

## TRANSFORMATION OF ISLAMIC EDUCATION THROUGH THE POSITIVE DISCIPLINE APPROACH TO ADDRESS GLOBAL CHALLENGES

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**Abstract:** Islamic education in the era of globalization faces significant challenges, such as unequal access, a moral crisis, and the impact of technology. To address these challenges, the Positive Discipline approach, which emphasizes teaching, support, and understanding, can serve as an effective solution. Positive Discipline focuses on reinforcing positive behavior through love, empathy, and consistency, which align with Islamic values such as justice, compassion, and respect for human dignity. This article explores the concept of Positive Discipline within the context of Islamic education and how its implementation can shape students' character to face global challenges. Through case studies in Muslim-majority countries such as Malaysia, Indonesia, and Qatar, it illustrates how Positive Discipline has been integrated into Islamic education systems to develop individuals who are tolerant, responsible, and have strong character. The article also discusses the implications of applying Positive Discipline in global Islamic education and offers policy recommendations for strengthening character education based on Islamic values. Thus, Positive Discipline becomes key to creating a more inclusive, just, and sustainable education system.

**Keywords:** Islamic Education, Positive Discipline, Character Education, Islamic Values

### Introduction

Islamic education has a long history of shaping the character of humanity, grounded in the teachings of the Qur'an and Hadith, which emphasize the development of noble morals. However, amidst the ongoing wave of globalization, Islamic education now faces new and increasingly complex challenges. Globalization has had a significant impact on various aspects of life, including the education system. One of the main consequences is the growing inequality in access to education in many countries, both developed and developing. Access to quality education remains limited due to economic, political, and sociocultural factors, leading to a widening gap between different segments of society.

Moreover, the world of education is also confronting a deepening crisis of ethics and values. In the digital age, students are exposed to a wide range of information, not all of which is positive, often challenging the moral and ethical values they have learned at home or school. The phenomenon of cultural differences, ideologies, and global values entering daily life affects students' perspectives on concepts of morality and justice. Furthermore, the sophistication of technology has a dual impact: on one hand, it opens up greater access to education, but on the other hand, it exacerbates the ethical crisis by facilitating the spread of information that undermines values of goodness.

In this context, Islamic education plays a crucial role in shaping character and equipping students with the moral and ethical values embedded in Islamic teachings. Islamic

education focuses not only on the transfer of knowledge but also on the cultivation of character and the development of qualities that enable individuals to face the challenges of the modern world. One relevant approach to address the current global educational challenges is Positive Discipline, which emphasizes a compassionate, understanding, and constructive approach to moral education, as opposed to punishment or coercive measures.

Positive Discipline is an educational approach that focuses on the development of character and social skills through understanding and guidance. The concept aims to foster mutually respectful relationships between educators and students while encouraging students to understand the consequences of their actions. Positive Discipline is based on principles of respect for human dignity, teaching by example, and instilling values such as responsibility, empathy, and self-control. These principles are highly relevant to Islamic education, which emphasizes the development of good morals and a strong sense of social awareness.

### **Literature Review**

This article aims to examine how the Positive Discipline approach can be integrated into Islamic education to address various global challenges. In a world that is increasingly interconnected, information-rich, and socially complex, Islamic education based on moral and ethical principles has become highly relevant. The Positive Discipline approach can help create an educational environment that is both nurturing and motivating, while also strengthening students' character to face the pressures of the modern world.

Furthermore, this article seeks to explore the potential of Islamic education that combines Islamic moral values with the principles of Positive Discipline. Islamic education, which emphasizes the principles of justice, compassion, and honesty, is well-suited to accommodate this approach, as both share similar goals in developing character and equipping the younger generation with universal values that can be applied in everyday life.

### **Method**

This article will focus on the application of Positive Discipline within the context of Islamic education and its implications for the development of student character. The primary focus is on how the principles of Positive Discipline, which emphasize learning through an empathetic and educational approach, can be integrated with Islamic values in the effort to cultivate individuals who are not only academically intelligent but also possess strong character and are capable of facing global challenges. The implementation of Positive Discipline in Islamic education can serve as a solution to address educational inequality, the moral crisis, and the increasingly complex challenges of cross-cultural interactions. This article will explore how Islamic education based on Positive Discipline can prepare the younger generation to become caring, responsible individuals who can make a positive contribution to an increasingly global and interconnected world.

