

Factors Influencing Students' Discipline Character Building

1st Vitri Yunesa

*Social Studies Postgraduate Program
Universitas Negeri Padang
Padang, Indonesia
nagisayuu803@gmail.com*

2nd Afriva Khaidir

*Social Studies Postgraduate Program
Universitas Negeri Padang
Padang, Indonesia
af.khaidir@gmail.com*

Abstract—The purposes of this research are to (1) analyze the effort made by Private Islamic Junior High School Diniyyah Al-Azhar Muara Bungo in building their students' discipline character, and (2) analyze factors that influence the building of students discipline character. This research employed Michel Foucault thought related with power and modernity. The data collection methods were participant observation, deep interview and document study. Data validation investigation technique employed Miles and Huberman analysis model. The research result revealed the effort in building students' discipline characteristics namely (1) establishing the rules, (2) controlling (oral, symbolic and text), (3) obligatory extracurricular activity which is scouting, (4) cooperation with parents, (5) the existence of coaching division. There are two influencing factors (1) the driving factors and (2) inhibiting factors.

Keywords— *discipline character, boarding school*

I. INTRODUCTION

Madrasah is a modern Islamic educational institution recognized by Indonesian and has the same level with public school. This is due to madrasah unites national educational curriculum and religion curriculum who gave birth to a new model in Indonesian Islamic educational system. Boarding school model and madrasah model such as Integrated Islamic Elementary School, Integrated Islamic Junior High School and the like are types of madrasah in Indonesia [1].

The existence of madrasah cannot be separated from Indonesian muslim willing which is supported by resources in order to improve the quality of muslim students. The support from government also can be seen from the notice released by The Center of Indonesian National Committee Worker Agency on December, 22nd 1945. They are the establishment of Religious Department on January, 3rd 1946 has become madrasah coaching and development [2]. The existence of National education system constitution No. 20 Year 2003 CHAPTER VI about the lane, level, and type of education and article 17 and article 18 which strenghten the position of madrasah compared to public school [3].

Educational institution which is supported by government or by private sector such as Integrated Islamic Elementary School, Integrated Private Islamic Junior High School, Integrated Private Islamic Senior High School consists of less and more 30% religious values. However, religious values being taught have a bigger portion in the private school such as model boarding school. Since the

process takes place both at school and at dormitory. Structurally, the early process of character building at school begins from Integrated Islamic Elementary School. However, boarding school will be started at Integrated Private Islamic Junior High School level or at Junior High School level. Since students tend to be ready to adapt to a new environment, to improve students' independency as to integrate it to their daily life, the chance to conduct character education can be more internalized. Integrated Private Islamic Junior High School educate students continually to obey values and norms since this kind of school acts as a continuation of character building development which come after family and previous educational background.

The character itself exists in an individual's mind and it is abstract. However, character was reflected in daily life behaviour. The concept of character, moral, and ethic are similar in terms of good and bad [4]. Discipline character as National Indonesian character value which is important to be built through character education [5].

Discipline character not only can be seen from comprehension and knowledge about rules but also can be seen from an individual action which is not contradicted to the regulation and rules [6]. The principal commitment (including leadership style) influences students character building [7].

Discipline is an individual behaviour which is related closely to various activities such as learning, working and the like. Discipline is one of important character which is necessarily possessed by the students [8]. Discipline is something referring to respectful and responsibility values. Hence, an individual would be aware and voluntarily obey the existed rules. Finally, it can be concluded that discipline concept is an individual behaviour consciousness in order to obey the existed rules. It is also to utilize and manage time allocation for different activities [9].

Students' discipline character is to be built due to: (1) discipline may lead students to perform expected behaviour such as diligence, obedience and respect, (2) discipline may help to build students' self-control, it may prevent students from performing unexpected behaviour such as laziness, unfocused, pay less respect toward parents and teachers, (3) discipline may help students to adapt to their environment; therefore, it would be easier for them to adapt to the existed rules (4) discipline may help students to build and to exercise the expected behaviour,

(5) discipline is one of the key for the students to have a bright career since working field demanded a disciple person, and (6) discipline contributes in achieving equivalence social life [10].

Private Islamic Junior High School Diniyyah Al-Azhar Muara Bungo is a kind of boarding school. Boarding school is a place for the students to study and to stay in order to build their character [11]. The implementation of model boarding school at this kind of school can intensively build and exercise students to perform discipline because students are under supervision for 24 hours of their class supervisors, teachers, principal, boarding teachers and the like.

