
IMPROVING STUDENT'S POSITIVE RESPONSES TO SCHOOLS RULES

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Received: 16th March 2020; Revised: 28th May 2020; Accepted: 30th June 2020

Abstract

Schools discipline aims to keep the peace and the good implementation process of learning in school. Besides, the habituation of student's discipline is very vital that the students get used to obeying the rules, accustomed to being an orderly, neat, and organized in a range so that students are comfortable to achieve a better future, for themselves, society, nation, and state. However, many students in the school who are less or even break on school discipline, so the result is a deviation and dependency character (moral) that occur in society, especially in young children (school age). This research approach is a qualitative approach with descriptive methods analytic types of case studies. The location of this research is *Madrasah Aliyah Negeri 1 (MAN) Mempawah*. Data collection techniques are observation, interviews, and document analysis. While the data analysis technique is a reduction, display, and data verification. The results reveal that the internalization of disciplinary character in MAN 1 Mempawah conducted seriously through the process of values transformation, transaction, and trans internalization as well as through various extracurricular activities and disciplinary culture in schools.

Keywords: internalization; values; discipline

Abstrak

Disiplin sekolah bertujuan untuk menjaga ketentraman dan terlaksananya proses pembelajaran di sekolah dengan baik. Selain itu pembiasaan kedisiplinan siswa sangat vital, agar siswa terbiasa taat pada aturan, terbiasa tertib, rapi, dan teratur dalam jangkauan sehingga siswa nyaman untuk meraih masa depan yang lebih baik, bagi dirinya, masyarakat, bangsa, dan negara bagian. Namun banyak siswa di sekolah yang kurang atau bahkan melanggar disiplin sekolah, sehingga mengakibatkan terjadinya penyimpangan dan ketergantungan karakter (moral) yang terjadi di masyarakat terutama pada anak usia sekolah (usia sekolah). Pendekatan penelitian ini adalah pendekatan kualitatif dengan metode deskriptif analitik jenis studi kasus. Lokasi penelitian ini adalah Madrasah Aliyah 1 (MAN) Kabupaten Mempawah. Teknik pengumpulan data adalah observasi, wawancara, dan analisis dokumen. Sedangkan teknik analisis datanya adalah reduksi, penyajian, dan verifikasi data. Hasil penelitian menunjukkan bahwa internalisasi karakter disiplin di MAN 1 Mempawah dilakukan secara serius melalui proses transformasi nilai, transaksi, dan transinternalisasi serta melalui berbagai kegiatan ekstrakurikuler dan budaya disiplin di sekolah.

Kata kunci: internalisasi; nilai-nilai; disiplin

How to Cite: Rianawati., Yusuf, M., Herlambang, S., Ramli, Y. (2020). Improving Student's Positive Responses to Schools Rules. *TARBIYA: Journal of Education in Muslim Society*, 7 (1), 119-132-118. doi:10.15408/tjems.v7i1.15038.

Permalink/DOI: <http://dx.doi.org/10.15408/tjems.v7i1.15038>

Introduction

The exact process of education will indeed pay attention to the value of discipline as part of the affective aspect. It explained in the national education system listed in Law number 20 of 2003 article 1, explaining that education seeks to help students develop personality aspects that exist in individuals, including knowledge aspects (cognitive), attitude aspects (affective), and skill aspects (psychomotor). The statement means that education in Indonesia strives to help students develop their optimal quality through the learning process. It means that education in Indonesia did not only try to help students in cognitive competencies but also competencies of affective aspect that is also important to be taught. The problem that is often faced by educators in schools is student discipline. Often students tend to break discipline. There are late or absent in school, learning discipline, making assignments, and other school disciplines. One of the research results that show that there is still a high level of disciplinary violations found by Nova Revita (2018: 127) concerning the level of disciplinary action among SMP Negeri students throughout Tempeh District, which is still high at 58.2% with the number of respondents being 189 students from the total 325 students.

This research shows that there is still a low level of student discipline in obeying school rules. A form of disciplinary violation that is often committed by students is late to school during school hours. Besides, being in the cafeteria during study hours, making noise during the study, not doing or being late for assignments, littering, not obey the rules of uniform in clothes and shoes, scratching off toilet walls, parking vehicles unruly, playing in class during recess, etc.

