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## Madrasah Education Strategies To Build Student Discipline At Amaliyah Private Aliyah Madrasah Tanjung Tiga

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### ABSTRACT

**Background.** This study describes the madrasah education strategy to build student discipline at the private madrasah aliyah amaliyah tanjung tiga.

**Purpose.** The purpose of the research is to inform and educate readers that formal educational institutions, namely madrasah, have the ability to shape the character of a disciplined student.

**Method.** This type of research is qualitative research that seeks to describe social phenomena that are developing in the masses today. The data collection techniques used are observation and unstructured interviews, then the data is analyzed objectively and described scientifically by following the procedures for writing scientific papers.

**Results.** The research results found are as follows: First, private madrasah aliyah amaliyah tanjung tiga teachers on various occasions always educate students to always comply with the rules and regulations that apply in the madrasah environment. Second, private madrasah aliyah amaliyah tanjung tiga teachers always provide exemplary examples of discipline to students so that they become role models for them. Third, private madrasah aliyah amaliyah tanjung tiga teachers always carry out internal supervision of the character of students and student discipline, if there are still students who are not disciplined, madrasah teachers conduct early identification of the triggers for these students to become undisciplined. Fourth, the head of the private madrasah aliyah amaliyah tanjung tiga conducts periodic evaluations to all madrasa residents which aim to improve things that must be improved for the next day. Fifth, efforts to establish student discipline are carried out in persuasive ways.

**Conclusion.** Madrasah Aliyah Swasta Amaliyah Tanjung Tiga applies an educational approach in enforcing student discipline. Sanctions are educational in nature, including assignments, written reports to parents, suspension, and temporary or permanent deactivation. The habituation of disciplinary attitudes involves arriving on time, homework, manners, and development activities, with optimal support from students' families.

### KEYWORDS

Education, Discipline, Strategy.

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### INTRODUCTION

Education for children is very important as a foundation and provision in the future. Because every child has different characteristics and development, attention to children is also needed in the context of their education. But why are there so many parents who don't even realize and ignore this. They are only busy taking care of themselves and busy making a living,



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even though it is also for children (Abu Talib dkk., 2021; Abu-Assab, 2023). They do not care about their children's education and only entrust their children's education to madrasah. One thing that is neglected is the lack of discipline cultivation from an early age in the family. Parents only rely on the school to form their children's disciplinary attitudes, even though the formation of discipline must be balanced between the family and madrasah. The formation of a disciplined attitude must be carried out in every Madrasah. Because discipline is character education that can become a habit that affects learning achievement. The disciplinary attitude applied in every madrasah must be able to help them develop madrasah policies and be able to respect and control themselves against bad behavior (Yasin, 2011).

Discipline can be formed through the learning process. Disciplinary attitudes in children must be formed as early as possible, but it is not easy to realize all of that especially with different family backgrounds and characters. A disciplined attitude also requires a person's awareness to do and not do what he should and should not do. The existence of a disciplined attitude is very important in schools and Madrasahs. However, sometimes the school is more busy with methods, media, techniques and strategies but forgets that discipline is the main foundation. Fun learning requires discipline, even the character curriculum requires discipline (Kinesti, 2021).

