The Efforts of Islamic Religious Education Teachers in Developing Student Discipline

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Abstract: This research aims to find out the efforts made by teachers and supporting factors and factors inhibiting teachers in developing the discipline of SMPIT Al-Ridwan students. The type of research used is a qualitative approach with descriptive methods. This research was conducted at SMPIT Al-Ridwan Telukjambe Timur Kab. Karawang. The results showed that: (1) the teacher's efforts in developing the discipline of SMPIT Al-Ridwan students through the enforcement of regulations, the awarding of punishments, awarding (reward), and consistency of teachers in motivating students, (2) Supporting factors of teacher efforts in developing SMPIT Al-Ridwan student discipline through internal and external factors. (3) Factors inhibit the efforts of teachers in developing the discipline of SMPIT Al-Ridwan students through internal and external factors.

Keywords: Teacher Effort, Student Discipline, PAI Teacher

INTRODUCTION

According to Wajdi, character education is carried out through the education of values or virtues that are the basic values of the nation's character. According to Daryanto and Suryatri Darmiaturun The current school environment has a very large role in the formation of children / students. The role of teachers is not only as a teacher, academic educator but also a character, moral and cultural education for its students. The cultivation and development of character education in schools becomes a shared responsibility. Character education can be integrated in learning on every subject. Every subject related to norms, or values on each subject needs to be developed, exexisted, associated with the context of everyday life. The learning of these character values does not stop at

the cognitive level, but touches on the level of internalization, and real practice in the daily lives of students in society. 

Education is a human need in which this need has been accepted since man was born into the world and cannot be separated from human life itself. With education humans will be able to progress and develop and the progress of a nation is also measured by the quality of education in a nation. 

Education as a human endeavor to build and develop the human person from the spiritual and physical aspects in which in fostering and developing the human person requires a gradual process. The desired process in the education business is a process that aims to direct students to the optimal point of progress. While the goal to be achieved is the formation of a personality that has morality as an individual and social human being and devote themselves to the khalik. Given the importance of education in creating a personality that is in accordance with the guidance of the Prophet in all aspects of life and progress of a nation is also measured by the quality of education, the government seeks to create quality education. One of the government's efforts is to build various educational institutions.

Thus it should be for the process of education through discipline, that every student must be introduced to order (including orders), strived to understand its benefits or uses, carried out without or by force, including efforts to carry out supervision of its implementation, improved if violated or not obeyed including sanctions or punishments if needed. Simple examples include time discipline. Children must obey the right time to leave and go home from school, study, perform five prayers and other routine activities.

We have all understood that every educational institution wants its students to have good discipline in the learning process because the teaching and learning process in an educational institution is a very important part. In the whole process of education in school learning activities are important, this means the success of achieving educational goals depends a lot on how the teaching and learning process that students experience (Slameto, 2010: 1).

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Some of the rules that have been set by the school SMPIT AL-RIDWAN with a view to improving the discipline of students in the school, especially in following the learning process but the author saw there are some students who do not follow the rules that have been set when following the learning process.

METHOD

Research is basically to show the truth and problem solving of what is researched to achieve that goal, a precise and relevant method is carried out. According to Sugiono (2014: 5) defines research methods as follows: "Research methods are scientific ways to obtain valid data with the aim of being found, developed, and proven, a particular knowledge so that in turn it can be used to understand, solve, and anticipate problems in the business field". Based on the above theory, this research includes qualitative research and the methods used in this research are descriptive methods. The research was conducted at SMPIT Al-Ridwan. Located in Perum. Karaba Indah Blok GC 02, Wadas Village, Telukjambe Timur District Kab. Karawang.

In this study the data sources used were primary data sources and secondary data sources. Primary data sources are obtained directly on the ground through interview techniques with research subjects and informants, namely SMPIT teacher Al-Ridwan as a research subject, and head of sekola, deputy principal, student as research informant. Secondary data sources in the form of evidence of records or historical reports that have been arranged in archives (documentation data) related to research. The data collection technique used in this study is an interview technique. The observations used are nonpartisan observations made to obtain data related to the teacher's efforts in developing student discipline and supporting factors and teacher inhibition factors in developing SMPIT Al-Ridwan student discipline. Documentation is used to collect data related to this research. Supported in the form of photo photos of activities carried out by research subjects.

The qualitative data analysis technique used is a qualitative data analysis technique developed by Miles and Huberman "consists of three components of activities that are interrelated to each other, namely: data reduction, (displya) data, and fishing conclusion".

RESULTS AND IMPROVEMENTS

Based on a series of interview, observation, and documentation activities using the teacher's business instruments in developing student discipline and supporting factors as well as teacher inhibition factors in developing student discipline. The results are as follows: Internal support factors of the teacher's efforts in developing the discipline of SMPIT Al-Ridwan students include: (a) Good physical condition of students. Good student physicality becomes a contributing factor in disciplining students, healthy students will easily accept the direction given by teachers. (b) Awareness of children who want to get better. (c) Some children have good talents and interests. While the factors supporting the external efforts of teachers in developing the discipline of SMPIT

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Al-Ridwan students include: (a) Cooperation between teachers that is well established (b) Adequate school facilities and infrastructure (c) School programs run well to discipline students. While the inhibitory factors faced in the teacher's efforts in developing SMPIT Al-Ridwan student discipline are internal factors (a) There are still lazy students, (b) There are still students who are unruly. While external factors (a) come from the family environment (b) The influence of student playmates.