### **Results and Discussion**

#### **A. The Concept of Positive Discipline in Islamic Education**

##### **1. Definition of Positive Discipline**

Positive discipline is an educational approach that prioritizes understanding, support, and teaching rather than physical or psychological punishment. Its primary focus is on developing students' character and behavior through compassion and respect for human dignity. Unlike traditional discipline, which emphasizes punishment to correct behavior, positive discipline focuses on instruction and support to guide students toward better behavior, with an understanding of the reasons behind their actions (Nelsen, 2006). This

approach provides students with the opportunity to learn and constructively improve their actions.

Positive discipline emerged as a response to harsher disciplinary methods in the past. With the increasing understanding of child psychology, this approach replaced models of discipline based on physical or verbal punishment. Research by Seligman & Csikszentmihalyi (2000) shows that positive discipline not only avoids punishment but also fosters healthy relationships between educators and students, while promoting positive behavior in the long term.

### **1. History and Development of Positive Discipline in Education**

Positive discipline was first introduced in the 1980s through the book written by Jane Nelsen, who popularized the concept as an alternative to more punitive disciplinary methods. This concept originates from developmental psychology, where the approach emphasizes psychological aspects such as understanding, empathy, and emotional support provided by educators. The concept was subsequently adopted by various educational systems worldwide to improve the quality of relationships between students and educators and to create a more inclusive learning environment (Nelsen, 2006).

The rapid development of positive discipline aligns with the paradigm shift in education, which recognizes that education should not only focus on delivering academic content but also on character formation. In many countries, positive discipline is now implemented in various educational contexts, including both public schools and faith-based education. In Indonesia, for instance, the concept is applied in many Islamic schools as part of efforts to enhance the quality of education that emphasizes ethics and good character, in line with the principles of Islamic teachings (Abdullah, 2017).

### **2. Core Principles of Positive Discipline**

Positive discipline is based on the principles of responsibility, empathy, and self-control. Responsibility teaches students to understand the consequences of their actions, with teachers acting as guides who help students take responsibility in various aspects of life.

The second principle, empathy, teaches students to feel the impact of their actions on others, aligning with Islamic values that emphasize mutual respect and compassion, as illustrated in the Hadith of Prophet Muhammad (SAW): "None of you truly believes until he loves for his brother what he loves for himself" (HR. Bukhari and Muslim).

Self-control is also crucial, where students are trained to recognize their emotions and express their feelings in a healthy way, as well as manage anger or frustration constructively. This aligns with Islamic teachings on patience and self-restraint, as found in Surah Al-A'raf (7:199), which advocates wisdom in handling situations.

Parental and community involvement is also vital in supporting positive discipline. Parents serve as role models and guides for positive values, while the community supports character development outside of school, as noted by Gonzalez (2018).

### **3. The Role of Positive Discipline in Islamic Education**

The integration of positive discipline in Islamic education has a significant impact on the development of students' character, in line with the principles of compassion (rahmah), justice ('adl), and respect for the dignity of each individual. Islamic education aims not only to produce individuals who are academically intelligent but also those with noble character and strong social skills.

The Hadith of Prophet Muhammad (SAW), as narrated by Muslim, teaches that compassion is an essential element in education: "Whoever does not show mercy, will not

be shown mercy" (HR. Muslim). This provides a strong foundation for the implementation of positive discipline within Islamic education.

The Qur'an also supports this approach, as in Surah Al-A'raf (7:199), which calls for educating with wisdom and good advice: "Invite to the way of your Lord with wisdom and good advice..." This wise approach fosters harmonious relationships between educators and students, while cultivating individuals who are responsible, empathetic, and morally upright..

## **B. Transformation of Islamic Education through Positive Discipline**

### **1. Global Challenges in Islamic Education**

In the rapidly globalizing era, Islamic education faces complex challenges, particularly due to technological advancements and social changes. Globalization often leads to a shift in values, creating an imbalance between traditional values and modernity, and affecting the younger generation, who are exposed to external influences that may undermine religious moral principles (Bukhari, 2020), (Syahlita, Elvina., Amelia, Chairunisa., Nasution, Dewi Kesuma. (2023), Issues such as radicalization, identity crises, and the erosion of national values have deepened, with many young people feeling alienated from their cultural and religious roots, as well as a decline in respect for pluralism and ethical values (Hidayat, 2019).

Islamic education plays a vital role in addressing these problems, not only by providing religious knowledge but also by shaping character, instilling wisdom, and fostering a strong social awareness. Islamic education must respond to global challenges in a relevant way, integrating religious and character education to equip students with mental and moral resilience. One increasingly relevant approach is positive discipline, which creates an inclusive and empathetic educational environment while supporting the holistic development of students' character (Al-Zahra, 2021).