Undisciplined behavior can be caused by the curriculum. A curriculum that is too rigid, inflexible, or too imposed can lead to undisciplined behavior, in the teaching and learning process in particular and in the educational process in general. Another factor that can influence is the teacher factor (Allen dkk., 2020; Ames dkk., 2021). The formation of a disciplined attitude in educational institutions, namely the private madrasah aliyah amaliyah tanjung tiga, has been effective. Students' awareness to do homework, always come on time to the madrasah, obey the teacher is one proof that the formation of a disciplined attitude in Madrasah is effective. Not to forget, it is supported by the existence of routine communication and good cooperation between private madrasah aliyah amaliyah tanjung tiga teachers and parents in shaping students' disciplinary attitudes. Every day the teacher of the private madrasah aliyah amaliyah tanjung tiga checks the student's homework before the lesson starts and if it turns out that the student has not done the homework then the student will be subject to sanctions. The sanctions carried out by the private madrasah aliyah teacher amaliyah tanjung three to students are not punitive sanctions but sanctions given in the form of educational sanctions such as memorizing daily prayers, memorizing short suratans, memorizing prayer prayers. In addition to these penalties, the private madrasah aliyah teacher amaliyah tanjung three will also write down student behavior in Madrasah through a liaison book which serves to report student behavior to parents so that it can be a concern for parents or guardians of students to educate their students when at home. It is undeniable that teachers of the private madrasah aliyah amaliyah tanjung tiga are required in shaping and influencing student behavior. In the madrasa, a student is in direct contact every day with the madrasa teachers who educate and teach him (Adil, 2020; Aizenberg, 2019).

The exemplary attitude, actions and words of the private madrasah aliyah amaliyah tanjung tiga teachers who are seen and heard and considered good by students can be recorded in the memory of children's memories and their impact sometimes exceeds the influence of their parents at home. So the role of the private madrasah aliyah amaliyah tanjung tiga teacher to be able to foster a disciplined attitude towards students is very important. All behaviors carried out by a madrasah teacher will usually be easily imitated by his students. To form a disciplinary attitude of students, there are many ways that schools can take in the form of sanctions or punishment. In giving sanctions to students, sanctions must be educational, not physical punishment and not cause psychological trauma to students. There are various sanctions that can be applied in madrasah to

improve student discipline, such as verbal or written reprimands for those who commit minor violations of minor student provisions. This written reprimand aims to change the habits of students to be more disciplined towards the rules in Madrasah so as to create a deterrent effect for students not to repeat their mistakes again. Providing appropriate sanctions against students who violate the rules. The sanctions received are in accordance with the violations made and determined by the age of the students. For example, late attendance to the madrasah punishment for grades 1-3 through reprimand (MUSFIRAH, 2019).

Based on the discussion that has been presented above, the author analyzes that the discipline of students in schools or madrasahs anywhere is a classic problem so that the head of the private madrasah aliyah amaliyah tanjung tiga makes precise formulations through various ways and approaches so that it is worthy of research, so therefore the author makes a scientific paper with the title "madrasah teachers' efforts in shaping student discipline at private madrasah aliyah amaliyah tanjung tiga".

## **LITERATUR REVIEW**

### **Substance of Discipline**

School and discipline are like two sides of a coin that cannot be separated. In organizing teaching and learning activities in schools, there must be an element of discipline in it. Students are required to be disciplined towards the rules and regulations that apply in the school (Marceau dkk., 2021). Discipline comes from the English discipline which is rooted in the word disciple which means student, follower, adherent or someone who receives teaching and spreads the teaching. Discipline derived from discipline can mean rules that must be followed, fields of knowledge studied, teachings, punishments or ethics-norms-manners of behavior (Eisenmann, 2020). From the two definitions of discipline above, the author can understand that discipline is teaching a student to follow the applicable rules, and if they commit disciplinary actions, they will get punished (Pribadi dkk., 2021).

### **The Importance of Discipline**

The negative behavior of some adolescents, students, and learners has recently exceeded the limits of reasonableness because it has led to acts against the law, violating rules, violating religious morals, crimes, and has brought very detrimental consequences to society. Juvenile delinquency can be said to be reasonable, if the behavior is carried out in the context of searching for self-identity, and does not bring consequences that endanger the lives of others and society. In instilling discipline, teachers are responsible for directing, doing good, being an example, being patient and understanding. Teachers must be able to discipline learners with compassion, especially self-discipline. learners develop behavior patterns for themselves. Help learners raise their standards of behavior. Use rule enforcement as a tool to enforce discipline (Barritt, 2021; Burke, 2019).

