



## **PENERAPAN HUKUMAN DALAM PEMBINAAN KARAKTER SANTRI PADA PONDOK PESANTREN DDI MANGKOSO**

### ***IMPLEMENTING PUNISHMENT IN BUILDING CHARACTERS OF STUDENTS AT PONDOK PESANTREN DDI MANGKOSO***

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#### ***Abstract***

*This research discusses implying punishment by teachers as an effort of character building for students such as honesty, discipline, and responsibility at Pondok Pesantren DDI Mangkoso with three focus problems, namely: 1) the form of the implementation of punishment in building characters of students; 2) the variety of obstacles to the implementation of punishment in building characters of the students and their solutions, and 3) the results of the implementation of punishment in building characters of students. This research was qualitative research by using pedagogy, psychology, juridical, and theological normative approaches. Sources of data have consisted of various level ages of respondents at the pesantren such as chairman, teachers, students, and students' parents. Data were collected through observation, interviews, and documentation. Result of this research shows that forms of punishment consist of admonition, assigning assignments, psychic, and physical chastisement. Obstacles in applying the punishment are Child Protection Acts, environmental problems, and teacher's creativities. Furthermore, a physical chastisement will be more optimum in students' character building if it is supported collaboration between teachers and student's parents.*

**Keywords:** *Character building; Pesantren; Punishment*

#### **Abstrak**

Penelitian ini menganalisis penerapan hukuman oleh guru sebagai upaya pembinaan karakter jujur, disiplin, dan tanggung jawab santri pada Pondok Pesantren DDI Mangkoso, dengan tiga fokus masalah, yaitu: 1) bentuk penerapan hukuman dalam pembinaan karakter santri; 2) ragam hambatan penerapan hukuman dalam pembinaan karakter santri beserta solusinya, dan 3) hasil penerapan hukuman dalam pembinaan karakter santri. Jenis penelitian ini adalah kualitatif dengan pendekatan pedagogik, psikologis, yuridis, dan normatif teologis. Sumber data terdiri atas informan-informan dari berbagai unsur Pondok Pesantren DDI Mangkoso, yaitu: pimpinan, guru, santri, dan orang tua santri. Data dikumpulkan melalui observasi, wawancara, dan dokumentasi. Hasil penelitian menunjukkan bahwa bentuk hukuman yang diterapkan adalah teguran, pemberian tugas, hukuman psikis, dan hukuman fisik; hambatan-hambatannya adalah Undang-undang Perlindungan Anak, problem lingkungan, dan kreativitas guru; dan hukuman fisik lebih optimal dalam pembinaan karakter santri bila didukung oleh kerja sama yang baik dengan orang tua santri.

**Kata Kunci:** Hukuman; Pembinaan karakter; Pesantren

## INTRODUCTION

One of the success indicators in the development of a nation is the increasing quality of education of its citizens. Quality of education becomes a very crucial aspect in the light of the increasingly competitive global competition in the future. Progress in education is a huge prestigious in developing human resources that reflect the character of a nation in the future (Hasibuan, 2007). Therefore, character education needs to be included in all subjects, and discussion of virtues with various methods should be integrated into the teaching so that the characters of human resources can be built (Novianti, 2017).

The future of a nation depends on its human resource quality. The Character of a human resource indicates the nature of a nation. Therefore, the character building of youth generation functionates to continuing leadership relay of a nation is being important. Phenomena such as corruption, fraud, and other crimes are representations of incompetence or failure of education in building human characters due to those perpetrators are often coming from higher formal educated people (Burga, 2019; Faiqoh & Mahfudh, 2015). This could have been resulted by administering education that is more oriented on output and pays less attention to process, as of education is going to be more centralistic-bureaucratic (Suparlan, 2006). Furthermore, practices of education in Indonesia basically prioritize more on cognition than affection (Burga, 2019). Although the curriculum 2013 has collocated affection in the main position at core competencies, however, there are any shame distortions in the education system of Indonesia. Educators will be more embarrassed if their students are not passed national exams than undertaking mistakes such as fibbing, being late to school, and un-conducting school homework. This condition is impacted on where the incompleteness in learning is followed up by the teachers. Even it has been already prepared in their lesson plan. Whilst, affective failures of students are only got ordinary reprimands which are not provided deterrent effects, so it is potential to be

repeated or reconducted by other students (Salmiati & Septiawansyah, 2019). It is assumed that there is an importance of implementing punishment in character building of students.

