a behavior control system based on sharia values (Mira, 2023). According to Zaini et al., (2022), Effective educational management emphasizes not only input and output management but also the process of internalizing values in student behavior. In Islamic boarding schools, this internalization process occurs through close supervision, habituation, and role models, which are the main spirit of student development. The concept of Islamic educational management is also reinforced by the theory of Islamic Educational Management proposed by Muhaimin, (2011), which states that Islamic education is the process of forming a complete Muslim personality through management encompassing spiritual, intellectual, social, and emotional dimensions. In this context, rewards and punishments are not merely tools of control, but part of an integral managerial process to guide students in accordance with Islamic values.

Psychologically-educationally, the reward and punishment approach is closely related to the behaviorist theory of (Nuttin & Greenwald, 2014), which emphasizes the importance of consequences for behavior in forming certain habits. Rewards increase the likelihood of repeating desired behavior, while punishment decreases the likelihood of undesirable behavior. However, in Islamic education, this principle is not applied rigidly, but rather is aligned with the approach of values, ethics, and compassion in education. Within the framework of Islamic educational management, rewards and punishments are placed within the dimension of controlling, one of the main functions of management alongside planning, organizing, implementing, and evaluating. According to Mulyasa & Aksara, (2021), Good control in educational institutions will produce discipline born of awareness, not simply fear. This is particularly relevant in the context of Islamic boarding schools, which prioritize the development of morals and student independence.

Discipline is not just about compliance with rules, but is an integral part of the formation of Islamic character that reflects the values of obedience, order, trustworthiness and *ihsan* (Fadhilah, 2018). In the context of Islamic boarding schools, discipline plays a strategic role because Islamic boarding schools serve not only as educational institutions but also as institutions for moral and spiritual development. Therefore, the effective implementation of Islamic educational management is crucial, particularly in enforcing discipline among students wisely and humanely. Discipline in Islam is also part of *akhlak mahmudah* (praiseworthy morals) that must be cultivated through a continuous process. According to Al-

Ghazali, (2014), habituation (ta'w)*īd*) is an important method in forming morals. In a managerial context, this habituation can be manifested through a reward system for students who obey the rules and punishment for those who violate them, but with an educational approach, not blind punishment. One relevant and widely used approach in building discipline is the implementation of a reward and punishment system. This approach is known as a behavioral reinforcement method that emphasizes the logical consequences of each action taken. Rewards are given to encourage the repetition of positive behavior, while punishment is applied to prevent deviant behavior (Amri, 2020). In Islamic education, this principle has long been known and implemented contextually, as contained in the verses of the Koran and the hadith of the Prophet which promise rewards for goodness and stern warnings against disobedience.

Previous research has tended to discuss rewards and punishments within the context of general education, such as in public or private schools based on the national curriculum. Meanwhile, in the context of Islamic boarding schools (pesantren), there is still very limited research that comprehensively addresses reward and punishment management systems, particularly within the framework of Islamic educational management. This presents an important research gap that needs to be addressed, thus providing novelty in enriching the study of Islamic boarding school management, particularly in strengthening discipline based on an Islamic pedagogical approach.

Conceptually, the reward and punishment approach in Islamic education management is not merely mechanical but also spiritual. Rewards are not always material, but can take the form of praise, trust, or expanded opportunities for worship. Punishments can take the form of advice, reduction of privileges, or other forms of education that do not harm the students' psychological well-being. This is where the strength of this approach lies in Islamic education: it emphasizes education and self-improvement, not solely punishment. This research attempts to reconstruct this system within the reality of Islamic boarding schools.