Students' character building grown since early age help students to get used to performing discipline. Regardless that the character building has started since kindergarten and elementary school level, it does not implies that character building has stopped at that levels. Hence, habit is of vital importance. Habitleads to exercise and get students to get used to being discipline through family, school and community discipline building. This probably takes a quite long term as a long life learning. However, once discipline has turn into culture then discipline behaviour are no longer a discrepancy in which may be reflected both explicitly as well as implicitly. Students also perform many infractions such as not wearing appropriate school uniform, breaking the rule for hair length standard, pencil sharp edge for school trousers, not punctual in attending flag ceremony and class.

There are two research questions; they are (1) How does Integrated Private Islamic Junior High School Diniyyah Al-Azhar Muara Bungo help to build the students discipline character? (2) What are the factors contributing to the students of Integrated Private Islamic Junior High School Diniyyah Al-Azhar Muara Bungo discipline character building?

II. METHOD

The researcher employed qualitative research method and case study type . Qualitative research method is a research approach of social sciences which both its data collection and data analysis are in the form of descriptive sentence and great variety of human activities. This kind of research avoid utilizing statistical test (numbers). Qualitative approach is excellence in understanding the social phenomena in a deep and naturalistic ways (just the way things are) [12].

Case study is a deep research conducted by the researcher in relation with a case [13]. Hence, the conclusion drawn is particularly only for the intending case. There were 22 research informants who were selected through purposive sampling. Data collection technique employed in this research were participant observation, deep interview and document study. The explanations are as follow: (1) participant observation: mostly this particular technique is conducted in a qualitative research. It is an activity to observe through frequent and systematic field note taking in relation with the topic of the research. The

researcher himself is an individual who plays role or who is also part of the investigated community. This is called as participant observation [12] (2) deep interview; can be employed to obtain primary field data. The communication between the researcher and the informant through asking numbers of questions in order to capture and find out information. The questions asked, referring to the interview guidance, is the definition of deep interview [13]. and (3) document study; is a technique that can be utilized by the researcher to obtain data to support the research result. It is a secondary data collection technique which is non human. This kind of study is through document and file. The secondary data employed by the researcher are document and file of Integrated Private Islamic Junior High School [14].

Data validation technique is triangulation. This research employs qualitative data analysis as proposed by Miles and Huberman, which consists of three stages of activities namely data reduction, data presentation and conclusion withdraw which is verified [15].

III. RESULTS AND DISCUSSION

Private Islamic Junior High School Diniyyah Al-Azhar Muara Bungo has made some efforts in order to build students discipline character. These efforts had conducted by the teachers who re responsible as the class supervisors, boarding teachers, subject teachers, and the principal and the vice principal, extracurricular coaches, functionaries, and students organization. These following are the efforts:

1. Establishing the Rules

Establishing the rules is an effort made by school to formulate and to validate numbers of regulation aimed to create a comfortable school environment. The purpose of establishing the rules are: (1) to be a guidance for the school community to perform the expected behaviour, (2) to prevent the school community from performing unexpected behaviour, (3) as the foundation in determining sanction to the school community who break the rules.

The rules is determined through cooperation and agreement of school community of Private Islamic Junior High School Diniyyah Al-Azhar namely the leader of the institution, principal and vice principal, teacher and students. Private Islamic Junior High School Diniyyah Al-Azhar had tried to fix and to strengthen the school rules through weekly meeting, monthly meeting, and every end of semester meeting. School rules socialization is of vital importance to help the school community to understand.

The rule at Private Islamic Junior High School Diniyyah Al-Azhar Muara Bungo decided by cooperation and agreement between society, leadership of institute, prime minister/the vice and the teachers. This school efforts to repair and clarify the rule, it seen from existence the rule of school at Private Islamic Junior High School Diniyyah Al-Azhar Muara Bungo in 2013/2014 academic year. There are some concerning related to students' discipline building character, namely: (1) section 6, it is about students' uniform, (2) section 9, it is about students' discipline, (3) section 10, about students' attendance, (4)

section 13 contains sanctions, (5) section 15 contains evaluation, and (6) section 17 contains decision judgments. The school rule is made through a proximate. This proximate involves: The prime minister, the vice of prime minister, and the teachers. This activities form weekly, early in new academic year or called with work plan yearly and proximate in the middle semester. Purposes of the proximate are to make work program during the century like one year or one semester in next time, arrange excellent program; extend directions to prime minister, the vice, teachers and other staffs in finishing their assignments; determine target will be achieved in entire broads, container to inovation and cration in achieving education aim.

