

Discipline Analysis of Students: A Case Study of Public Elementary MTS 3 Pati

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To Cite This Article: <https://doi.org/10.53797/icccmjssh.v2i3.2.2023>

Received 26 May 2023, Revised 9 June 2023, Accepted 23 June 2023, Available online 25 June 2023

Abstract: This study aims to assess discipline analysis of students: a case study of public elementary MTS 3 Pati. The study employs the use of a qualitative approach. Findings indicate students demonstrate good discipline in attendance and class participation, but insufficient adherence to uniform and moderately satisfactory appearance discipline. Bk and picket teachers enforce discipline through warnings, guidance, supervision, disciplinary measures, and contacting parents. Driving factors for discipline improvement include collective awareness, student interest, and positive examples from principals and teachers. Inhibiting factors include limited awareness among some students and negative environmental influences.

Keywords: Order, discipline, students

1. Introduction

The essence of discipline is to teach or someone who follows the teachings of a leader. The immediate goal of the meaning of discipline is to make children/students trained, and controlled, by teaching them forms of behavior that are appropriate and inappropriate or that are still foreign to them. The long-term goal of discipline is the development of self-control, in which the child/student can direct himself without external influences. Control means mastering one's behavior by referring to clear norms, standards, and rules that have become one's own. Both parents and teachers must continually strive to play fewer and fewer roles in the work of discipline, gradually developing self-control and self-direction in students. Instilling discipline is a teaching process for teachers or parents and a learning process for students.

Madrasa rules are not just the completeness of the madrasa but are a necessity that must get attention from all parties concerned, especially from the students themselves (Anggraini & Subadi, 2016). Based on these problems, madrasas generally arrange madrasa rules for all parties which are related to teachers, administrative staff, and students. The contents of the order are broadly in the form of prohibitions, sanctions, and duties and obligations of students that must be carried out.

Compliance and obedience of students to the various rules and regulations that apply in the madrasa can be called student discipline. While the rules, regulations, and various other provisions that aim to regulate the behavior of students are called school discipline. School discipline is an attempt by the madrasa to maintain the behavior of participants so that they do not deviate from the rules and can encourage students to behave following the norms, rules, and regulations that apply in the madrasa (Welsh & Little, 2018).

Based on observations made by researchers during the period 2021/2022 semester 1 from January to April 2022, it was still found that some children came late to take part in the habituation, wearing uniforms that were not included and the researchers also found undisciplined behavior, namely when changing hours. , the teacher left the class, some students scattered from the class and some students were noisy and left the class and there was even a student who went to the canteen to eat snacks. In other undisciplined behavior, researchers found the behavior of students after the habituation was completed and entered the lesson in the classroom the students did not wear shoes. From the observations of the researchers, it shows that student discipline needs to be improved because some students still violate the rules. Osher et al. (2010) opined that discipline is essentially an earnest obedience that is supported by

awareness to fulfill obligations and behave properly according to the rules or code of conduct that should apply in a certain environment.

Research conducted by Ngwokabuenui (2015) shows that the school environment factor that causes student indiscipline is the influence of peers or tends to go along with friends who violate. Meanwhile, Prahani et al. (2016) explains that the most dominant role of BK teachers in improving student discipline is as a coach, motivator, and advisor which is carried out on an ongoing basis. Sobri et al. (2019) explained that the character of student discipline can be improved through habituation and coaching. Habituation is training discipline continuously and coaching is direction and assistance from the school.

2. Literature Review

According to the Arum (2003), discipline is defined as follows: 1. Discipline refers to the practice of order and obedience within various domains such as schools, the military, and similar contexts, 2. It involves adhering to regulations, rules, and instructions, and demonstrating compliance and obedience, 3. Discipline also pertains to specific fields of study that have defined objects, systems, and methods. Learning discipline entails the consciousness and commitment to carry out tasks in a systematic and organized manner, adhering to relevant regulations, and assuming complete responsibility for one's actions.