Punishment is to impose a chastisement to someone because of his/her transgression or fault functioning as retaliation (Hurlock, 2001). Whilst, according to Purwato (2007), the intention of punishment in education is a pain that is offered or inflicted deliberately by someone (parents, teachers, and other parallel levels) towards children or students after making an infringement, crime, or fault. It is asserted by Ulwan (1981) that punishment is a sanction that is presented by parent to their children in a house or a teacher to his/her students in a school as a response on child/student's fault and a lesson for other students in avoiding the same fault.

Various definitions above indicate that punishment in education is aimed to provide a deterrent effect of offenders and to prevent others in conducting the same infringement. According to (Kartono, 1992), purposes of punishment in education consist of four such as 1) to correct, to create offenders realizing their fault and will not repeat it again; (2) to be cured of a habit, the perpetrator does not continue his/her deviant, bad, and ignoble acts; (3) to secure, making people protected from fouls; (4) to prevent, as a method to prevent various breaches towards rules. Preventing students to repeat his/her infringement and other students do not emulate it (Durkheim, 2014).

Based on the purpose of punishment above, it is expected to have a good impact on character building. However, it is often also encountered the unfavorable impact of implementing punishment, such as raising an ill feeling in student, causing student becomes more clever in hiding infringement, and the conducting student gets more lose the guilt because he/she felt punished (Purwato, 2007). Added by Roestiyah (1982) that punishment can be resulted the transgressor wants to repeat it again because he/she assumes that punishment is able to be passed and the student can feel discouraged. Hence, this research is expected to find a theory about implementing

punishment that enables its negative impacts to be minimized or even dispelled in order to the student character is wished to be optimally built.

The character term comes from Latin word, *karakter*; *kharassein*; *kharax*, that means making sharp; making deep. Character is psychological or moral that is being an identity of someone (Majid & Andayani, 2011). That is to say, the character is a specific salience of the basic structure of one's identity (Soekanto, 1993). The character also is defined attitude, behavior, moral, stable personality as a consolidated process result progressively and dynamically (Alfiah, 2016; Khan, 2010). The definition also is reinforced by Yaumi (2014) that character is morality, righteousness, strengthens, and attitude of someone that is exhibited to others throughout actions. So, the character is able to be defined as disposition, temper, psychology, moral, which is seen from attitude and behavior of ones without pretending (illusive) and though needed.

Character as a moral excellent or moral, that only has means when it was based on prevailing values in a culture (nation). The Indonesian character is character belongs to Indonesia citizens based on their assessed actions as a pearl of wisdom according to prevailing values in the community and Indonesian nation. Character values that want to be developed in learning process in Indonesia consist of eighteen such as religiosity, honesty, tolerance, discipline, hard work, independent, democratic, curiosity, spirit of nationality, love the homeland, appreciating achievement, friendship/communicative, love peace, revel to read, pro-environmental, pro-social, and responsibility (Kementerian Pendidikan Nasional, 2010). All of them are integrated into the learning suit with the learning goals.

However, this research will only discuss three of them, such as honesty, discipline, and responsibility. This is caused by the limitedness of researcher's time and those three characters are regarded have reflected scopes of character that are the attitude towards own selves, attitude towards society (including family members), attitude towards the environment, and attitude towards God (Baehr,

2017). The characters are built by implementing punishment as it has been conducted in Pondok Pesantren Darud Da'wah Wal Irsyad (DDI) Mangkoso as one of Islamic education institution in Barru Regency, South Sulawesi, Indonesia. Applying punishment is a rule of Pondok Pesantren DDI Mangkoso that has been implementing since the pesantren was established. Punishment is delivered to a student because of any guilts, contrariness, or infringement as reciprocity (Hurlock, 2001). Even, form chastisement in this pesantren is likely a physical punishment (beating). The physical punishment does not make students becoming resentment on their teachers. In fact, there are some students' parents requesting in order to delivery the severest punishment for the offense committed. This education phenomena in this pesantren are different from other common schools where sometimes the teacher is proceeded to be imprisoned because of a slight pinch with goodwill to build a student character. This goodwill is forbidden by Human Rights and Child Protection Acts. Nevertheless, both regulations are basically to confine the teacher's overdone attitude in administering punishment to his/her students. However, those Acts infrequently become a shield for students to conduct transgression so as not being punished.

