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A Islamic Criminal Law Analysis of the Justice of the Dormitory Supervisor in Imposing Disciplinary Actions on Students at Islamic Boarding School

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Abstrak: This study is motivated by the important role of Islamic boarding schools (*pesantren*) in shaping the character, discipline, and moral conduct of students through the application of fair rules and sanctions. The imposition of sanctions by dormitory supervisors at the Al-Quran Al-Zamriyah Islamic Boarding School has led to perceptions of unfairness, particularly due to differences in treatment between middle school and high school students. Therefore, this study aims to identify the forms and application of sanctions, analyze the considerations of dormitory supervisors in differentiating sanctions, and assess their fairness based on the principles of al-adl, al-musawah, and *al-maslahah* from the perspective of *Fiqh al-jinayah*. This study employs a qualitative method with a descriptive approach. Data were collected through observation, in-depth interviews, and documentation involving dormitory supervisors as well as junior and senior high school students. Data were analyzed through data reduction, data presentation, and inductive conclusion-drawing. The findings show that sanctions are part of the tarbiyah process—one that is educational, gradual, and proportional, such as additional memorization assignments, cleaning duties, reprimands, counseling, personal guidance, and positive tasks. Junior high school students tend to receive stricter sanctions, while senior high school students are more often approached through dialogue and personalized interactions, taking into account their maturity and sense of shame. Generally, the application of sanctions reflects the principle of justice in *Fiqh al-jinayah* as long as differences in treatment are based on age, maturity, and the greater good, rather than on unfair subjective factors.

Keywords: *Fiqh al-jinayah*, justice, dormitory supervisor, Islamic boarding school

Introduction

Islamic boarding schools play a strategic role in shaping students' character and discipline through the enforcement of rules and the imposition of educational sanctions. However, at the Al-Qur'an Al-Zamriyah Islamic Boarding School, there is a striking difference in the approach to disciplinary measures between junior high and high school students. Junior high students tend to receive stricter and more

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physically visible punishments, such as cleaning duties or additional memorization assignments, while high school students are more often given a dialogic approach and personalized guidance.

Research by Muhammad Anas Maarif and Ari Kartiko (2018) indicates that disciplinary measures in Islamic boarding schools have become an established tradition. This is due to the principles of the boarding school, which align with the objectives of imposing such measures, namely, the principle of responsibility (al-mas`uliyah) and the principle of self-improvement. Thus, disciplinary measures are not only viewed as a means of enforcing rules but also as a tool for fostering character development among students. Furthermore, Islamic boarding schools equip students with practical skills, a winning mindset, and the courage to take responsibility for their mistakes. Through this process, it is hoped that upon completing their education, students will become high-quality individuals ready to play a meaningful role in society (Ma'arif dan Kartiko 2018).

Accordingly, the findings of Saputro's (2020) study confirm that sanctions or tazir in Islamic boarding schools are, in essence, a form of institutional responsibility to honor students, guide them toward personal transformation, and instill consistent discipline. The application of these sanctions is constructive in nature, aimed at fostering moral character and shaping the students' mindset. Therefore, in the context of guidance within the dormitory, the role of the counselor is crucial in ensuring that the imposition of sanctions is not only effective but also reflects the principle of justice, particularly when there are differences in treatment between junior high and high school students. This issue requires further examination from the perspective of *Fiqh al-jinayah* to ensure that the application of sanctions is truly in harmony with Islamic values of justice (Umar et al., 2025).

The research confirms that sanctions or *ta'zir* in Islamic boarding schools are essentially a form of institutional responsibility to respect students, guide them toward self-transformation, and instill consistent discipline. The application of these sanctions is constructive, aimed at fostering moral character and shaping students' mindsets. Therefore, in the context of guidance within boarding schools, the role of counselors is crucial in ensuring that the application of sanctions is not only effective but also reflects the principle of justice, especially when there are differences in treatment between middle school and high school students. This issue requires further study from the perspective of *fiqh al-jinayah* to ensure that the application of sanctions is truly in line with Islamic values of justice (Riska et al., 2024).