Many factors must be considered in instilling discipline, such as discipline during teaching and learning. Because learning discipline is one of the factors supporting the teaching and learning process well. Sardiman emphasized that discipline in education is needed to keep the learning and teaching atmosphere running smoothly and create a strong personality for students. Discipline can teach children to do what is good and right and avoid bad actions so that it can become an investment or have a lifelong impact. Discipline needs to be taught and learned and lived by students. So that students are able to discipline themselves and be able to control themselves without being controlled by the teacher. Discipline, as recognized by experts since long ago, is the center point of the level of achievement in implementing perfect discipline. A very high level of student obedience to class rules, especially if the obedience grows from oneself, not forced, will

allow the creation of a conducive learning climate, namely a pleasant learning climate so that students are fixated on learning. The habit of obeying the rules in the classroom will have a further impact on life in the rules that exist in society (Cardinot, 2020; Franzen, 2021).

### **Learner Discipline**

Discipline is very important for students. Therefore, it must be instilled continuously so that discipline will become a habit for students. People who succeed in their respective fields generally have high discipline. Conversely, people who fail are generally undisciplined. Many experts give the definition according to their point of view. According to The Liang Gie, discipline is an orderly condition in which people who are members of an organization submit to existing rules with pleasure. Based on these understandings, it should be clear that discipline is a situation where something is in an orderly, regular and proper state, and there is no violation either directly or indirectly. The definition of a learner is an immature person, who needs the efforts, assistance, guidance of others to become an adult, in order to carry out his duties as a creature of God, as a human being, as a citizen, as a member of society and as a person or individual (Gaertner, 2020; Mercader, 2020).

## **RESEARCH METHODOLOGY**

This research is qualitative research, which is a social research that fundamentally relies on observing humans in their own area and dealing with these people who try to reveal the actual facts / phenomena that occur in the field. It is said so because this type of research has characteristics including the actual setting, the researcher is the key instrument, the data is descriptive, emphasizes the process, the data analysis is inductive, and the meaning of each event is an essential concern in qualitative research. It is said that the facts are in accordance with what happens in the field. The research objective is to describe social events, by revealing factual events in the field and revealing hidden values, being more sensitive to descriptive information and trying to maintain the integrity of the object under study (Adibelli & Korkmaz, 2022; Adorjan, 2023).

This research is located in the private madrasah aliyah amaliyah tanjung tiga, the object of study are students and madrasah teachers. Data collection techniques are observation and unstructured interviews. the sources in this research are the madrasah head, madrasah teachers, administrative staff and students. the approach of this research is descriptive analytical approach. descriptive analytical approach aims to describe, describe, describe systematically the facts or characteristics of certain populations or certain fields factually and carefully. This approach also aims to get an in-depth description of the speech, writing and observable behavior of an individual or group of people or organizations in a particular setting that is studied from a comprehensive point of view (Dewi, 2021).

## **RESULT AND DISCUSSION**

### **Developing a Work Plan Related to Madrasah Citizen Discipline**

The drafting should involve madrasah teachers, administrative staff, student representatives and parent representatives. By participating in the drafting, it is hoped that they will feel responsible for its smooth implementation. The design must be in accordance with the mission and objectives of the madrasah. This means that the discipline designed must be elaborated from the objectives of the madrasah. The plan must contain a clear list of prohibited behaviors and their sanctions. The sanctions applied must be educational in nature and have been agreed upon by students, teachers and representatives of parents. The regulations that have been mutually agreed upon must be disseminated. For example, through meetings, notification letters, and madrasah magazines so that

related parties understand them. Every activity that will be implemented in a madrasah, of course, requires planning. This is needed so that the activities that will be carried out in the madrasah can run smoothly and in accordance with the expected goals. Likewise in carrying out disciplinary culture activities. Planning a good culture of discipline will make it easier for the head of the madrasah to make decisions. From the explanation above, the author can understand that, in designing discipline rules and a culture of discipline in madrasah, the madrasah head should collaborate with every element in the madrasah such as teachers, administrative staff, and parents of students. Then, the rules that have been compiled are written in short and understandable words. After the draft of the rules and sanctions has been completed, then the madrasah must socialize it by making a letter, through a meeting or it could be by making a book containing the rules and sanctions (PRASETIANI, 2014).