Learning discipline is an awareness to do a job in an orderly and orderly manner in accordance with applicable regulations with full responsibility without coercion from anyone" (Nurlaela, 2018). Discipline is a condition that is created and formed through the process of a series of behaviors that show the values of obedience, obedience, loyalty, order, and order. Discipline will make a person know and be able to distinguish what things should be done, what must be done, what can be done, and what should not be done (because they are prohibited things). For someone who is disciplined, because it is integrated within himself, then the attitude or action taken is no longer felt as a burden, but on the contrary, will burden him if he does not discipline. The values of obedience have become part of the behavior in his life. Steady discipline in essence will grow and radiate from the results of human consciousness. On the other hand, discipline that does not originate from conscience will result in weak discipline and will not last long, or discipline that is static, not alive (Fawaid, 2017; Annisa et al., 2021).

Sobri et al. (2019) states that discipline is one of the character values that need to be developed. The character of discipline is very important to be possessed by humans so that other positive characters then emerge. The importance of strengthening the character of discipline is based on the reason that there are now many deviant behaviors carried out by members of the community that are contrary to disciplinary norms. There are three aspects of the discipline, which are as follows:

- a. Mental Attitude
This aspect involves cultivating an obedient and orderly attitude through the development of training, mind control, and character management.
- b. Understanding Behavioral Regulations
It encompasses a thorough understanding of the system, norms, criteria, and standards that govern behavior. This understanding fosters a deep awareness that compliance with rules, norms, and standards is essential for achieving success.
- c. Sincere Behavior
This aspect entails displaying a natural attitude of sincerity, careful and orderly obeying all things. In summary, discipline encompasses cultivating a mental attitude of obedience and order, understanding and adhering to behavioral regulations, and demonstrating sincerity in following instructions and rules.

In this case, it means that discipline has three important aspects, including mental attitude, a good understanding of the rules of behavior, and behavior that shows sincerity to obey the existing rules. Order is a collection of rules made in writing and binding on community members (Mulyono, 2016). School rules are a set of regulations that must be followed and implemented within educational institutions, specifically to ensure the success of the teaching and learning process. School discipline encompasses various aspects, including Duties and obligations: This aspect encompasses responsibilities within both intra-curricular and extra-curricular activities. Prohibitions for students: It involves the restrictions placed on students regarding certain behaviors or actions that are deemed inappropriate or detrimental to the school environment. Sanctions for students: This aspect refers to the consequences or penalties that students may face when they violate school rules or engage in misconduct. School rules are not merely an accessory to the educational institution but rather a necessity that requires attention from all parties involved, particularly the

students themselves. Consequently, educational institutions typically establish disciplinary guidelines to ensure proper adherence to these rules (Prabowo et al., 2021; Mulyasa, 2018). The rules aim to regulate activities in schools so that a very polite and healthy atmosphere of school life is created which in turn can ensure the smooth-running teaching and learning activities.

3. Research Methods

This study uses a qualitative approach. It is called a qualitative method because the data collected, and the analysis are more qualitative. Research is carried out on natural objects, natural objects are objects that develop as they are, not manipulated by researchers and the presence of researchers does not affect the dynamics of the object. Qualitative research methods are used in this study because in general, the problem is not clear, holistic, dynamic, and full of meaning so data on social situations can't be obtained by quantitative research methods with instruments such as tests, questionnaires, and interview guidelines. Related to this type of research, the research approach relies on a phenomenological approach, namely an effort to understand the meaning of events and their relationships to ordinary people in certain situations.

This study uses qualitative data. Qualitative data were obtained through various data collection techniques such as interviews, document analysis, focused discussions, or observations that had been recorded in field notes (transcripts). In this study, the author uses two data sources, namely: 1) Primary data sources, namely data directly collected by researchers (or officers) from the first source. The primary data sources in this study were the head of the madrasa, teachers, and students at MTs Negeri 3 Pati, 2) Secondary data sources, namely data directly collected by researchers as support from the first source. It can also be said that data is arranged in the form of documents. In this study, documentation and questionnaires are secondary data sources. What is meant by data sources in research are subjects from which data can be obtained.