As an Islamic boarding school, the Al-Quran Al-Zamriyah Islamic Boarding School naturally has its own unique system of rules and guidance mechanisms. In practice, dormitory supervisors play a strategic role as the individuals who interact directly with the students and are responsible for enforcing discipline. This makes dormitory supervisors the key actors in determining the form, type, and implementation of sanctions for any violations that occur.

Based on this phenomenon, there is a need for an in-depth study of fairness in the imposition of sanctions by boarding school supervisors, particularly from the perspective of *fiqh al-jinayah*. This study aims to analyze the differing practices in the imposition of sanctions on junior high and high school students at the Al-Quran Alzamriyah Islamic Boarding School and their relevance to the principles of *fiqh al-jinayah*, while also serving as a basis for evaluation and recommendations to improve the quality of student guidance within the boarding school

environment.

Method

This study employs a qualitative research design with a descriptive approach. This approach was chosen because the study focuses on gaining an in-depth understanding of the nature of sanctions, the sanctioning process, the considerations of dormitory supervisors, and the fairness of sanction application toward students at the Al-Quran Al-Zamriyah Islamic Boarding School from the perspective of *fiqh al-jinayah*. The qualitative research allows the researcher to explore the meanings, reasons, and considerations behind the actions of the dormitory supervisors and the students' responses in a contextual manner, as they actually occur in the field (Nainggolan, 2023).

The research location was set at the Al-Quran Al-Zamriyah Islamic Boarding School in Limapuluh Kota Regency, with the primary subjects being the dormitory supervisors and junior high and high school students. Data will be collected through observation, in-depth interviews, and documentation of the rules, regulations, and records of violations and sanctions in effect at the boarding school. The researcher serves as the primary instrument, directly participating in the data collection process, followed by data reduction, data presentation, and inductive conclusion-drawing. Through this method, it is hoped that a comprehensive picture of the fairness of dormitory supervisors in imposing sanctions can be revealed in accordance with the reality at the Al-Quran Al-Zamriyah Islamic Boarding School (Yasfina, 2021).

Result and Discussion

Types and Implementation of Disciplinary Actions Imposed by Dormitory Supervisors on Students at the Al-Quran Al-Zamriyah Islamic Boarding School

Based on interviews with the dormitory supervisors, it is clear that the nature and implementation of disciplinary measures at the Al-Quran Al-Zamriyah Islamic Boarding School are fundamentally viewed as part of the educational process and character development of the students, rather than merely as painful punishments.

Mrs. Desi, the dormitory director, explained that below:

> *"the dormitory rules were established to help students become accustomed to living a disciplined and responsible life and to respect the applicable regulations; thus, the sanctions imposed, such as additional memorization, cleaning duties, reprimands, or special counseling, are intended to foster discipline and a sense of responsibility among the students".*

She emphasized that junior high school students tend to receive stricter disciplinary actions because they are still adjusting to life at the boarding school, whereas high school students are more often given guidance through personal counseling and advice, taking into account their maturity, sense of shame, and their status as seniors in relation to their younger peers (Hairunnisa, 2025).

A similar opinion was expressed by Mrs. Aisyah and Mrs. Nurhot that below:

> *"the dormitory supervisors, who emphasized that differences in the students' personalities, ages, and levels of understanding require a variety of approaches when imposing disciplinary measures. According to Mrs. Aisyah, some students only need to be counseled to realize their mistakes, while others require stricter disciplinary measures to maintain discipline; consequently, it is easier for the*

supervisors to impose public punishments on lower-level students than on upper-level students, who have a higher sense of shame (Aisyah, 2026). Meanwhile, Mrs. Nurhot emphasized that fairness in imposing disciplinary measures does not always mean treating all students the same, but rather treating them in a manner that is proportional and tailored to each student's age, level of maturity, and psychological condition (Nurhot, 2026).