### **2. Connecting Positive Discipline with Islamic Education**

Positive discipline, which emphasizes compassion, understanding, and teaching, aligns with the goals of Islamic education to shape individuals who are morally upright, responsible, and possess strong character. This approach aims not only to correct negative behaviors but also to foster harmonious relationships between educators and students, while reinforcing moral values within the students.

The synergy between positive discipline and Islamic education is evident in several key aspects. First, both emphasize the importance of compassion and respect for human dignity, as reflected in the Qur'an and the Hadith of Prophet Muhammad (SAW). Second, positive discipline teaches responsibility, empathy, and self-control, values that are also emphasized in Islam, as evidenced by numerous Hadiths. Third, positive discipline encourages parental and community involvement in character education, a concept highly emphasized in Islam, where parents play a key role as moral guides for their children (HR. Bukhari and Muslim). Thus, positive discipline supports Islamic education in creating an environment conducive to the holistic development of students' character.

### **3. The Implementation of Positive Discipline in Islamic Educational Institutions**

The implementation of positive discipline in Islamic educational institutions can be seen in various successful examples. In Islamic schools in Indonesia, character-based curricula that integrate positive discipline have proven effective in shaping students' character. In addition to religious studies, students are taught social values such as empathy, self-control, and responsibility, which help shape them into individuals with noble character and academic competence.

In pesantren (Islamic boarding schools), positive discipline is applied through a more humane approach, where educators not only teach religious subjects but also serve as moral and social guides. Pesantren such as Darul Ulum in Central Java emphasize the importance of a respectful relationship between teachers and students (santri). This approach helps santri develop their character through the teaching of Islamic values that are compassionate and inclusive.

Teachers in Islamic educational institutions also adopt positive discipline with a focus on reinforcing positive behaviors. They provide opportunities for students to improve without feeling punished, in line with Islamic teachings that recognize every individual's potential for positive change. Moreover, curricula that combine positive discipline with Islamic values such as justice, patience, and compassion create space for students to develop social and emotional skills, preparing them to face global challenges.

### **C. Case Study: Implementation of Positive Discipline in Muslim Countries**

The implementation of positive discipline in Muslim countries such as Malaysia, Indonesia, and Qatar demonstrates how Islamic education can adapt to a more inclusive and value-based approach in shaping students' character. Positive discipline prioritizes character development through guidance, empathy, and respect for differences, in line with Islamic teachings. This approach not only equips students with academic skills but also with social competencies crucial for creating a more harmonious, inclusive, and socially responsible society. The implementation of positive discipline also showcases great potential to strengthen character education based on Islamic morals worldwide.

#### **1. Malaysia**

In Malaysia, the implementation of positive discipline has advanced significantly, particularly in Sekolah Menengah Kebangsaan Agama (SMKA). These schools integrate Islamic education with general education to produce individuals who are not only academically intelligent but also morally upright and virtuous. Positive discipline in SMKA emphasizes teaching, guidance, and reinforcement of positive behaviors, replacing physical or psychological punishment. The practice involves promoting respect for diversity and social justice, teaching students to honor differences in religion, culture, and worldviews, in alignment with Islamic values (Qur'an, 49:13). This approach has a positive impact on students' character development, such as increased social awareness, empathy, and collaborative skills. Many students engage in social and charitable activities as a tangible expression of positive discipline in action (Shamsudin, 2022).

#### **2. Indonesia**

In Indonesia, Islamic boarding schools (pesantren) and modern Islamic schools such as Pesantren Darunnajah and Pesantren Gontor have long implemented positive discipline in character education. At Pesantren Gontor, positive discipline focuses on developing students' internal discipline through moral guidance, rather than merely imposing strict rules. Students are taught responsibility, empathy, and self-control in accordance with Islamic teachings on patience and self-restraint (Qur'an, 3:186). Modern Islamic schools such as Al-Azhar Islamic School and Cikal have also begun integrating positive discipline into their curricula, emphasizing values of compassion, justice, and cooperation. This approach involves conflict resolution techniques and leadership development programs to shape students who are both ethical and empathetic. A key aspect of implementing positive discipline in Indonesia is the involvement of parents and the community in supporting students' character education, making them partners in the character-building process (Ramadhan, 2022).