The process of data collection involved the following methods: Interviews: Principals, teachers, students, and parents were interviewed to gather information. Their perspectives and insights were valuable in understanding various aspects of the study. Also, Observations: Observations were conducted to assess the level of student discipline within the school environment. This included observing student behavior during the learning process and their attendance patterns. Furthermore, documentation: The researcher employed a documentation method, using a checklist to record and document data based on predetermined variables. This systematic approach ensured consistency in data collection. In summary, data collection was carried out through interviews with key stakeholders, observations of student behavior, and the use of documentation methods such as checklists to record relevant information.

Data analysis includes 1) Data reduction. Reducing data means summarizing, choosing the main things, focusing on the important things, and looking for themes and patterns. Thus, the data that has been reduced will provide a clearer picture, and make it easier for researchers to conduct further data collection, and look for it when needed, 2) Display of Data The overall data obtained must have endeavored to be made in various kinds of matrices, graphs, networks, and charts, 3) Drawing conclusions and verification, concluding is carried out in stages. First, draw up tentative conclusions, but with increasing data, it is necessary to verify the data, namely by studying the existing data and conducting "peer-debriefing" with colleagues, so that the data obtained is more precise and objective.

The validity of the data using the credibility criteria involves determining the results of qualitative research are credible or trustworthy from the perspective of the participants in the study. The credibility test of the data is used to confirm the techniques used in the study. Among the techniques used is Participation research. The participation of the researcher when determining the data collection. This participation is not only carried out in a short time but requires an extension of participation in the research setting. Extended participation means that the researcher stays in the research field until the saturation of data collection is reached. The extension of the researcher's participation will allow an increase in the degree of confidence in the data collected.

4. Research Results and Discussions

4.1 The level of Discipline of Students at MTS Negeri 3 Pati

Based on the results of both interviews, observations, and documentation that the level of discipline of students at Public Elementary MTS 3 Pati is 1) time discipline in the fairly good category including coming to school on time, coming home from school when the bell rings and participating in class learning, 2) Discipline in uniform is not in good condition, such as clothes outside, pictures of variations are given, for women, some of the veils are not used in the hijab model, 3) Discipline of appearance in fairly good condition, for example, there are still long nails, and long hair in summer.

The results of this study indicate the importance of discipline and continue to be carried out through training and habituation, this is under Handoko's theory that discipline is a condition created through a training process that is developed into a series of behaviors in which there are elements of obedience, obedience, loyalty, order, all of which

are carried out as responsibilities that aim to be introspective to be accepted in the social environment. Discipline arises not spontaneously or directly owned by a person, but because of coaching that is carried out continuously to create a disciplined attitude and because of other influencing factors. Likewise, the results of this study are in line with (Sayekti et al., 2019; Sari & Hadijah, 2017) that discipline is a condition that is created and formed through the process of a series of behaviors that show the values of obedience, obedience, loyalty, order, and order and this must be accustomed in an education.

4.2 The Role of BK Teachers and Picket Teachers in Enforcing Discipline to Improve Student Discipline

The roles of BK teachers and picket teachers in enforcing discipline to improve student discipline at Public Elementary MTS 3 Pati are; giving warnings and facilitators, providing guidance and motivators, supervising, giving educational punishments and lastly calling people old to madrasa. This role is carried out continuously and assisted by other teachers.

Discipline will make a person know and be able to distinguish what things should be done, what must be done, what can be done, and what should not be done (because they are prohibited things). For someone who is disciplined, because it is integrated within himself, then the attitude or action taken is no longer felt as a burden, but on the contrary, will burden him if he does not discipline. The values of obedience have become part of the behavior in his life. Steady discipline in essence will grow and radiate from the results of human consciousness. On the other hand, discipline that does not originate from conscience will result in a weak discipline that will not last long or a static discipline that does not live (Khristiyanta, 2015; Kayode & Ayodele, 2015).