Jensen (in Jonathan, 1994) explains that discipline essential and needed by every student, and discipline becomes a prerequisite for the

formation of attitudes, behaviours, and orderly discipline of life, which will bring a student success in learning. The indiscipline by students will negatively impact students even in school. Every school has rules, and not all students comply with it, many students are called by their parents only because their children are often late or not in school without description, or violate other rules.

Disciplinary violations are a serious matter. However, there are those who underestimate disciplinary violations. However, the result of accustomed to not being disciplined will be detrimental to students, both in the short and long term. In the short term, it will result in students not being or less successful in learning, and for the long term, the future will be worst.

Many people judge that the problem of indiscipline is minor, ditting one of the juvenile delinquency in the category against status. Jensen also mentioned their behaviours have not yet violated the law in the real sense because the ones violated were the States in the primary (family) and secondary (school) environments that were not governed by the law in detail. However, young adulthood, this breach of status can be against his superiors at the office or legal officer in the community. Therefore, Jensen's breach of this status is classified as delinquency and not merely a deviant behavior. Besides, the undisciplined students were also the nudge's companions. The attitude of indiscipline done continuously makes students stamped poorly by their friends and school and will interfere with the peace of the school (Rianawati, 2020A).

Be aware that in the internalization of discipline, the fact that will occur varies (Spencer-Oatey & Dauber, 2019; Knight, 2014). There are among the students who have high discipline, and some have a low discipline. For highly disciplined students, the student appropriately rewarded. Educators may use punishment as a final, as for students who are

less disciplined or even undisciplined, if they have been strikes, warnings, and no other way to foster self-awareness for students of the importance of discipline for themselves way.

Daradjad (1983) explains that if the child not adequately introduced to the soul of religion, it will be a conscience because it not formed from the values of society or religion that he received during his childhood. If the conscience is weak, or the control element in the child is empty of ethical values, then the goods will undoubtedly be easy to be mired in the behavior that is not good and decrease what it is pleasing time alone, without thinking about the subsequent consequences. Therefore, the school has the responsibility to establish students' discipline in the form of rules and norms that serve to control student behavior, for the safety and comfort of the school environment (Adiningtiyas, 2017; Knight, 2012).

Nowadays, there are many events shown by students in Indonesia, such as breaking down on the ongoing hour of the lesson, often late in class, not paying attention to the teacher when explaining, and not doing the task (mercy, et al. 2017). This suggests that there is a lack of discipline for students, whether it is the discipline in school order or indiscipline in learning.

Empirically, the results of the initial observation in the MAN 1 District Mempawah There are several violations committed by students in the regulation/order that has been given since the beginning of the students in the MAN 1 District Mempawah. The results of a brief interview of researchers with Waka Kesiswaan MAN 1 District of Mempawah, that there are still students who do not obey the order of *madrasah*, such as some student come late. This is influential in missed lessons that will ultimately harm the student.

The main challenges that *madrasah* is facing is no longer how to internalize Islamic values within the context of nation-state, but how to prepare young Muslims to play important roles in the globalizing world by pushing the role of information technology. (R.Dedy Supriatna dan Sita Ratnaningsih, 2017) Therefore, MAN 1 Mempawah as a State Madrasah must improve itself in preparing superior students, both in cognitive, affective and psychomotor aspects, primarily educating students for school discipline and learning.

Then, there is a storm student in the classroom while studying, when the need for a calm and conducive atmosphere in the process of learning can take place well and smoothly. There are also cases to students who come out when school without any interest and hang out. Disciplined violations are often done by students, when not gaining intense attention from the entire school civitas. Moreover, if the school environment is a less conducive and competitive atmosphere, then madrasah's environment will be the target of the violence or expression of students.

Based on the phenomenon, this research aimed to describe the internalization program in MAN 1 regency of Mempawah West Kalimantan, the internalization strategy in MAN 1 regency of Mempawah West Kalimantan, and the internalization inhibiting factors in MAN 1 Regency of West Kalimantan Mempawah.

Internalization of Student Discipline

According to modern psychology, Chiplin states that internalization interpreted as merging or unification of attitudes, standards of behavior, opinions, and others in personality. Freud convinced that superego, or personality moral aspects emanate from internalizing parental attitudes (James, 1993). This paper uses the internalization theory in analyzing the discipline

of students in SMAN 1 regency of West Kalimantan Mempawah.