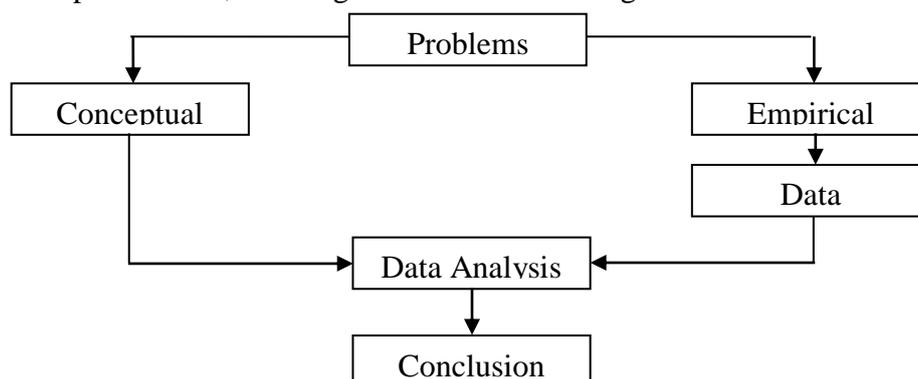
According to this problem, this research is important to be carried out as a respond for deviant behaviors of students that are more complexes with normative protection of increasingly strengthened child protection. That will be discussed about implementing punishment as an effort to build students' character at Pondok Pesantren DDI Mangkoso with three main problems, namely form, obstacles, and the result of delivering punishment as an effort of building students' character.

## METHOD

The type of this research is qualitative with descriptive method. Qualitative research is an investigation, gradually a researcher attempts to understand social phenomena by distinguishing, comparing, imitating, categorizing, and grouping study objects. The researcher enters informant's world and looking for his/her viewpoint about

implementing punishment in Pondok Pesantren DDI Mangkoso (Creswell, 2017). The descriptive method in this research tries to describe and interprets phenomena regarding to implementing the punishment, relating to a

condition or existing relationship; opinions are growing, the ongoing process, results or effects occurred, or about ongoing trends (Furchan, 2003). Research procedures gradually can be seen in Figure 1 as follows.



**Figure 1.** Research design

This research was carried out in two steps such as conceptual and empirical steps. The conceptual step was conducted by collecting data namely documents about relevant theories related to the research. Empirical step carried through the researcher observes the happening facts in research location about implementing the process of punishment, obstacles were encountered and results of implementing it as an effort to build students' character. Results of both steps then were confronted in the discussion part by using some perspectives (knowledge/sciences) as approaches in the research.

Approaches were used in this research were four, namely pedagogic, psychologic, juridical, and normative theology. Pedagogic, this research was oriented on education, so the researcher needed to accentuate seriously considering from education aspect. Psychologic, applying punishment to students with ages teens was at least impacted on their psychic, while psychic stability became one of the factors in character-building efforts (Alang, 2011). Juridical, forms of implementing punishment were analyzed according to the term of Law of the Republic of Indonesia Number 23 of 2002 about Child Protection. Normative theology, Pondok Pesantren DDI Mangkoso qua an Islamic educational institution, so policy in the school had to be based on Quran and Hadith as normative basis of Islamic education.

Data sources of this research consisted of informants that had been determined purposively. Choosing informants was not based on population-representative, however, it was more emphasized on informants' capabilities to provide the desired data (Sugiyono, 2012). Those informants were coming from elements of the pesantren such as: 1) Chairman, to acquire data about policies in implementing punishment; 2) Teachers, to get data about forms, obstacles, and solution for implementing punishment; 3) Students, to derive the result of applying punishment on students' building character; 4) Students' parent, as additional data about the result of applying punishment and teachers collaborating with students' parents in the character building of student.