Dormitory supervisors essentially view disciplinary measures as part of the tarbiyah process, not as a means of revenge or emotional venting. They recognize that students are adolescents in the process of self-discovery; therefore, if disciplinary measures are too harsh, such as excessive public humiliation or painful physical punishment, they can cause trauma, low self-esteem, resentment toward the boarding school, and even rejection of the religious values promoted by the institution. Conversely, if sanctions are too lenient or limited to inconsistent reprimands, students may disregard the rules, repeat violations, and spread a lack of discipline among their peers. Therefore, the mentors strive to strike a balance: sanctions must be firm enough to serve as a deterrent, yet grounded in compassion and respect for the students' dignity as learners (Salehudin et al., 2021).

This balance between firmness and compassion is evident in the way mentors consider educational, psychological, age-related, and maturity-level factors of the students before imposing disciplinary action. Junior high school students, who are still in the early stages of character development and adjustment to life at the pesantren, tend to require stricter supervision and more visible disciplinary measures so that they understand the consequences of their violations. Meanwhile, high school-level students, who are more mature and possess a stronger sense of shame, are more often approached through personal counseling, dialogue, and individual guidance to help preserve their self-esteem. With this approach, the application of disciplinary measures in the dormitory not only maintains order but is also aimed at fostering discipline, responsibility, and self-control among students, thereby making disciplinary measures an effective and humane means of character education for all levels, both junior high and high school.

Factors Considered by Dormitory Advisors in Differentiating Sanctions Between Junior High and High School Students

Based on interviews with the dormitory supervisors, it is clear that their decision to impose different disciplinary measures on junior high and high school students at the Al-Quran Al-Zamriyah Islamic Boarding School is based on differences in age, level of maturity, psychological condition, and the students' social standing within the boarding school community. Mrs. Desi, the dormitory director, explained that junior high school students are still in the early stages of adjusting to life at the pesantren and developing basic character traits; therefore, in her view, they still need firm guidance to get used to discipline and take responsibility for following the rules. For this reason, junior high school students tend to receive stricter and more visible disciplinary measures, such as additional memorization assignments, cleaning duties, or direct reprimands, with the aim of instilling discipline from an early age. In contrast, high school students are viewed as more mature, possessing a greater sense of modesty, and serving as role models for younger students; consequently, the counselors prefer an approach involving advice, one-on-one guidance, and avoiding punishments that undermine self-esteem in public (Desi, 2026).

Mrs. Aisyah and Mrs. Nurhot expressed similar views in response to the controversy surrounding differences in treatment that are often perceived as unfair by the students. They emphasized that, within the framework of *fiqh al-jinayah*, justice does not necessarily have to take the form of uniform penalties, but rather through the imposition of penalties appropriate to the circumstances, capabilities, and developmental needs of each student. Mrs. Aisyah pointed out that this difference in approach stems from differing psychological needs; junior high school students still require more firm, overt disciplinary measures to effectively instill basic discipline. In contrast, high school students are treated with consideration for their emotional sensitivity and mental well-being to avoid destructive psychological effects (Aisyah, 2026).

In accordance with this, Mrs. Nurhot added that proportional justice means providing more intensive supervision and firmness to middle school students as an initial stage of character development. Meanwhile, high school students are guided to learn from their mistakes through a more subtle approach that still entails firm consequences, so that the principle of the common good is upheld without compromising the students' dignity (Nurhot, 2026).

The above interview suggests that the dormitory supervisors at the Al-Quran Al-Zamriyah Islamic Boarding School consciously and deliberately differentiate the disciplinary measures applied to junior high and high school students, taking into account each student's age, level of maturity, character, and psychological condition. Junior high school students are viewed as still being in the early stages of character development and adjustment to boarding school life; therefore, they tend to receive stricter and more visible disciplinary measures, such as additional memorization assignments, cleaning duties, and direct reprimands, with the aim of instilling discipline and a sense of responsibility from an early age (Kartika et al., 2021).