According to Pius and Dahlan (2001), the internalization has the meaning of passion, deepening (a process). According to Kalilucid (2010) that meant by internalization was a process whereby individuals learned and accepted into parts and simultaneously tied themselves into the values and social norms of the behavior of a society. Thus, the internalization is a process of planting values into the individual learners so that the values that implanted become part and identity of students.

Rianawati (2020B) explains that internalization in interactions can affect the acceptance of value and personality, making the evaluative function more dominant. The internalization process done in 5 levels; receiving, responding, giving value, organizing value, characterization value.

Furthermore, Arikunto (1990) suggests that discipline is what pertains to students' self-control over forms of rule. According to Rianawati (2014) that the meaning of the character of discipline is an act that demonstrates orderly behavior and is obedient to various provisions and regulations. As in the Word of God Swt. in the Qur'an, the letter of the Huud verse 112, which states that man must remain disciplined and consistent in the actual Islamic teachings so that people gain the happiness of the world and the hereafter.

Based on some opinion above, discipline is a practice of character or habit to foster self-control of the rules. Concerning the learning process, discipline is an ability for students to control themselves by obeying rules and order in the process of teaching. This attitude is very close to the training process and guidance provided by the class and teachers who are facing directly with the students in carrying out their daily duties. Thus, the internalization of

disciplinary value is a process of planting disciplinary value into the individual learners so that way, the value of discipline is implanted to be part and identity of the students.

Learning discipline in school needs to be well constructed. Mulyasa (2008) suggests that the objective of the internalization of discipline is the formation of Self Concept, Communication Skills, Natural and Logical Consequences are the wrong behaviors because the students have developed false beliefs on themselves. This encourages the emergence of incorrect behaviors called "misbehavior." To that end, it is advisable (a) to demonstrate the wrong behavior's precise purpose, helping students to overcome their behavior. Furthermore, (b) Take advantage of the logical and natural consequences of misconduct. Value clarification (clarification of value) is that students can select and clarify ethical values for it and the Leader effectiveness training.

According to Tu'u (2004), the discipline is to organize life together, build personality, practice personality, coercion, punishment, and create a conducive environment. According to Were (in Henry, Onderi, and Odera, 2012), discipline is essential for training individuals to develop responsibilities and train students to control themselves and their social environment and to avoid chaos due to their dismissions. Meanwhile, according to Mbihti (in Henry, Onderi and Odera, 2012) states that pillar for the success of the school in the academic and extracurricular activities of students. Dunham (in Ehiane O. Stanley, 2014) explained that discipline creates the right image of the school and prepares learners for the future and towards maturity.

Supporting factors that need to be considered in the planting of discipline, namely: a) Create exemplary figures; b) reward from giving punishment; c) implementing the Rules consistently; d) away from the violence in

educating children; e) educators always say the apology if guilty to children; f) explain what the educator will do.

Islamic education experts such as Muhammad QUTHB, Abdurrahman al Nahlawi, and Abdullah Nashih Ulwan (in Ali, 1999) expressed educational methods in Islam. Among the most important are the methods of transparency, the determination of advice, habituation methods, supervision Matode, and method of punishment.

As explained by the Islamic education figures above, what is meant by exemplary methods is a good example or model that is applied by educators, so it is imitated by students. The method of advice is that educators provide continuous guidance and motivation so that the desired action can be implemented by students. The habituation method is to repeat and to drill a good deed so that it becomes accustomed to doing it. The method of supervision is to see, pay attention to, and control action is carried out or not. The method of punishment is the imposition of sanctions for an offence committed. Thus, if this method can be applied properly in the internalization of discipline in schools, the character of discipline will be entrenched in schools.

Marjiyanti (2014) explains that teachers internalize discipline by doing several things, including studying the experiences of students through cards, studying students' learning environments in school and home environments, giving simple and easy-to-understand tasks, preparing plans and learning activities, tried and not monotonous, adapts illustrations and arguments to improve students' abilities and makes clear rules.

Method

This research uses qualitative approaches and descriptive methods. Bogdan and Taylor (in

Moleong, 2006) that qualitative research is a research procedure that can produce descriptive data of written and spoken words of people and observable behavior. A descriptive method is a method used to describe or analyze a research result (Sugiono, 2009).