Various data were gathered by using three techniques such as observation, in-depth interview, and documenting (Kaelan, 2012). The observation was aimed by the researcher participated in the pesantren, so the required data could be derived accurately. In-depth interviews were taken place by semi-structural technique, that was purposed informants were given the discretion to explore answers from delivered questions. Explanations that had been provided by informants beyond questions were additional data. Nonetheless, the researcher still looked at interview guidance as a checklist. Documenting was carried out to find documents about the boarding school profile, theories about punishment and

character building, and also was able to be like various photos of doing research.

Analysis data step in this research was using three activities that were united (related to each other) as developed by Huberman & Miles (2002) such as data reduction, data display, and conclusion drawing/verification. Data reduction was taken place to compile the primary data, to select main things, to focus on important things, according to themes and patterns. Reduced data provided pictures relating to being sharper about research focus, and also to simplify the research in re-seeking the gained data if it was required. Data display was conducted by categorizing, clustering, and classification, and then arranging in one frame

system according to the groove or research problem map. Furthermore, it was taken the conclusion as an effort to imply displayed data with implicating the researcher's understanding. In order to the proposed conclusion was credible, it was accompanied by valid and consistent proofs (Kaelan, 2012).

## FINDINGS AND DISCUSSION

### Forms of Implementing Punishment

Before explaining forms of implementing punishment is conducted by teachers at the pesantren, it is needed categorizing types of infraction which has been done by students. It is as being listed in Table 1 below.

**Table 1.** Forms of the conducting infraction of the student at Pondok Pesantren DDI Mangkoso

Types of infraction	Forms of infringement on character		
	Honesty	Discipline	Responsibility
Minor	- cover up his/her own mistakes and his/her friends	- No wearing uniforms - Late in the madrasah or masjid - No going to madrasah - truant	- No making madrasah or dormitory task - No following prayers in congregation - No conducting <i>duha</i> and <i>tahajud</i> praying
Medium	- Bringing in electronical devices	- Out of campus without permission	--
Heavy	--	--	--

Source: Interviewing some teachers and research observation on students' behavior at the Pondok Pesantren DDI Mangkoso (July to December 2018)

Categorizing form of infringements into types of infraction in Table 1 above is suited with the rule of Pondok Pesantren DDI Mangkoso. Small infringements are done repeatedly to become a medium one. So, does the medium to be the heavy infringement. Delivering punishment to the students is gradually. Start from admonition, warnings with facial expression and angry voices, writing and memorizing assignments, until naturally pinch and beating. If those infringements are not effective, parent calling of the student is conducted or even the student is expelled from the pesantren. The implemented punishment also has to be suited to infraction types.

Forms of punishing on students who made minor offense are an admonition, memorizing some Quran verses or hadith.

Physical punishment would be like a push-up, standing in the front of the class, standing until Quran reciting over, pinch, and proper beating. Heavy infringements like out of campus without permission and do smoking are punished with haircutting being bald-headed and proper beating in the front of other students. While infringement of student such as bringing electronic devices is punished with those devices are confiscated and they will be returned only to the student's parent or trustee. If the student still brings electronic devices, it is no longer returned and officially belonging to the pesantren. The heavy infringement of student is punished with parent calling. The student is witnessed by his/her parent to sign a statement letter for being not repeated the infringement. If the infringement is still going to be conducted in the future, he/she is already to be issued out from the pesantren.

In implementing those various punishments, teachers are able to classify them into four attitudes such as hard, firm, wise, and gentle. Hard attitude is intended to voices, facial expression, and kinds of punishment (physical point of view). Firm attitude is aimed to respond to student's infringement that makes the condition is more controllable and orderly. It would be different when punishment is not conducted firmly, that would decrease the sense of justice for other students who are treated differently. The teacher wise attitude by delivering the student to defend his/her self before punishment took because the punishment can be accepted by the student without any resentment. A small number of teacher behave much more graceful with admonishing to any kinds of infringements. Based on the researcher observed, students tend to conduct infringements if there are not any controls by the teacher who are being tough.