The work plan yearly is arranged in early of the year before holiday. This activity includes evaluation of learning activity previous year and learning program planning for next year. While proximate in the middle semester be conducted on month in the last semester with the purpose to evaluate learning program that was conducted during one semester.

Proximate activity weekly in general is conducted one time in a week. It is Thursday, but it is conditioned. The work plan includes students' evaluation by class servant or leader of school. The class servant must evaluate related to attendance, students' discipline suitable with middle semester and end semester and also other supporting evaluation activities. This matter is suitable with the school rule 2013/2014 academic year chapter VI about evaluation section 1, 2, and 3.

The school commit the rule socialization in order to all students can understand all rules. This activity is present by students and their parents. Then, this activity is conducted when beginning school activity. The school gives engagement letter and parents' commitment letter with school that be recognized by materai 6000.

The school efforts to socialize the rule to entire students and their parents through engagement letter and parents' commitment letter that prevail as long as the she/he are student in Private Islamic Junior High School Diniyyah Al-Azhar Muara Bungo. The promising letter contains the school rule, rule in students' license and some sanctions from every infractions. Meanwhile, parents' commitment letter contains the parents' readiness to guide and observe their children education at home; and also support school program.

2. Controlling

Controlling is a way, an effort, and an act conducted by one or more parties in order to prevent, to reduce, and to overcome the unexpected behaviour through implementing rules to achieve a well regulated, safe and comfortable social environment. There are three kind of controls conducted by Private Islamic Junior High School Diniyyah Al-Azhar, as follow: (1) oral control; it is a verbal control conducted by the teachers, the principal, the vice principal, and boarding teachers to build students discipline characters. The control are the teacher ask and guide

students to obey the rule, the teacher articulate a direct warning to students who perform unexpected behaviour. Oral control will be effective if followed by other acts such as extending sanction for every students, (b) symbolic control; it is a control conducted by the teachers, the principal and related parties through symbols such as the use of bannerbanner, written or societal advertisement which is aimed to make the society obey the existed rule, for instance banner that provokes no drugs, and (3) text control; is a written form of control implemented by the school. the text contains school rules and sanction for each trespass. private Islamic Junior High School Diniyyah Al-Azhar provides a written explanation for each kind of trespass and its sanction. Each student is given a copy of this text. The freshman must sign the treaty to obey the existed rule in the school.

3. Obligatory Extracurricular Activity

Obligatory extracurricular activity is a compulsory activity attended by the students after class hours. Scouting is an obligatory extracurricular activity at Private Islamic Junior High School Diniyyah Al-Azhar. The activity takes place every Thursday started from 13.30 - 15.00 WIB (West Indonesian Time). Scouting can promote students discipline such as uniform completeness, punctuality, absent, etc. The scouting coach will check for the completeness of scouting attribute and students attendance. In case the students break the rule, the coach will release a warning sanction, then physical activity such as push up or sit up, and finally sign the agreement letter to do no more trespass.

4. Cooperation with Parents

Private Islamic Junior High School Diniyyah Al-Azhar works together with the parents to build students discipline character. The purposes of the cooperation are (1) parents help to convince the students to obey the rules, (2) well managed communication between school and parents, (3) parents have to have a clear understanding about the rules to avoid the misunderstanding.

5. The Existence of Coaching Division

Coaching division is an institute that was built by school at 9th September 2017. Coaching division aims to help the student to obey the existed rules and guide students' character at Private Islamic Junior High School Diniyyah Al-Azhar Muara Bungo. The board of coaching division is boarding teacher not the students themselves. The board structuralisa chairman, security section, the practice of worship and study section, language and information section, sanitary section, and sports and arts sections.

The reasons of why boarding teachers were assigned as coaching division are (1) to create a more effective students supervision activity, (2) to avoid seniority among students, (3) objectivity in sanction toward the students, (4) revise and improve supervision based on the evaluation conducted by the school due to the unsatisfied result of supervision conducted by the students organization the last three years.