This research aimed at examining the phenomenon about the symptoms that occur in the internalization of disciplinary values in the MAN 1 Regency of West Kalimantan. According to Nawawi (2003), A descriptive method is a problem-solving procedure that investigated to describe or represent the state of the subject or object (a person, institution, and society) at present based on the fact.

The steps in this research are first, conducting preliminary research at the research site, namely conducting interviews and preliminary observations about disciplinary problems and strategies implemented by schools in reducing disciplinary violations. Preliminary research was also carried out by examining various literature relevant to the title and focus of the study.

Second, identifying the problem, namely determining what problems are related to disciplinary violations and formulating the focus of the research, namely determining the problem or what will be studied at the research site.

Third, determine the research location and data source. This research was conducted in MAN 1 Mempawah district and the data sources that the researchers were divided 2 (two), namely primary data sources and secondary data sources. Lofland (Tanzeh, 2011) explained that human and non-human data originate from documents, recordings, and photographs. The primary data source consists of 6 people, namely the principal and his deputy, the counselling teacher, homeroom teacher, and three teachers, while the secondary data source is 10 students of *Madrasah Aliyah Negeri* (MAN) 1 Mempawah.

Fourth, determine the research design. The research design is a procedure of conducting research from the beginning to the research report activity. The research design was to determine the data collection techniques used in this study using in-depth interview techniques, participatory observation, and documentation. In this study, researchers used in-depth or unstructured interviews where the questions the researcher posed to key informants/respondents appeared spontaneously following the respondent's answers, but the questions guided by the interview guidelines had been compiled by the researcher. Respondents in this study were six school principals and their deputies, counselling teachers, homeroom teachers, and three teachers, while the secondary data sources were 10 students of *Madrasah Aliyah Negeri* (MAN) 1 Mempawah.

Chamin (2009) explains that in-depth interviews are the involvement of researchers in the informant's life. The purpose of this in-depth interview is to obtain more objective data about "How to internalize the value of student discipline in *Madrasah Aliyah Mempawah*, West Kalimantan Regency, while the tool is a type recorder, basic questions from interviews (interview guidelines) and a camera.

Observation is a technique in collecting methods by examining activities, symptoms, conditions, or phenomena that occur in a place. This research uses participatory observation techniques. Stainback (1988) describes participatory research as observing what people do, listening to what they have to say, and participating in their activism. In addition, other data that can be a source of information is the school document of MAN 1, West Kalimantan Regency in the form of Rules. Documentation is supporting data in the form of proposals and disciplinary internalization program reports, photos of disciplinary internalization activities,

banners and mottos and others related to the character internalization program.

Fifth, determine and develop instruments. In this activity, researchers compiled instruments, both interview guidelines and questions that were in accordance with the research focus. And also an observation instrument in the form of an observation guide and develop it in field notes. Documentation guidelines need to be made to determine what documentation is needed as research supporting data

Creswell (2010) explains that for documents and visual materials can be recorded/recorded according to the wishes of researchers. The data analysis technique used in this research using the techniques expressed by Miles & Huberman (1984) is the activity in qualitative data analysis is done continuously until complete so that the data is saturated, which includes data reduction, data display, and conclusion verification. Further, the validity test of data in research conducted by credibility test techniques, transferability, dependability, and confirmability (Sugiyono, 2009).

Results and Discussion

Internalization Program Discipline at *Madrasah Aliyah Negeri* (MAN) 1 Mempawah.

Based on information from the school principal, Teachers Council and administrative staff that the program of discipline internalization in the school is through school order, including the admission of school on time, not to go to school or class without the permission of teachers, not late school admission, uniform neatly, clean, and following school order. This is following the opinion of Djamarah (2005) that the school's discipline is not going out in class during the lesson hours, not getting out/in the lesson hours, never late

school/study, always follow the ceremony, do the school work with regular and tidy, wearing the school attribute and the name of the learners and not wearing other attributes, and wearing uniforms neatly.