### **Obstacles of Teacher in Implementing Punishment**

Found three obstacles of teachers in implementing punishment as character building of students such as Law of the Republic of Indonesia Number 23 of 2002 about Child Protection, environmental problems, and teacher creativities. In some years ago, a teacher of Pondok Pesantren DDI Mangkoso had to deal with the police because he had been reported by a student's parent in relating with his physical punishment to his/her child. The Child Protection Act above did not regard the punishment as an effort of character building, however, it was presumed as violence against children. Eventually, the teacher had been arrested several days in the police office. Through the familial approach, finally he was decided peacefully and the indictment of the student's parent was deprived. This experience making teachers of the pesantren beware in implementing punishment, especially physical point of view.

Furthermore, poor student environment becomes an obstacle of teachers in implementing character building, both in a family environment and friendship environment at the pesantren. Students coming from families who are used to pampered will be difficult for being disciplined in following

tightly and heavily schedules of pesantren activities. As well friendship environment, where negative effects from any students to their friends are much bigger than a positive one. This is caused by their ages are young (teens), so in the psychological point of view, they are unstable. Facing this kind of students and their various characters, it is needed teacher's creativity. However, implementing punishment seems has become a tradition-method at the pesantren that every infringement has to be resolved by punishment. There are not any more creativities of teachers yet in preventing infringement through motivation or creating a nice atmosphere in order to protect students doing infringements. Moreover, commonly senior teachers who have been being government employees are working outside of the pesantren, so there is any less possibility in controlling students.

### **Results of Implementing Punishment in Character Building of Students**

#### *Honest Character*

Through implementing punishment by teachers, the honest character of students has a good development. The student who before protects his/her friend faults –especially his/her seniors– because he/she was afraid of being scolded by his/her senior if he/she reported his/her the fault without any proofs. For example, some students are doing fray in a dormitory, and then the teacher comes to speak to them and ask about “who does start this tumult?”. The asked student commonly replies with “I do not know” answer. In fact, he/she was there with them when the fray beginning. If there is no one admitted their fault and hides his/her friends' faults, then the teacher punishes all students together at the room, even though there is anyone who did not make fraying.

Based on the experience above, if there any infringement among students, they point out the person who did it. Even the student commonly who was doing fault quickly confesses his/her fault because he/she does not want his/her friend will have punishment. This attitude appears because they (students) feel like brothers for living and doing things together. They help and protect each other.

Sometimes also a student fills out the attendance list in the masque when the Quran reciting are going on. Then he/she fills his friend as presenting at the class while his/her friend actually absent. If this situation is recognized by the teacher, all the students at the class must be punished because they are all lying together. The result is good, there is no student repeating the same infringement. Moreover, his/her classmate reminds the student who checklists the attendance list for doing honest at the list.

### ***Discipline Character***

There are many kinds of story in building discipline character of students at the pesantren. They have consisted of stories about how students attitude towards their teachers and friends and also pesantren rules. Many more stories are then described here. A reason why a student does not use his/her uniform is that the pesantren activity schedule tightly every day which is less opportunity to wash their clothes. Another reason also likes his/her cloth is still hanging and not dried yet because it is the rainy season. Various excuses coming from students do not deter the teachers to punish. Hereinafter, sometimes students are late in getting the classroom if the taught teacher is not harsh or more graceful in implementing punishment. So, they deliberately add hours of rest because they know that the teacher only admonishes and does not beat them. A student usually truants in getting the class when there is any lesson of memorizing task and at the same time, he/she does not memorize it, while his/her teacher is being harsh in punishing. Eventually, the student always looks for any reasons or pretends to be sick to avoid going to the class.

Different treatments for infringement of going out the campus without any permit, where students are commonly excused that there are less any sports facilities, so they forced out the campus only to play football. Other students are also cogent that they bored with campus activities, furthermore, they are sneaked out when their coaches are getting unguarded to play games, watching TV, and searching the internet. Psychic punishment such as giving shame to students who sneaked out campus without permission is not effective,

because those students' dormitories (living house) are divided by sex, male and female. In men's campus for example, if they are enjoined to run around the campus with their bald head are regarded as usual. They think of themselves as joking or doing a comedian. Beating punishment also is not effective to those students, due to they fill strong enough in bearing the pain. So, infringement of going out of the campus without any permit is not enough punished by physical or being shamed, however, they parent must be called to the campus in witnessing them do sign statement letters.