Furthermore, from a state-of-the-art perspective, this research positions itself within the latest developments in Islamic education management, which focus not only on administrative and structural aspects but also on the affective and moral dimensions of students. In the post-pandemic era and the development of digital education, Islamic boarding schools (pesantren) have become a strategic space for reinforcing discipline and core values through adaptive and contextual management approaches, such as rewards and punishments derived from Islamic teachings. However, the reality on the ground shows that not all educational institutions, including Islamic boarding schools (pesantren), have successfully implemented rewards and punishments optimally. Many remain fixated on traditional patterns that tend to be repressive and ignore humanitarian values in enforcing discipline. Yet, Islam teaches a balance between *targhib* (motivation) and *tarhib* (remind) in the educational process. Therefore, the development of Islamic education management that can constructively integrate reward and punishment systems into managing student discipline is necessary.

This research addresses this need by examining in-depth how reward and punishment-based Islamic education management is implemented at the Hidayatul Mubtadiin Islamic Boarding School in South Lampung, a boarding school that consistently prioritizes character development. This boarding school has a unique historical background, scholarly culture, and managerial structure, making it an interesting study object in exploring the practice of student discipline management in a contextual and applicable manner. This research also highlights the important role of stakeholders in the boarding school, such as kyai (Islamic clerics), ustadz (Islamic teachers), musyrif (Islamic leaders), and daily administrators in managing rewards and punishments fairly and consistently. This practice cannot be carried out partially but requires strong managerial synergy with a profound Islamic approach. This also touches on aspects of humanistic and exemplary Islamic educational leadership in managing the lives of students. By examining the practice of reward and punishment management at the Hidayatul Mubtadiin Islamic Boarding School in South Lampung, this research is expected to provide theoretical and practical contributions to the development of an Islamic education management system oriented towards fostering character and discipline among students. The findings of this study are also expected to be used as a reference in formulating more balanced, fair, and effective Islamic education policies in other Islamic boarding schools in Indonesia.

This research aims to encourage a reorientation of the Islamic education management paradigm from a structural-formal one to a more transformative and value-based approach. Rewards and punishments in Islamic education serve not only as a means of controlling behavior but also as an instrument for developing the soul, cultivating noble morals, and encouraging achievement. Therefore, this practice deserves systematic study within the context of Islamic institutional management. Thus, this research not only fills the gap in the literature on reward and punishment management practices in Islamic boarding schools but also serves as an effort to develop a managerial model for Islamic education that is relevant to the needs of the times and remains faithful to Islamic values. This study will be an important contribution to the development of Islamic education management that is contextual, applicable, and firmly rooted in the noble values of Islamic boarding schools.

METHODS

This research uses a qualitative approach with a case study, aiming to provide an in-depth description of the application of reward-and-punishment-based Islamic education management in fostering student discipline. The research location was purposively selected at the Hidayatul Mubtadiin Islamic Boarding School in South Lampung because this boarding school has implemented a structured discipline development system.

Data collection was conducted through participatory observation of the students' daily activities, in-depth interviews with the boarding school leadership, religious teachers, and students, as well as documentation of rules, violation records, and disciplinary evaluation

reports. The researcher acted directly as the primary instrument, assisted by interview guidelines and observation sheets.

Data were analyzed using the Miles and Huberman model, which includes data reduction, data presentation, and conclusion drawing. Data validity was maintained using source and method triangulation techniques, member checks with informants, and an audit trail to ensure the reliability and trustworthiness of the findings. (Lexy J. Moleong, 2013) This method was chosen so that the research results could provide a contextual and in-depth picture regarding the Islamic boarding school's managerial strategies in developing the character of students through a reward and punishment system.

RESULTS AND DISCUSSION

Results

Implementation of Reward and Punishment as an Islamic Education Management Strategy in Cultivating Student Discipline

The implementation of a reward and punishment system at the Hidayatul Mubtadiin Islamic Boarding School demonstrates that the institution has designed an integrated managerial strategy to foster discipline among its students in their daily activities. This system is not implemented in an authoritarian manner, but through an Islamic educational approach that prioritizes exemplary values, habituation, and the internalization of morals. Rewards are given in various forms, such as verbal praise, special assignments, small gifts, and awards in student forums. While punishments are carried out in an educational and targeted manner, such as additional assignments, reciting istighfar (religious prayer), and special guidance. This reflects that Islamic educational management focuses not only on administrative aspects but also on shaping the character and morals of students.