Manager structure of coaching division consists of chairman, security, cleanness, art and sport. Despite there are distribution duty in structure of coaching division, but every members in the division have same duty like as teacher in dormitory that related to building character of students' discipline. The duties are namely: (1) check students' attendance (2) make students' personality raport (3) make a note and continued students' infraction (4) make license card (5) evaluate students' building (6) controlling picket implementation (7) remind worship (8) controlling time of wake up and bed sleep (9) controlling leave to school before teaching learning processs.

Perspective of the coaching division at Private Islamic Junior High School Diniyyah Al-Azhar Muara Bungo is as education centre to build students' character and make students' to have socialization and religious character. This perspective is supported by *Word Class Institution*. Meanwhile, missions of coaching division consist of: (a) conduct building between pesantren activity and school activity (b) conduct deepening of character building like religious; healthy body and spritual (c) have hight creative and broad conception.

Coaching division always effort to repair and increase students' building program include about their disciplining. It also always control and evaluate students' building program through proximate monthly. In addition, building division also evaluate students' behavior in raport. The raport is prevail since 2017. Evaluation of students' building is conducted in the last semester. Then, schedule of the division is equal with schedule of the school.

Assessment of students' building contains seven instruments, namely: (1) assessment about responsibility, it includes picket and individual order (2) neatness, it includes uniform neatness, cupboard, iron bed, body and foot base (3) social, it includes cooperation, sharing, help other friends (4) discipline, it is about time and uniform (5) ethic, it contains ethic in talking, eating, uniform, sleeping and gather together (6) active, it is about leading an activity, giving solution or initiative (7) cleanness, it involves cleanness of cupboard, uniform, iron bed, body and domain. Every assessments typed descriptive (sentence).

The effort of Private Islamic Junior High School Diniyyah Al-Azhar in building students discipline character influences by two driving factors and inhibiting factors, as follow:

1. Driving Factors

Driving factors are school supporting factors to build students discipline character. These factors contribute positive impact toward the school efforts, as follow: (a) students internal factor; this factor derives internally from the students themselves. This self discipline may help the students to obey the existed rules. Students wanted to avoid any trespass due to the objected sanction. She/he will be afraid to contravene the rule because imagined sanctions if she/he contravene. This internal factor like students' awareness about how important obey rule is a factor that

can support building character to students. So, the school efforts to create student's character have to through giving comprehension and awareness toward the rule, sanction and obedient of the school rule is very important, and (2) assertive teacher; teachers play a crucial role in building students discipline character. A teacher is a role model for the students. Teachers must first obey the rule so that students would follow, such as wearing appropriate uniform, punctual and dedicated teaching. Teachers need to be assertive in implementing the rule. In case students break the rules, teachers have to: (1) make sure that the students understand the rule they have broken, (2) tell the students about the sanction in a brief and clear way, (3) students have to make an agreement letter involving parents or students guardian and teacher might release clear notice in case students break the rule over again. These aimed to avoid students denying and blaming teacher on the sanction.

2. Inhibiting Factors

Inhibiting factors are things which inhibits students' discipline character building. These factors might be originated from the students themselves, the other parties such as teachers, parents, peers and the like. The inhibiting factors are: (a) indiscipline students; indiscipline students are those who tend to break the rules and repeat it over again. the students probably neglect the effect or sanction. hence, the school needs to educate and improves the supervision toward the students, (b) less assertive teachers; less assertive teachers in implementing rules might cause negative impact toward the rules and may cause students to be less discipline. among the impact of less assertive teachers are: (1) students tend to be less discipline, (2) ineffective rules implementation, (3) negative impact toward teaching and learning activities, (4) resulted in low students soft skill, and (c) active parents participation; parents play an important role in educating their children. parents should support the school to build students character such as discipline character. Low parents' supervision on students' behaviour and those who made friend to their children would caused a negative impact since they have a bigger chance to get negative influence and finally become indiscipline. Therefore, parents are to guide, educate and supervise their children at school even though they live in the school dormitory. Parents can communicate frequently with the school in relation with their children development.

IV. CONCLUSION

Discipline is a crucial character value that is important to be possessed by the students to be able to behave in line with the existed rules, to be fully responsible in doing tasks and effective in using and managing time allocation. Private Islamic Junior High School Diniyyah Al-Azhar tries to build students discipline character through: (1) establishing the rules, (2) controlling (oral, symbolic and text), (3) obligatory extracurricular activity which is scouting, (4) cooperation with parents, (5) the existence of coaching division.