### ***Responsible Character***

Teachers commonly use memorizing method in the delivery lesson at the class. This kind of task that sometimes is not 'finished' by their students. For all students who do not present their memorizing tasks in front of the class have to be punished. Teachers do not divide students with higher motivation and lower ability in memorizing. Omission towards students that do not present memorizing task with any reasons makes other students do not try to memorize, however, they try to look for any reason to be un-punished. Whilst, tasks that are not conducted in the dormitories usually cleaning the dormitories for students who are getting schedule picket at dorms. When those students do not clean yet, they are enjoined to clean it over and do not conduct any activities before the task over. Task over, their physical and psychic are not pained. After finishing the task, they are advised about their work and it will be benefited to themselves.

Another infringement of responsible character is not to follow praying congregationally. Praying congregationally is compulsory for all Muslim people to Allah, so this is being an individual responsibility in engaging it. Commonly students do not follow congregationally praying five times in a day especially praying at early morning (*subuh*) due to they are hard to get up early. Implementing punishment is not effective in appearing students' awareness about their responsibility to learn more. The attitude of learning and trying to memorize is only conducted to avoid punishment. Implemented punishment is more likely makes students

looking for modus as not to get caught when they are doing infringement. Those punishments do not establish yet students' awareness about their responsibility for conducting praying (*salat*) five times a day.

### **Analysis of Implementing Punishment in Character Building of Students at Pondok Pesantren DDI Mangkoso**

Infringement form of students that has been found at this research commonly are minor and medium. However, repeated infringement makes its status increasing from minor to medium, and medium to heavy. A reason why this repeated infringement still conducted because the punishment is not effective to protect it. Conducted prevention is still warned by punishment. Seldom control or teacher's creativity makes students more happy, aware, and sincere to follow the pesantren rule are still low. In fact, students' character is difficult to be built if domain characters such as know, feel, and follow ethic values as characters are not belonged by students (Yaumi, 2014).

Lack of activities that motivates students in order to be not conducted infringement which is making negative effects of naughty friends is more dominant than positive effects. Needs to be held activities so that all students are reminding each other or influencing each other in term of good things. For instance, conducting competition such as beauty dormitory or class. The student who commits an offense is affected by the assessment of the competition, and eventually, there is an announcement about the best and the worst dorm/class. Therefore, there is a motivation for students in order to void infringement because of every team or class desire to win. So, motivation to obtain prize is more important than just a punishment (Bafadhol, 2017; Popham & Baker, 1970).

The given punishment to students is conducted gradually that starts from admonition like advice, harsh warning with facial expression and angry voices, until pinch or proper beating. Increasing punishment from admonition and advice to physical and psychic punishment due the admonition is not effective in character building of students (Hasan &

Rusydia, 2018). Teenage students have an unstable psychological condition, so the admonition like advice is not still affected yet optimally for themselves (Alang, 2011). Consequently, physical punishment is needed as a final option after conducting various efforts for students (Skiba at al., 2002). Physical punishment like proper beating by a teacher becomes a discourse because it is in determined condition will be required for some students because of their infringement. On the other hand, implementing punishment is being a specter for teachers. They are demanded to generate students with good building characters, however, they also are confined by Law of the Republic of Indonesia Number 23 of 2002 about Child Protection. Considering this law at Chapter III, article 13 stating that every student is in the nurture of parent, guardian, or other parties that has responsibility about nurturing, reserves the right to get protection from any treatments, including cruelty, violence, and persecution. Cruel treatments are such as actions or deeds unjustly, viciously, cruelly, or mercilessly towards a child. Violent and torture are such as wounded and injured acts of a child, and they are not only physical but also mental and social. Therefore, if parent, guardian, or educator (teacher) conducts all forms of the treatments as intended, the doer is subjected punishment penalty (Republik Indonesia, 2002). Relating to the implementation of physical punishment at the Pondok Pesantren DDI Mangkoso is potential to contravene the Law of the Republic of Indonesia Number 23 of 2002 about Child Protection. Nevertheless, it is needed to be taken into consideration, because the punishment is not issued cruelly, for instance, act or behavior unjustly, abominably, ruthlessly, and without mercy towards child. This is proven by students who do not grudge or undertake resistance after receiving punishment. This is caused by the punishment itself has elements of justice and the teacher punishes students in calm situation, and it is merely given for building the students' character sincerely.