Meanwhile, high school students are treated with a more subtle and personalized approach because they are considered more mature, have a stronger sense of modesty, and hold the position of seniors in relation to their younger peers. With this group, mentors prioritize advice and one-on-one guidance while avoiding punishments that could potentially damage their self-esteem in public. In principle, the mentors agree that fairness does not mean all students receive the same punishment, but rather a punishment that is proportional to each student's age, level of understanding, and individual needs, so that the punishment truly serves as a means of education and character development, not merely a formal punishment (Hakiki, 2022).

An Analysis of the Fairness of Dormitory Supervisors in Imposing Disciplinary Actions on Students from the Perspective of *Fiqh al-jinayah*

Islamic boarding schools, as Islamic educational institutions, play a strategic role in shaping the character, moral conduct, and discipline of their students. In this developmental process, the enforcement of rules and the imposition of sanctions are integral to maintaining order and instilling moral values and a sense of responsibility (Tanisha et al., 2025). Dormitory supervisors, as the individuals who interact directly with students, have the authority to enforce discipline by imposing sanctions for student violations. However, in practice, the imposition of sanctions often faces challenges related to fairness, particularly when there are differences in treatment among students based on their educational level, such as between junior high and high school students (Wakano & Saidah, 2019).

Fairness in the imposition of disciplinary measures is a fundamental principle that must be upheld in every educational system, including in Islamic boarding schools. Unfairness in the application of disciplinary measures has the potential to cause dissatisfaction, conflict, and a decline in students' trust in dormitory supervisors. Therefore, an in-depth study is needed to assess whether current disciplinary practices reflect the principle of fairness or, on the contrary, do the opposite (Alfatiha, 2025).

The concept of justice holds a very important place in the Islamic perspective and is one of the main principles governing social life, including in the areas of governance and community management. *Fiqh al-jinayah*, as a branch of Islamic jurisprudence that addresses governance and public policy in Islam, provides a normative foundation for how justice should be upheld, including in the imposition of sanctions (Muhdi & Adam, 2025). Principles such as al-adl (justice), al-musawah (equality), and *al-maslahah* (the public good) serve as guidelines for evaluating policies adopted by authorities, including dormitory supervisors as those in authority within the pesantren environment.

In the context of Islamic education, Islamic boarding schools play a vital role in shaping the character, morals, and discipline of their students. Pesantren are not only places for the transfer of knowledge but also environments for moral development that emphasize Islamic values in daily life. One important aspect of this development is the enforcement of rules and the imposition of sanctions on students who violate the code of conduct. These sanctions are intended as an educational tool to foster discipline and responsibility, not merely as a form of punishment. However, in practice, the imposition of sanctions by dormitory supervisors often gives rise to various perceptions, both in terms of fairness and their alignment with the principles of Islamic law. Fairness in the imposition of sanctions is a critical issue, as every disciplinary action must reflect the values of justice and proportionality, while also taking into account the circumstances and the nature of the offense committed by the student. Improper sanctions have the potential to cause dissatisfaction and may even have a negative psychological impact on the students.

According to Islamic principles, the concept of justice in the imposition of penalties can be examined through *fiqh al-jinayah*, the branch of Islamic jurisprudence that deals with criminal offenses and their penalties under Islamic law. *Fiqh al-jinayah* establishes fundamental principles such as justice ('adl), balance (tawazun), and the purpose of punishment, which is not only repressive but also educational and preventive. These principles serve as a crucial foundation for assessing whether a sanction has been imposed fairly and in accordance with the values of sharia (Ibrahim & Ridwan, 2023).