Rewards, as a form of positive reinforcement, have a significant impact on students' motivation and enthusiasm in following Islamic boarding school regulations. For example, students who diligently pray in congregation and consistently memorize the Quran will receive special recognition from the religious teacher, who then becomes an example for other students. These awards not only serve as a source of personal pride but also foster a healthy competitive culture among students. In the context of Islamic educational management, rewards are an effective tool in fostering a culture of discipline grounded in religiosity and sincerity in good deeds.

Punishment is implemented gradually and proportionally based on the severity of the violation. Islamic boarding schools avoid physical punishment or punishment that demeans the dignity of students. Punishment is given for developmental purposes, such as memorizing certain surahs, writing self-reflections, or participating in moral development sessions. The principle used is ta'dib (moral education), not simply law enforcement. This demonstrates that

Islamic boarding schools implement Islamic educational management that emphasizes the values of compassion, justice, and self-improvement, not just rigid discipline.

Student discipline is measured through adherence to daily schedules, attendance at mandatory activities, tidiness of living quarters, and responsibility for assigned tasks. Through a combination of rewards and punishments, a consistent habituation process occurs, enabling students to develop internal self-discipline rooted in spiritual awareness. This system also involves the active role of the ustadz (teacher) as role models and supervisors, serving as motivators and educators. This continuity between rules, role models, and habituation is the primary strength of the reward and punishment system at the Islamic boarding school.

In practice, the implementation of rewards and punishments is not carried out rigidly, but through humanistic communication between students and their guardians. Each violation is analyzed contextually, taking into account the student's background, psychological condition, and track record. This demonstrates that the management of Islamic education at this Islamic boarding school applies a personal and situational approach, aligned with Islamic educational values that prioritize justice (al-'adl) and mercy (rahmat). This approach is able to build a positive emotional bond between students and guardians, so that punishment does not cause trauma, but instead becomes a meaningful learning tool.

Overall, the implementation of rewards and punishments at the Hidayatul Mubtadiin Islamic Boarding School is not merely technical but also contains strong values and spirituality. The applied Islamic education management integrates modern managerial elements with a classical Islamic approach. As a result, this system is able to foster discipline in students that is not only visible externally but also deeply ingrained within them. This approach reflects the success of Islamic education in developing responsible, rule-abiding, and noble individuals.

Strengthening the Islamic Value-Based Discipline Management System

The head of an Islamic boarding school plays a crucial role as the primary controller in directing and overseeing the implementation of the reward and punishment system. He acts not only as an administrative leader but also as a moral and spiritual figure who serves as a role model for all members of the boarding school. In the context of Islamic educational management, the head of the boarding school carries out the full planning, organizing, actuating, and controlling (POAC) functions, including designing the disciplinary system. He formulates a disciplinary vision that aligns with Islamic values and ensures that all reward and punishment policies are educational, not repressive.

As policy implementers, the ustadz play a dual role: as educators and discipline managers. They are empowered to directly implement rewards and punishments within the context of daily interactions with students. In their implementation, the ustadz employ a communicative and persuasive approach, providing a space for dialogue with students. This demonstrates the internalization of participatory management values in Islamic education,

where the process of fostering discipline is not solely top-down but rather based on mutual understanding between educators and students.

Furthermore, ustadz also act as agents of change in fostering a culture of discipline within the Islamic boarding school environment. They not only issue commands and punishments, but also consistently instill Islamic values in every action. For example, when rewarding students with praise for discipline, ustadz will link it to Islamic principles so that students understand the meaning of worship within discipline. Similarly, when administering punishment, ustadz emphasize repentance and self-improvement. This approach demonstrates that the disciplinary system is inseparable from the framework of spiritual and moral development.