Based on the observation, the implementation of the disciplinary program in MAN 1 Mempawah has not carried out well. This seems to be a student who still comes late, students have not neatly put his vehicle in the parking lot of the motor vehicle, students have not orderly queued to buy food in the cafeteria, students still have to storm in class if the teacher did not present teaching, and late. Lack of student discipline awareness is one of the main factors in the cause of school discipline violations. If students respect the rules of the *Madrasah*, then they learn to respect other standard rules, learn to develop discipline habits, curb and control themselves solely because he has to curb and control himself. The development of discipline is an activity that is carried out continuously in the life of the day students at school, so it expected to be a good habit. The existence of the *Madrasah* order plays an important role, namely as a tool to regulate the behavior or attitudes of students in the *Madrasah*. Soelaeman (1985) argues that: "Rules of conduct are instruments in order to achieve order/discipline."

Discipline is a powerful tool in obeying school order as stated by Aeni (2011) that the formation of students' disciplinary character can be in various ways, including consistent, rule enforcement, habituation, education and training, leadership, transparency, communication, application of reward and punishment.

The *Madrasah* order serves as the student's behavioral guideline described by Hurlock (1990): "Regulation serves as a child's behavioral guideline and as a source of motivation to act as social hope." Besides, regulation is also one

element of discipline to behave. This is in line with the opinions expressed by Hurlock (1990) that discipline expected to educate children to behave following they established social group standards. It must have four fundamental elements, whatever the way of discipline used, namely: regulation as a code of conduct, consistency in the regulation and in a way used to invite and to force, punishment for violations of regulations and appreciation for behavior that is in line with the prevailing behavior. Based on the above opinion, it can be noted that in applying the discipline, the rules and consistency in the implementation are necessary.

The *Madrasah* order has two essential functions in helping to familiarize the child in controlling and curbing the desired behavior, as stated by Hurlock (1990): Regulations have an educational value, as regulations introduce children's behavior approved by members of the group. Furthermore, regulations help curb unwanted behaviors.

Another discipline internalization Program implemented in *Madrasah Aliyah Negeri* (MAN) 1 in Mempawah District is enforcing the student code of ethics that must be implemented in daily school associations, school culture, learning process, and other activities. Such as mutual respect and respect, both in older people, age and younger, Disciplined discipline especially praying dhuhur in the congregation and praying before and after study, discipline in loving school environment (do not waste garbage, nurture plants in school and home environment, diligently clean and tidy school environment and home), maintain harmony, peace and harmony in school and home environment, fill time with worship, learn and foster good relations with others.

The code of ethics is the norm or ethics that directs and regulates human life so that human life is orderly, orderly, safe, and peaceful. With the code of ethics, one has discipline. Discipline

and code of conduct have mutually supportive relationships. The code of ethics teaches a person to have a disciplined character; while the character is disciplined, the code carried out correctly. In other words, the code of ethics will not be carried out without any disciplinary character. Al Ghazali stating that the code of ethics has been explained in the Qur'an, is that learners learn with the intention of worship in the framework of the taqarrub to God. So in daily life, the learners are required to always purify his soul from low mortality and a disgraceful disposition (QS. Al An'am (6): 162 and Adz Dzariat (51).

In order to internalize the discipline of *Madrasah Aliyah Negeri* (MAN) 1 Mempawah, the head of the *Madrasah* has also instilled awareness to the students, described in the following form: First, the mutual awareness of parents, teachers and all citizens to teach the values of ethics. The reason is that people in understanding the difference between goodness and moral crime are not only personally enough to use their conscience. Nevertheless, it also requires an understanding of moral values or being told by a fellow community. As an implication, the responsibility to foster the morale of students is not merely on the shoulders of religious teachers but also the responsibility of all teachers and other school people. The enhancement of student discipline is not limited during the process of submission of ethical material done by religious port teachers but needs to be supported by other teachers by inserting moral or ethical values in the subjects he held.

Internalization of students' discipline in *Madrasah Aliyah Negeri* (MAN) 1 Mempawah also emphasizes the principle of religious values. Religious values intended as Islamic values include values of *aqidah*, worship, and morality that emphasize the character of discipline. Because without the character of discipline,

religious activities cannot carry out well. As prayer is obligatory five times, every prayer has determined so that without the character of discipline, prayer times must be neglected. Thereby through various religious extracurricular activities can train and familiarize the character of discipline.