The perspective of criminal jurisprudence (*fiqh al-jinayah*), al-adl (justice) is a fundamental principle that must serve as the foundation for every authority figure, including dormitory supervisors within Islamic boarding schools, in establishing and implementing policies, particularly those related to imposing disciplinary measures on students. Justice is not merely understood as formal equality of treatment, but as an effort to place things in their proper place (wadhu asy-syai fi mahallih), that is, to provide treatment appropriate to the circumstances, capabilities, and responsibilities of each party. In this context, the dormitory supervisors at the Al-Quran Al-Zamriyah Islamic Boarding School view disciplinary measures not as an instrument of revenge, but as an integral part of the process of fostering students' moral character and discipline (Khofifah &

Amrulloh, 2025).

Practical experience shows that instructors strive to maintain a balance between firmness and compassion. Disciplinary actions are imposed after considering the nature of the violation, the circumstances, and the student's background, so that the penalties imposed are neither excessive nor do they downplay the severity of the violation (Tamsir, 2022). This pattern is in accordance with the general principles of Islamic law, as stated by Allah SWT in Surah An-Nisa, verse 135:

> *That means: O you who believe, be upholders of justice and bear witness for the sake of Allah, even if that testimony goes against yourselves, your parents, or your relatives. Whether the person (whose case is affected by your testimony) is rich or poor, Allah knows best what is in their best interest. So do not follow your own desires, lest you deviate from the truth. If you distort the truth or turn away (from bearing witness), know that Allah is fully aware of everything you do.*

This verse emphasizes the obligation to uphold justice consistently, even toward those close to oneself. In the context of disciplinary action at Islamic boarding schools, this principle is reflected when instructors impose sanctions in a proportional and objective manner, without bias, and with a focus on improving students' behavior. Thus, al-adl is manifested in disciplinary measures that are educational, do not exceed reasonable limits, and avoid all forms of injustice toward students, whether at the junior high or high school level.

The concept of al-musawah in *fiqh al-jinayah* emphasizes equality before the law but does not require uniformity in the form of sanctions for every individual. The equality in question is proportional equality, whereby differences in treatment are justified as long as they are based on objective and rational considerations, such as differences in age, level of maturity, and capacity for responsibility. In the practice of imposing sanctions at the Al-Quran Al-Zamriyah Islamic Boarding School, dormitory supervisors differentiate their approach between junior high and high school students not based on personal preference, but because junior high students are still in the early stages of adjustment and character development, whereas high school students have entered a phase of relatively greater maturity.

Junior high school students tend to receive stricter and more visible punishments, such as additional memorization assignments, cleaning duties, and direct reprimands in front of their peers, with the aim of instilling discipline and obedience from an early age. In contrast, high school students are more often given a personalized approach in the form of advice, dialogue, private meetings, and linking disciplinary measures to the responsibilities they bear as upperclassmen. This approach aligns with the teachings of the Quran in Surah Al-Ma'idah, verse 8:

> *That means: O you who believe, be upholders of justice for the sake of Allah and bear witness with fairness. Do not let your hatred for a people lead you to act unjustly. Be just, for justice is closer to piety. Fear Allah. Indeed, Allah is fully aware of what you do.*

This verse affirms that justice demands an objective stance, free from hatred or unjust partiality. In this context, the school administrator implements al-musawah in the form of proportional equality: all students are subject to the same rules, but the form and manner of imposing sanctions are tailored to each student's level of understanding, sense of shame, and sense of responsibility. Thus, the differentiation in disciplinary measures between junior high school and high

school can be considered to remain within the bounds of justice according to *fiqh al-jinayah*, as long as it is based on educational considerations and the public interest, rather than on unjustified discrimination (Haruna et.al., 2025).

One of the primary objectives of policy in criminal jurisprudence (*fiqh al-jinayah*) is to promote the public good (*al-maslahah*) and prevent harm (daf'u al-mafasid). In the context of Islamic boarding schools (pesantren), the public good involves maintaining order, discipline, and a conducive learning environment, while also fostering students' character to be of noble moral character and responsible. The sanctions imposed by the dormitory supervisors at the Al-Quran Al-Zamriyah Islamic Boarding School are designed to support these objectives; therefore, the forms of sanctions chosen, such as additional memorization, cleaning duties, counseling, dialogue, private meetings, and positive assignments, are more appropriately understood as tadib (education) rather than mere punishment (Aulia et.al., 2025).