Likewise, the results of this study are in line with (Nikmah et al., 2020; Akmaluddin & Haqqi, 2019) who explains that discipline is an attitude that shows a willingness to comply with or comply with applicable regulations, rules, values, and rules. Discipline contains the principle of obedience, namely the ability to behave and act consistently based on a certain value. In the teaching and learning process, discipline can be a preventive tool to prevent and maintain things that can interfere with and hinder the learning process. For this reason, various regulations are also enforced in schools to enforce the level of student discipline.

Yussi (2017) learning discipline is obedience and adherence to written and unwritten rules in the process of permanent behavior change due to practice in the form of observing, reading, imitating, trying something, listening, and following directions. Discipline for students is defined more specifically as actions aimed at obedience in the school environment, for the development of a good personality, a family environment that has a good discipline attitude is needed so that students will be trained every day to act disciplined and full of responsibility.

4.3 The Driving and Inhibiting Factors to Improve Student Discipline

The driving and inhibiting factors to improve student discipline at Public Elementary MTS 3 Pati can be concluded that the supporting factors are; the awareness factor of all school members, interest and motivation factors, and exemplary principals and teachers. Then the inhibiting factors are; the low awareness of some students and the negative influence of the environment and association.

The results of this study are in line with Marijani (2015) who explains that with the application of discipline, especially in the field of learning, students adapt to the environment and good learning patterns so that self-balance arises in relationships with others and within students. However, there are several research journals that the authors have met and studied, that there are still many students who lack discipline in studying and obeying school rules. The results of this study are in line with (Eldya, 2021; Olujuwon et al., 2021) that students should need to increase their self-awareness of the importance of learning discipline for their future. Students need support from the surrounding environment that can make students disciplined in learning. The need for parental participation in monitoring and motivating their children so that awareness of learning and perseverance in facing tasks and learning discipline increases. Given the spirit of learning, learning motivation must always be given in every lesson is done. Likewise, Kristiani & Pahlevi (2021), Yuliantika (2017), Sugeng (2016), Haryono (2016) explain in research that discipline is an important factor in determining the learning process, therefore schools must strive for discipline.

5. Conclusions

The level of student discipline at Public Elementary MTS 3 Pati can be summarized as follows: a. time discipline is relatively good, including punctuality in arriving at school, leaving school when the bell rings, and active participation in class learning, b. Uniform discipline is lacking, with instances of clothing worn incorrectly or variations in appearance, c. Appearance discipline is moderately satisfactory, although some students still have long nails and unpolished hair. The role of BK teachers and picket teachers in improving student discipline at Public Elementary MTS 3 Pati involves: issuing warnings and providing support, offering guidance and motivation, supervising students, administering educational disciplinary measures, and communicating with parents. These roles are carried out consistently with the assistance of other teachers.

Factors that drive or hinder the improvement of student discipline at Public Elementary MTs 3 Pati can be summarized as follows: Supporting factors include the awareness of all school members, student interest and motivation, and exemplary principals and teachers. Inhibiting factors include low awareness among some students and Negative influences from the environment and associations.

6. Recommendations

The followings are recommendations of the study:

1. In order to maximize educational outcomes, it is crucial for the teachers at MTS Public Elementary 3 Pati to maintain consistent discipline. Discipline serves as the primary foundation to achieve optimal results from educational endeavors.
2. It is essential for teachers at MTS Public Elementary 3 Pati to nurture creativity while instilling discipline in their students. This approach promotes a more preventive strategy, aiming to enhance student discipline and create a conducive learning environment.
3. Adhering to the rules of the madrasa is imperative for students, as it contributes to the collective welfare in attaining academic success. Embracing and respecting these rules facilitates the fulfillment of learning objectives.

Acknowledgement

The authors would like to thank the fellow authors and organizations whose intellectual properties were utilized for this study.

Conflict of Interest

The authors declare no conflicts of interest.

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