In carrying out their roles, ustadz receive support from the Islamic boarding school's organizational structure, such as the student care and development department. The synergy between these structures allows for systematic and monitored implementation of rewards and punishments. Routine evaluations are conducted through weekly and monthly internal meetings to assess the effectiveness of the policies. A well-organized system for documenting violations and rewards facilitates decision-making and fostering follow-up. This demonstrates that the Islamic education management at this Islamic boarding school has implemented the principles of accountability and transparency in disciplinary aspects. Equally important, the role models of educators are highly influential in shaping student discipline. The ustadz's exemplary conduct in performing prayers on time, maintaining good manners, and carrying out responsibilities serve as concrete examples for students to emulate. In Islamic educational management theory, role models (*uswah hasanah*) are a key principle in character development. By presenting educators with integrity, the reward and punishment system does not stand alone but is reinforced by exemplary behavior integrated into the students' daily lives.

Thus, it can be concluded that the success of the reward-and-punishment-based discipline management system at the Hidayatul Muftadiin Islamic Boarding School is largely determined by the active role of the head of the Islamic boarding school and the ustadz (teacher) as both managers and educators. The synergy between policy, implementation, and exemplary behavior creates a holistic and effective Islamic educational ecosystem. This approach not only fosters formal discipline but also sustainably fosters the students' spirituality and character.

Discussion

Implementation of Reward and Punishment as an Islamic Education Management Strategy in Cultivating Student Discipline

The implementation of the reward and punishment system at the Hidayatul Muftadiin Islamic Boarding School demonstrates an approach that emphasizes humanistic and spiritual Islamic educational values. Rewards are given in non-material forms that foster intrinsic

motivation, while punishments are aimed at fostering, not repressive punishment. This approach aligns with the principle of *ta'dib* (religious etiquette) in Islamic education, which emphasizes etiquette and morals. These findings reinforce the findings of the study (Yasin & Yaqin, 2025), which shows that rewards and punishments are effective when accompanied by a spiritual and educational approach, rather than simply material rewards or physical punishment. However, this study goes beyond Saepudin's approach by emphasizing the importance of personalization in reward and punishment delivery, as well as strengthening the emotional bond between educators and students.

This research also demonstrates the integration of managerial and spiritual functions in Islamic educational management practices. This demonstrates a significant difference from existing theory (Siroz, 2020), which emphasizes the disciplinary system as an administrative control tool without emphasizing sincerity and the internalization of religious values. In the context of the Hidayatul Mubtadiin Islamic Boarding School, rewards and punishments serve not only to enforce rules but also as a means of fostering an inner awareness of responsibility and obedience to God. This is what makes this research unique and novel.

Another novelty that emerged was the integration of reward-punishment with complex indicators of spiritual and social discipline, such as congregational attendance, cleanliness, responsibility, and social interaction among students. This broadens the scope of reward-punishment from simply individual behavior to character formation within the Islamic boarding school community. This study adds a new dimension that has not been widely explored by previous research, such as by (Iskandar et al., 2021), which only examined reward and punishment in the context of classroom learning. However, a limitation of these findings is their focus on a single institution, making them unable to be generalized to all Islamic boarding schools. Furthermore, quantitative measurements have not been conducted on the long-term influence of reward and punishment on student behavior. Therefore, future research is expected to employ a mixed-method approach and involve more Islamic boarding schools as study subjects to strengthen the validity of the results.

Strengthening the Islamic Value-Based Discipline Management System

The success of the reward and punishment system is greatly influenced by visionary leadership and the consistent exemplary behavior of the Islamic boarding school teachers. The role of the Islamic boarding school head as a moral and spiritual figure is central to shaping the direction of disciplinary policies. This finding reinforces the POAC theory in Islamic education management, where the planning, implementation, and control functions are carried out holistically by the institution's leadership (Suparjo Adi Suwarno, 2021). This is in line with the research results (Rusmawati, 2013), however, this study places a stronger emphasis on emotional collaboration between *ustadz* and *santri* in the application of rewards and punishments.