This focus on the welfare (*al-maslahah*) of the students is also evident in the mentors' efforts to avoid punishments that could damage the students' self-esteem, especially at the high school level, by refraining from imposing humiliating punishments in front of younger students. At the same time, the mentors maintain the authority of the rules by issuing firm reprimands in the event of serious violations. In this way, disciplinary measures not only prevent repeat offenses but also foster an internal awareness among students of the importance of adhering to the boarding school's discipline, which in turn brings benefits to both the individual students and the student community (Partahian, 2021).

According to the above discussion of the principles of al-adl, al-musawah, and *al-maslahah*, the fairness of the dormitory supervisors in imposing sanctions on students at the Al-Quran Al-Zamriyah Islamic Boarding School can be considered consistent with the framework of *fiqh al-jinayah*, provided that the patterns identified in practice are implemented consistently. Disciplinary actions are imposed based on clear rules and educational objectives; the distinction between junior high and high school students is based on considerations of age, maturity, and responsibility, not on unjust subjective factors, and the forms of discipline are designed to encourage behavioral improvement and preserve the students' dignity. Thus, the authority of boarding school administrators in imposing sanctions can be viewed as the legitimate exercise of authority according to *fiqh al-jinayah*, provided that they adhere to sharia and ethical boundaries in their practice (Lestari & Hidayat, 2025).

Conclusion

The fairness of the dormitory supervisors in imposing sanctions on students at the Al-Quran Al-Zamriyah Islamic Boarding School has essentially been aligned with the principles of *fiqh al-jinayah*. Sanctions are not viewed as a means of revenge, but rather as part of the tarbiyah and character-building process that emphasizes discipline, responsibility, and respect for the boarding school's rules and regulations. This is evident in the nature of the disciplinary actions, which are educational, gradual, and proportional, ranging from additional memorization assignments, cleaning duties, counseling, dialogue, and one-on-one guidance to positive assignments related to the students' leadership responsibilities.

The distinction in the application of sanctions between junior high and high school students is made consciously and purposefully based on considerations of age, level of maturity, psychological condition, and the students' social status as

juniors and seniors. Junior high school students, who are still in the stage of character development and adjustment to boarding school life, tend to receive stricter and more visible sanctions, whereas high school students are more often guided through a personal approach, dialogue, self-evaluation, and reinforcement of responsibility. This pattern demonstrates the implementation of the principles of al-adl (justice) and al-musawah (proportional equality), whereby all students are subject to the same rules, yet the form of discipline is tailored to each student's capacity and needs.

Furthermore, the orientation toward the public good (*al-maslahah*) is clearly evident in the supervisors' efforts to maintain a balance between firmness and compassion, avoid sanctions that undermine students' dignity, and uphold the authority of the rules to prevent repeated violations. Thus, overall, the practice of imposing sanctions by dormitory supervisors at the Al-Quran Al-Zamriyah Islamic Boarding School can be considered to reflect justice according to the perspective of fiqh al- jinayah, provided that these principles are consistently applied and continuously evaluated to ensure they do not deviate into unjust or discriminatory actions.

Statement on the Use of AI

ChatGPT was used during manuscript preparation to improve sentence structure, grammatical accuracy, and the overall clarity and flow of the text. All AI-assisted revisions were reviewed and critically evaluated by the authors, who retain full responsibility for the accuracy, originality, and integrity of the manuscript.

Author's Contribution Statement

This research involved four authors, each with distinct roles. The first author served as the principal investigator, responsible for collecting data and preparing the initial draft. The second author was responsible for expanding the data analysis, the third author reviewed the English translation, and the fourth author expanded the references and refined the paragraph structure. Although each had their own specific tasks, all researchers reviewed the manuscript before this article was published

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Conflict of Interest

There were no conflicts of interest in this research.

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