There are two influencing factors of Private Islamic Junior High School Diniyyah Al-Azharin building students discipline character (1) the driving factors are (a) students internal factor, and (b) assertive teacher, and (2) inhibiting factors are (a) indiscipline students, (b) less assertive teacher, (c) active participation of parents has yet to be made excellent.

REFERENCES

- [1] Puspitasari, Euis. 2014. Pendekatan Pendidikan Karakter. *Jurnal Pendidikan Sosial dan Ekonomi*, (Online), Vol III No 2. (<http://www.syekhnurjati.ac.id>, diakses pada tanggal 19 Juli 2018).
- [2] Nurhasnawati. 2015. Pendidikan Madrasah dan Prospeknya dalam Pendidikan Nasional. *Potensia: Jurnal Kependidikan*, (Online), Vol. 14 Edisi 1. (<http://ejournal.uin-suska.ac.id>, diakses pada tanggal 23 Juli 2018).
- [3] Undang-Undang No. 20 Tahun 2003 Tentang Sistem Pendidikan Nasional. (<http://www.komisiinformasi.go.id>, diakses Pada Tanggal 2 Juli 2018).
- [4] Khaidir, Afriva dan Gani. (Eds.). 2012. *Pendidikan Karakter Sebuah Refleksi Pendekatan dalam Ilmu Humaniora*. Padang: Sukabina Press.
- [5] Kementerian Pendidikan Nasional. 2011. *Penduan Pelaksanaan Pendidikan Karakter*. Jakarta: Badan Penelitian dan Pengembangan Pusat Kurikulum dan Perbukuan. (Online). (<http://repository.unand.ac.id>, diakses pada tanggal 21 April 2018).
- [6] Hartini, Sri. 2017. Pendidikan Karakter Disiplin Siswadi era Modern Sinergi Orang Tua dan Guru di MTs Negeri Kabupaten Klaten. *Al-Asasiyya: Journal Basis of Education*, (Online), Vol 2 No 2. (<https://journal.umpo.ac.id>, diakses pada tanggal 2 Juli 2018).
- [7] Khaidir, Afriva dan Gani. (Eds.). 2012. *Pendidikan Karakter Sebuah Refleksi Pendekatan dalam Ilmu Sains*. Padang: Sukabina Press.
- [8] Prayitno dan Afriva Khaidir. 2011. *Model Pendidikan Karakter Cerdas*. Padang: UNP Press.
- [9] Lickona, Thomas. 1991. *Mendidik untuk Membentuk Karakter Bagaimana Sekolah dapat Memberikan Pendidikan tentang Sikap Hormat dan Bertanggung Jawab*. Terjemahan oleh Juma Abdu Wamaungo. 2016. Jakarta: Bumi Aksara.
- [10] Amri, Sofan. 2016. *Pengembangan dan Model Pembelajaran dalam Kurikulum 2013*. Jakarta: Prestasi Pustakaraya.
- [11] Rizkiani, Anisa. 2012. Pengaruh Sistem *Boarding School* terhadap Pembentukan Karakter Peserta Didik (Penelitian di Ma'had Darul Arqam Muhammadiyah Daerah Garut). *Jurnal Pendidikan Universitas Garut*, (Online), Vol 06 No 1. (<https://journal.uniga.ac.id>, diakses pada tanggal 2 Juli 2018).
- [12] Afrizal. 2014. *Metode Penelitian Kualitatif: sebuah Upaya Mendukung Penggunaan Penelitian Kualitatif dalam berbagai Disiplin Ilmu*. Jakarta: Rajawali Pres.
- [13] Iskandar. 2009. *Metodologi Penelitian Pendidikan dan Sosial (Kuantitatif dan Kualitatif)*. Jakarta: GP Press.
- [14] Afifuddin dan Beni Ahmad Saebani. 2012. *Metodologi Penelitian Kualitatif*. Bandung: Pustaka Setia.
- [15] Miles, Matthew B. dan A Micheal Huberman. Tanpa Tahun. *Analisis Data Kualitatif: Buku Sumber tentang Metode-Metode Baru*. Terjemahan oleh Tjetjep Rohendi Rohidi. 1992. Jakarta: UI-Press.