In practice, rewards and punishments are not strictly instructional, but are implemented through a dialogical, participatory, and communicative approach. The ustadz serve as spiritual guides and agents of change, not merely enforcers of the rules (Cecep Suryana et al., 2024). This differs from previous studies by Lestari & Masyithoh, (2023), which illustrates that the implementation of punishment is still vertical and non-contextual. At the Hidayatul Mubtadiin Islamic Boarding School, each punishment is assessed based on the context of the violation and the psychological state of the students, so that it does not cause traumatic effects but rather becomes an educational process.

The exemplary behavior of the religious teachers is also a crucial pillar in this discipline management system. They serve as role models in practicing discipline, worship, and responsibility. The concept of *uswah hasanah* serves as a philosophical foundation that distinguishes this research from previous studies. For example, a study by Sinta, (2025) only touched on the role of teachers as enforcers of rules, whereas in this study, the ustadz plays a role as a moral figure and an integrator of Islamic values into the management of student discipline. This finding reinforces the results of previous research, such as that conducted by Kurnianto & Aimah, (2025) who examined the implementation of a reward-and-punishment-based discipline system. He found that this system can increase students' compliance with Islamic boarding school regulations, but tends to focus only on outward behavioral aspects. In contrast, this study demonstrates a holistic approach that consistently integrates rewards and punishments with Islamic spiritual values, from planning to evaluation. This difference indicates that the Hidayatul Mubtadiin Islamic Boarding School has strengthened its moral approach and internalized Islamic values more deeply than previous studies.

This study also enriches the findings (Parman et al., 2023) which states that reward systems often fail if not accompanied by strong character development from teachers or caregivers. This research actually shows that the active involvement of religious teachers (ustadz) as role models and agents of moral development is a key factor in successful discipline management. The ustadz's exemplary behavior, combined with educational rewards and wise punishments, creates a discipline ecosystem that is not merely normative, but transformative.

The novelty of this research lies in its approach, which combines modern management concepts (with the POAC principles: Planning, Organizing, Actuating, Controlling) and Islamic educational values (such as *uswah hasanah*, *ta'dib*, and *rahmah*) within a reward and punishment system. This research not only captures technical practices but also analyzes spiritual values, the development process, and the role of leadership in shaping a culture of discipline. In other words, this research offers a model of Islamic boarding school discipline management that is not only structurally efficient but also effective in shaping the character of students as a whole. The synergy between organizational structure, Islamic boarding school culture, and the reward-punishment system creates a consistent and effective management ecosystem. Evaluation and documentation of violations and rewards are carried out systematically. This demonstrates that the Hidayatul Mubtadiin Islamic Boarding School has

implemented modern management principles in Islamic education. This aspect demonstrates that the management approach does not conflict with Islamic values, but rather reinforces them.

CONCLUSION

Based on the results of research on the implementation of rewards and punishments as an Islamic educational management strategy to foster student discipline at the Hidayatul Mubtadiin Islamic Boarding School in South Lampung, it can be concluded that the implementation of this system not only successfully forms external discipline but also instills spiritual and internal disciplinary values. Rewards are given as a form of positive motivation that encourages students' enthusiasm and achievements, while punishments are implemented with an educational, proportional approach, and are based on Islamic values such as compassion, justice, and self-improvement. The role of the head of the boarding school and the ustadz is vital in designing, implementing, and evaluating this system comprehensively through an exemplary approach, humanistic communication, and continuous development. This management system has proven to be effective in fostering independent student discipline rooted in religious awareness. As a recommendation, other Islamic boarding schools can use this management practice as a model that can be adapted to the characteristics of each institution, while maintaining a holistic Islamic approach centered on moral formation. In addition, it is necessary to develop a digital-based reward and punishment system or one integrated with information technology for more effective monitoring and documentation of student discipline in a more modern and accountable manner..

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