Islam is a complete education system that teaches that all the shared humanitarian values of all aspects of Islamic religion must develop. The Islamic education system aims to develop children's personalities in a positive direction. (Faizi, et al., 2011) mentions one of the religious values of disciplinary value.

The internalization of other disciplines implemented in *Madrasah Aliyah Negeri* (MAN) 1 Mempawah is done by implementing the 5s culture on all the residents of the *Madrasah*, say hello, greeting, was Sapa, behave polite, and well-mannered. Greetings are speaking at the time of meeting with anyone. Smile is giving at the time of meeting to anyone in school, Sapa is to rebuke the school people either by saying a greeting or calling a name or with a greeting "hay" (for fellow friends), polite and polite is to speak and be gentle by appreciating and respecting others (Rahayu et al., 2017).

Applying 5S means honoring and appreciating older people at school and *Madrasah* friends by not pick friends and willing to respect each other's opinions when studying in class. Respecting people will be more comfortable to be disciplined because, with a disciplined attitude toward something, it will also benefit others. Undisciplined attitudes mean disrespect and respect for others. Verdugo and Glenn (in Stanley, 2014) explained that undisciplined behavior was troubling among the participants. If students respect and respect others, of course, the student will be disciplined, because by being disciplined will create the regularity, order, peace, tranquility, and smoothness of an activity.

Strategy of Discipline Internalization of in *Madrasah Aliyah Negeri (MAN) 1 Mempawah*

The strategy applied by *Madrasah Aliyah Negeri (MAN) 1 Mempawah* in the internalization of the students' discipline is through regular, habituated, routine advice, and self-management training. Based on information from the school principal and teachers in *Madrasah Aliyah Negeri (MAN) 1 Mempawah*, that strategy designed to determine how to implement disciplined coaching. The strategy needs to designed so that the objective of the discipline internalization program can be achieved. There are several strategies as an internalization effort of students' discipline in *Madrasah Aliyah Negeri (MAN) 1 Mempawah*.

Routine Advice Strategies

The implementation of the advice strategy routinely implemented in *MAN 1 Mempawah*, both in learning and other activities. At the time of the study, teachers routinely always remind and advise students, so that students to discipline appreciate time with beneficial activities, such as learning, making tasks related to learning, or other skill activities. Head of *MAN 1* also always advises the students to prioritize the character of discipline, especially in everyday life in schools, such as school entrance discipline, maintaining the rigor and hygiene of schools, discipline in dress, shoes, hoods, and hair for male students. The discipline uses time with useful activities, so that time not wasted in vain. The headmaster routinely conducts discipline coaching to students, both in ceremonial activities and spontaneous activities, when the headmaster sees a student throwing garbage, the principal immediately reprimanded the student for throwing trash in his place.

Principals and teachers need to pay close attention by analyzing and describing rules and orders of schools that the students often violated.

So in the implementation of the discipline can be determined a description of discipline that needs to get extra attention as well as a description of discipline in the cultivation is only incidental from teachers who teach on a class or construction of a discipline that is structured. Besides, the implementation of the advice strategy should take into account several things to be done effectively and efficiently.

This is in line with what Sarwoto stated (1978) that in preparation of activity should contain a purpose element, an element of wisdom, an element of the procedure, and a progress element. Preparation knows the students with the background, as the better, the teacher knows the students, the more likely the teacher is to prevent the violation of the discipline "(Spiritual and Ahmadi, 1991). Then, one of the right strategies in coaching discipline is with a routine advice strategy.

Strategy with an Example

Education with the example is educating by giving examples, both in the form of words, behaviors, traits, and words (Rianawati, 2017). The discipline of character coaching in *Madrasah Aliyah Negeri 1 Mempawah* is an example. Teachers show good behavior in front of learners. This appearance has done intentionally or accidentally. Intentional transparency is a situation intentionally held by educators to be followed or imitated by learners, such as teachers and disciplined administrative staff arriving on time. Accidental unintentional is an example of a daily attitude in school, such as teachers and discipline staff to dress neatly and cleanly.

The actions and behaviors of the teacher determine the extent to which the quality itself is in what spoken before the students (Koesoema, 2011). The headmaster and teacher is a model that is an example for the students. The headmaster of the *Madrasah* and the teachers

should be able to display good attitudes and behaviors to form a good character in the student.