Therefore, the teacher in implementing the punishment has to comply three conditions, namely: 1) Fair, means there are no differences among students and the given punishments are

suitable with infringement committed (Schaefer, 1978), so there is a careful consideration before flinging punishments. 2) Stable mental means that the punishment is given in no angry situation because it can be impacted to the over-punished or punishing oriented on anger outrage than character building. 3) Sincerely, means that the punishment is taken based on love and affection to the students, so that is truly pure for building students' character. It is not being feared or got prestige.

According to Islam education, punishment is a method that was taught by Prophet Muhammad. As mentioned in his hadith that was narrated by Abu Dawud (2000) that the Prophet Muhammad instructs parents (teachers) to lash his/her children (students) who has exceeded ten years old if they do not conduct praying (*salat*). The hadith denotes that physical punishment is allowed to be conducted for students when they are teen years old. This consideration is due to students' body are strong enough for accepting physical punishment. The intended physical punishment is a given pain of non-vital body parts. This kind of physical punishment such a beating does not make the student becoming a disability that is made him unable activity normally (Ulwan, 1981).

Based on the hadith above, some of the teachers are being hard in implementing punishment. This attitude precisely imparts a positive effect on building the character of students. Although, the harsh attitude also has to be accompanied with assertiveness and prudence. Since the assertiveness will meet the sense of justice for students. Prudence will increase students' awareness of why the punishment is delivered to him/her, so he/she will sincerely accept it and, realize his/her fault gracefully. Moreover, the graceful attitude, even no many affecting in building students' character, also has to be belonged as completing harsh, assertive, and wise attitudes. This attitude soothes students' fearing psychology after receiving punishment (Alang, 2011). After accepting physical punishment like beatings, students ought to be placated and given understanding, so that there is no resentment arises, no feeling hate, and being

back spirit to follow lessons and various activities of the *pesantren*.

Noticing the Child Protection Act and Islamic Education about implementing punishment, teachers need to collaborate with students' parents in building students' characters. Teachers confirm their students' achievements to their students' parents either good performances or infringements and countermeasures infringements throughout the punishment. Collaboration between teachers and students' parents is needed in building character. Parents function as the first education institution must contribute to succeeding programs and enforcing sundry rules at the *pesantren* (school) where their children studying (Majid & Andayani, 2011).

The appearance of a lawsuit about teacher violence towards the child because there is not any good communication between teacher and student's parent in building character. So that teacher denounced by students to their mother is regarded as violence and torment acts. It should be having a good relationship between teacher and student's parents in creating character building at *pesantren* (school). Therefore, various actions in building students' character throughout delivering punishment by a teacher are able to be understood by students' parents.

## CONCLUSION

Assuming the needs of implementing punishment as a solution for character building. Consequently, it is important for education institution to design complete rules as an effort to build characters of students. The rule of the *pesantren* contains infringement types and suitable punishment. This matter becomes a collaboration between teachers and students' parents in running the rule as the foundation for character building of students. Punishment is a process has to be conducted systematically. It is not merely operated without any background, methodology, and goal. Background in this point means that there is a knowledge or awareness of students about their infringements. Methodology refers to requirements that should be confirmed by punishing implementation, namely terms of infringement, sense of justice, and teachers'

mental stability so that implementation is carried out in proper and systematic manners. The goal is addressed to something that is to be attained by implementing the punishment purely for building students' characters.

Physical punishment has positive impacts on students' character. Accordingly, forms of government attention on character building of students is directed to provide supports towards implementing punishment purely as character-building efforts. The government does not only regulate the rights and obligations of children but also arrange proper attitude that should be imposed on children (students) who do not perform their obligations. Furthermore, efforts of teachers in bringing around students for conducting their obligations –including punishment as a character-building– needs to be considered in drafting legislation. Therefore, there will be protection for teachers in implementing physical punishment with a purely willingness to build students' character. This will result in two laws equally, Child Protection Acts and Teacher Protection Acts, are able to be a control for students who should be punished, and teachers' attitudes in implementing punishment.

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