### 3. Qatar

In Qatar, the implementation of positive discipline has become part of the broader transformation towards more inclusive education across various Islamic educational institutions, including universities. Hamad Bin Khalifa University has adopted this approach in its curriculum, combining Islamic moral values with critical academic teaching. Students are not only taught to master knowledge and technology but are also equipped to apply them with integrity, social responsibility, and empathy, in line with the Islamic teaching that knowledge should be used for the benefit of humanity (Qur'an, 96:1-5). This approach also focuses on developing students' social and emotional skills, which are essential for creating a more inclusive and peaceful society. At this university, classroom management techniques emphasize respect for cultural, religious, and worldview diversity, which is crucial in an increasingly pluralistic global society (Al-Hashimi, 2021).

#### D. Implications of Positive Discipline for Global Islamic Education

##### 1. The Role of Positive Discipline in Global Education

Islamic education, with its embedded moral and ethical values, holds significant potential to support inclusive and sustainable global education. Positive discipline, which focuses on character development through teaching, support, and understanding, is highly relevant in this context. This approach not only prioritizes behavior management but also cultivates academically competent individuals with strong moral character, which is essential in an increasingly interconnected world. (Nasution, Dewi Kesuma., Novita., Hafiz, Muhammad Syahreza, 2023), (Manurung, Yayuk Hayulina., Siregar, Fatimah Sari, 2022). In a world that is becoming more complex with cultural, religious, and value-based differences, positive discipline offers a constructive approach. It aligns with Islamic teachings on justice, compassion, and respect for human dignity (Qur'an, 49:13), while also fostering social and emotional skills such as empathy, responsibility, and self-control. This approach helps create a more harmonious global society.

Positive discipline also encourages students to care about global social issues, such as inequality and intercultural conflict, and to actively contribute to creating a more just and peaceful world.

##### 2. The Impact of Implementing Positive Discipline in Islamic Education on the Global Society

The application of positive discipline in Islamic education has a significant impact on the development of individuals with strong character, ethics, and responsibility. In an increasingly interconnected global world, where social issues such as poverty, inequality, and radicalization can quickly escalate, education based on Islamic values that emphasize compassion, justice, and social responsibility is essential. Positive discipline not only teaches students how to become good individuals in society but also prepares them to be more caring and responsive global citizens in the face of global challenges (Al-Mahmoud, 2020).

One of the major impacts of positive discipline is its ability to reduce violence and aggressive behavior in schools, which often stem from social and emotional tensions. By prioritizing teaching based on compassion, understanding, and respect for individual rights, positive discipline helps create a safe and inclusive educational environment. In the long run, this contributes to the creation of a more harmonious society, where individuals trained through this approach can appreciate differences and collaborate towards achieving greater collective goals (Zainuddin, 2021).

### 3. Challenges and Opportunities in Implementing Positive Discipline

The primary challenge in implementing positive discipline at a global level lies in the differences in educational traditions and cultures across countries. Some nations still prioritize authoritarian discipline, neglecting character development, and resistance to this paradigm shift often arises. The transition from a punitive approach to one based on understanding and support requires time and effort.

However, these challenges present opportunities to introduce positive discipline as a more humane and inclusive approach. In an interconnected world, the principles of positive discipline, such as compassion, empathy, and justice, can help address global social issues such as inequality, poverty, and intercultural conflicts. Education that emphasizes character development has the potential to reduce social tensions and foster better intercultural understanding.

Integrating positive discipline into global education, particularly in Islamic education, can strengthen a more inclusive and equitable educational framework. With Islamic moral values, positive discipline can serve as a model for other countries in developing a more holistic character education system that produces individuals who are caring, tolerant, and responsible.

### Conclusion

Islamic education, integrated with positive discipline, plays a crucial role in shaping intellectually intelligent individuals with strong moral character. In addressing global challenges such as inequality and intercultural conflict, value-based Islamic education, which emphasizes compassion, justice, and respect for human dignity, can foster individuals who are caring, tolerant, and responsible. Positive discipline, which replaces punishment with understanding and support, creates a safe and harmonious learning environment, making it highly relevant in the context of globalization that brings together diverse cultures.

The integration of positive discipline in Islamic education helps students navigate differences wisely while developing empathy and social responsibility. Therefore, it is essential to strengthen value-based curricula and character education across all educational levels, as well as to incorporate positive discipline into teacher training. This ensures that educators not only teach academic content but also guide students in character development, ultimately producing individuals who actively contribute to creating a more peaceful and just world.

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