The teacher's efforts in developing student discipline through the enforcement of regulations, namely teachers enforcing rules when students in the classroom, rules of order outside the classroom, rules of order of study time, rules of order of prayer time zuhur, and rules of dress code. Punishment is given to students who are not disciplined, intended to correct and resuscitate the behavior of students who do wrong so as not to make mistakes again. The form of punishment given by the teacher is adjusted to the level of error made. The form of hukuman in the form of verbal reprimand, sanctions in the form of actions, summoning parents / guardians of students, to dismissal. Reward to disciplined students is intended to foster their motivation to always be disciplined and be a motivation for other students to improve their attitude for the better. As for the form of awards given by teachers in the form of praise, value addition, and gift-giving. The consistency of teachers is seen in enforcing the rules, providing motivation to discipline students.

The strategy of developing discipline in improving the quality of learning is an embodiment of the vision, mission, motto and educational objectives of SMPIT Al-Ridwan. Therefore, to realize the ideals contained in the vision, mission, motto and goals. SMPIT Al-Ridwan has several strategies that are used as the key to succeeding the implementation of the development of discipline in maintaining the quality of learning, namely:

a. Vision, Mission, Motto and Purpose
   Vision, mission, motto and goals are the initial foundation of the implementation of discipline education. These four things have given the initial direction to the implementation of disciplinary education in MTs Bahrul Ulum Bulu Balen Bojonegoro, and also as a benchmark for the successful implementation of disciplinary development in MTs Bahrul Ulum Bulu Balen Bojonegoro.

b. Special Activities Program
   Special activity programs that are programmed in order to support the discipline education of MTs Bahrul Ulum Bulu Balen Bojonegoro held a special activity program, namely Tadarus AlQur’an, basic discipline training (LDK), leadership cadre training (LKK), Scouting, Raid, Case Book Procurement and the provision of active learning tasks. Some of these programs are programmed in the framework of the development of disciplinary education that has been mandated in the vision, mission, motto, and purpose of MTs Bahrul Ulum Bulu Balen Bojonegoro, this special activity program that serves as a trigger for the growth of student discipline.
c. Order
In the framework of the development of discipline education this order is used as a guide to reference how a student should do in accordance with the rights and obligations he has. So that students know which ones are required and which are prohibited. This order also serves as a binding written regulation and students must comply and implement it properly.

d. Socialization
Socialization is carried out by the classroom and teachers during their class hours, here the class guardian gives direction materially and the implementation of how to live discipline.

e. Approach
This approach strategy is used to identify the symptoms of problems arising from students. This approach is done through two directions, namely the approach with parents as a form of mentoring cooperation to students, and the approach with students in order to identify problems up close directly.

f. Facilities and Infrastructure
Because discipline requires practice and habituation, in order to apply discipline education must be supported by facilities and infrastructure that are quite supportive, for example to train student discipline in terms of learning, then the atmosphere of learning in madrasah must be fun, textbooks both basic books and supporting books must also be complete. So that students are motivated to always learn because the book is interesting and complete, as well as the laboratory is also equipped.

g. Evaluation
The last strategy programmed by MTs Bahrul Ulum Bulu Balen Bojonegoro is evaluation, this evaluation is an activity that provides assessment control over the implementation of disciplinary education. Evaluation is carried out regularly once a week, this first evaluation takes the form of a service meeting led by the Head of Madrasah, and the second evaluation through classroom journals and student point cards. Evaluation through class journals and student point cards is conducted by the class guardian.

h. Habitation
Habituation is a very important contributing factor in enforcing discipline, with habituation to be disciplined and obey the rules for both principals, teachers, students and employees who have been established then the hope to create a harmonious and orderly life can be achieved because there are no actions that lead to indiscipline actions.
CONCLUSION

The results of the efforts carried out by teachers to develop the discipline of SMPIT Al-Ridwan students are preventive and curative. Preventive efforts are the enactment of a code of ethics to prevent the occurrence of various violations of school rules, the cultivation of disciplined awareness in students and the provision of motivation so that they want to understand the importance of discipline in life. Parents should also be involved in efforts to improve student discipline. While the effort that is curative is to give appreciation or punishment to siswa who violates and obeys the rules. Internal supporting factors The teacher's efforts in developing SMPIT Al-Ridwan student discipline are: (a) Good physical state of students, (b) Awareness of children who want to get better, (c) Some children have good talents and interests. While external supporting factors The teacher's efforts in developing the discipline of SMPIT Al-Ridwan students are: (a) Cooperation between teachers that are well established, (b) Adequate school facilities and infrastructure, (c) School programs run well to discipline students. The teacher's efforts in developing SMPIT Al-Ridwan student discipline are internal (a) There are still lazy students, (b) There are still students who are unruly. While external inhibiting factors The teacher's efforts in developing the discipline of SMPIT Al-Ridwan students are: (a) Students whose parents are divorced so that they are not supervising when outside of school, (b) The influence of student playmates who often hang out with children who do not attend school so that students become lazy for school.

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