Habituation Strategy

The school principal and teachers in *Madrasah Aliyah Negeri (MAN) 1 Mempawah* strive to implement a habituation strategy of disciplined behavior in many ways, primarily the discipline of school order. Besides, to realize this habituation strategy, the headmaster emphasized the need for a teacher role in the habituation. Disciplined habituation also through the activities of prayer in congregation is needed for the realization of a discipline coaching program. Teachers advised to provide an example of good habituation and improve the wrong habituation, thus assisting the students in overcoming and utilizing the logical and natural consequences of the wrong behavior, it is in line with the theory stated by Reisman and Payne (in Mulyasa, 2003), which is about discipline habituation strategy.

In the Qur'an, it explained that Allah SWT changed the negative habits of the Jahilliyah Arabs by replacing them with good habits gradually (Nata, 2001). This suggests that changing the students' undisciplined habit is not an easy endeavor, because the undisciplined character that has become habitual will be inherent in the student's personality, so it takes a sincere effort for teachers to familiarize themselves with the discipline of the students.

Class Management Strategies

Based on information from the trustee, that the internalization strategy and the improvement of discipline through the management of the class conducted with the class order, class management organization, and the contract of study in class. However, there are still many students who are less disciplined about the various rules in the classroom, and there are students who are less responsible and

independent in learning so that it is less earnest in learning and raises the absence of learning in particular at the time the teacher is not in the classroom.

Classroom management is an activity to empower the maximum potential of the class to cultivate the competency of knowledge, attitudes, and skills in an active, productive, creative, and innovative way through the teaching and learning process undertaken by teachers and students. Arikunto (in Zahroh, 2015) mentions that classroom management is an effort undertaken by the responsible teaching and learning activities that help to intend to achieve maximum condition so that it carried out learning activities as expected. According to Kounin (in Tarman, 2016) explains that the teacher is a class manager who should have high discipline.

Through a class management strategy, the teacher implements the rules to become conducive to the learning process. When the rules are applied, students must demonstrate a disciplined attitude to achieve a calm, exciting, and enjoyable learning atmosphere.

Strategy by Providing Self-Management Exercises

According to the headmaster is not an easy way to apply discipline attitudes to the students. Therefore a particular strategy must be one of them is with a practice strategy, i.e., the students are trained self-management to behave discipline because through this training, the students gradually trained to manage themselves how they discipline in learning, discipline organizing learning time, and discipline school order. If the students accustomed to discipline with the school order, it will undoubtedly be beneficial for daily life in the home and society.

The team of teachers implements a Self-management strategy by continuously providing regular motivation and advice to students.

However, the result is not too maximal because of the negative factors affecting the students, both internal factors in students and external factors in the student's living environment.

The strategy of self-management is excellent and continuous, both through the internalization of the character transformation of discipline, motivation, and advice regularly. Because through self-management, students must realize how important the attitude of discipline for progress and achievement, manage the character of discipline in him, and prioritize the character of discipline in his life.

According to Komalasari DKK (Isnaini and Taufik, 2015) explained that self-management strategies are behavioral regulatory procedures by individuals themselves, where students can define their own goals, monitor the behavior, choose the procedures applied, perform the procedures, and evaluate the effectiveness of the procedure. Self-management's goal is to reduce inappropriate and disturbing behavior (not complete school assignments) and improve social, adaptive, and language skills (Isnaini and Taufik, 2015).

The Inhibiting Factors of discipline internalization *Madrasah Aliyah Negeri* (MAN) 1 Mempawah.

The inhibiting factors of the realization of the discipline in *Madrasah Aliyah Negeri* (MAN) 1 Mempawah, it is known that the most dominant inhibitory factor in the realization of the discipline in *Madrasah Aliyah Negeri* Mempawah is as follows: 1) Lack of planning and evaluation of disciplinary coaching programs in schools; 2) Lack of extracurricular activities that can train student discipline in various matters; 3) Internal factors of students themselves, namely the lack of consciousness and the habit of discipline in learning, the delinquency of students who are difficult to change in a positive direction, lack of self-

reliance learning students, and a lack of motivation for achievement in students; 4) External factor students, namely the environment of home associations and communities, are not reasonable and competitive; 5) In the school prayer program, synergism between the *Madrasah* and the elderly in the supervision of the discipline of prayer worship, especially at home, is still lacking. The absence of a proper form of evaluation is to control the habituation of worship of the students at home who can support the habituation of discipline through prayer activities in the congregation as an effort to build a noble generation in the *Madrasah Aliyah Negeri* 1 Mempawah; 6) Lack of parents' efforts to foster student learning discipline at home and other activities. The role of parents in internalizing discipline is very important for their children at home. From an early age, parents have introduced various activity times to children, worship times, meal times, sleep times, study times and playtimes. If parents from an early age have taught children to be disciplined, wherever, whenever and until adulthood, children will get used to discipline. Therefore, as explained by Rianawati (2019), the role of the family has a very big influence on children's education; 7) The lack of meetings periodically between the headmaster and teachers with parents, so that the poor awareness of parents in the coaching of students' discipline; 8) Lack of school cooperation with parents in coaching discipline.

The inhibitory factor is the delay or the unblocking of an activity program to achieve the expected goal. Each program implemented will inevitably be constrained by the obstacle, but constraints can be minimized by observing the results of the evaluation. The constraints of a disciplined internalization program can be minimized or ignored when the control is small, or if the scale is large and can interfere with the

implementation should be overcome specific techniques. For example, if it is a student's environmental constraint, teachers and parents can work together to solve problems.

Conclusions

Implementation of disciplinary internalization is very good and beneficial for *Madrasah Aliyah Negeri 1 Mempawah*, and It is shown that almost all adhere to school rules well, uphold the school code of ethics, and implement the principles of religious values of aqidah, worship and have a good character. The principles of religious values are implemented by MAN 1 Mempawah through various activities, learning processes in class, and religious extracurricular activities. With these various activities, it will indirectly train students' discipline. The character of discipline has become a good culture in the school made students are accustomed to being disciplined and consciously obeying the school rules and regulations without feeling pressured. Students realize that the character of discipline is very beneficial for themselves and vice versa if they are not used to discipline, it will harm themselves. Apart from the existence of rules and regulations, school code of ethics and religious principles that must be implemented by students, other programs implemented by the school, namely the 5 S program, are smiling, greeting, greeting, polite, and courteous among fellow school members. The advantages of this 5S program are that students at MAN 1 Mempawah learn to respect and appreciate others, so they try to apply discipline and avoid disciplinary violations that can harm others.

The strategy applied by *Madrasah Aliyah Negeri (MAN) 1 Mempawah* in internalizing students' discipline is through routine coaching, habituation, p and self-management. Routine coaching is carried out by the Principal and

Deputy Principal of the School, both during flag ceremonies, activities with the school committee, and directly monitoring students. If there is a violation, students will be advised directly by the Principal and Deputy Principal of the School. Religion teachers, homeroom teachers, and counselling teachers also use strategies in the form of regular coaching, habituation of disciplined character and managing students' self-awareness. Another strategy carried out by the teachers is to provide advice in the form of continuous guidance and motivation, both at the time of starting learning, at the end of learning, and mentoring individual students, especially students who often violate school discipline. Principals and Deputy Principals, Teachers and administrative staff consciously try to model disciplinary behavior. Students are accustomed to discipline in various things. Student disciplinary behavior will continue to be monitored and supervised if there is a violation, the student will be reprimanded and given advice. And if a student is still committing a disciplinary violation, the student will be given an educational punishment. If the student still violates discipline, the school will contact the parent, and the student will be given a discipline record card. Another strategy is for the Principal and the Board of Teachers to continuously conduct meetings, both internally and externally with parents of students about compliance and disciplinary violations. The school discipline program will be evaluated, and deficiencies corrected.

Among the students, there are still those who often violate school discipline. The inhibiting factor at school is a strategy that is not implemented enough is the lack of continuous implementation of meetings, both internally and externally with parents of students about compliance and disciplinary violations. School discipline programs are not planned and evaluated continuously, and there are not many

extracurricular activities, especially religious extracurricular activities, there is still a lack of awareness for students to manage self-discipline from themselves and the factors of parental education. External inhibiting factors are the lack of school cooperation with other institutions outside the school, cooperation with parents of students, lack of cooperation with the environment around the school.

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