### **Efforts Made by Madrasah Teachers to Discipline Learners**

To form a disciplined spirit and attitude within students in madrasahs is certainly not an easy thing to do. Evidently to this day, the fact is that there are still a lot of indisciplinary behaviors committed by students inside and outside the madrasah environment. Skipping class, smoking, not doing assignments, and littering are things that are still widely done by students. Therefore, there needs to be a way done by the madrasah to overcome these student indiscipline problems. Below are the methods commonly used by private madrasah aliyah amaliyah tanjung tiga teachers to shape the attitudes and disciplinary spirit of students, First, make clear and comprehensive rules. Clear means that it is easy for students to understand, what to do and what the sanctions are if they violate it. Every point of the order must be socialized to students, so that they understand why a rule was made. Second, applying sanctions for every violation of the rules, because without sanctions the rules do not run effectively. Sanctions can initially educate madrasah aliyah students to be disciplined. But at a certain period, madrasah aliyah students carry out discipline because it is a necessity, in order to achieve virtues and achievements. Third, create role models from the top. The head of madrasah, madrasah teachers and staff are role models for students. They show concern for the upholding of discipline with real behavior, such as filling spare time with reading books or magazines; providing an environment for private madrasah aliyah amaliyah tanjung tiga that is different and green (clean and green). In short, the example must manifest in a real program, which can be seen and experienced by students, not just a slogan without real action (Sandy, 2020).

Fourth, provide a variety of extracurricular activities that suit the students' talents so that their minds and energies are focused on positive things. Extracurricular activities provide positive experiences and values for students, which they may not find in classroom teaching and learning activities. Fifth, make the place of worship clean and comfortable. It is in this place of worship that the students of the private madrasah aliyah amaliyah tanjung tiga are periodically motivated through religious values, in addition to performing congregational prayers. Mushalla and religious programs play a role in bringing students closer to Allah SWT. People who worship Allah SWT have peace of mind. In a feeling of tranquility, good behavior and a drive for achievement will arise by studying and researching (working) with full seriousness and never giving up hope.

Sixth, conducting a programmed dialogue with student guardians, especially regarding students who often violate the rules or their grades decline, so that student guardians and madrasah teachers can work together in educating these students in a better direction. In addition to the above methods, there are still other ways that can be used in an effort to discipline students. For example, giving awards to madrasah students who behave in a disciplined manner, either individually or in groups. Awards can be in the form of a charter or announced in a certain event or other. Include the student council. Often students are more receptive if reminded by their own friends. By involving



the student council, it is hoped that there will be a mutual reminder mechanism between students. Monitor the implementation of other rules by visiting classes. Make a list of problematic students (student map) so that they receive special guidance (LUBIS, 2020).

The above methods will not be difficult to be carried out by madrasahs if there is a will and has the aim of developing the behavior of students much for the better. Of course, in order for these methods to work well, strict planning and supervision are needed in carrying out these activities. Supervision is not only the task of a madrasah head. But every element of the school such as students, teachers, and staff can be involved to oversee the disciplinary culture activities. In addition, there is a need for continuous evaluation by the madrasah. This evaluation is useful to see the extent to which these methods are effectively applied at school. It can also be compared whether there are changes in the attitudes and behavior of students after these methods are implemented (Shobihah & Walidah, 2021).

### **Disciplinary Attitude of Students at Madrasah Aliyah Swasta Amaliyah Tanjung Tiga**

The formation of a disciplinary attitude according to Conny R Semiawan in his book *Application of Learning in Children*, Disciplinary attitude is a design expressed in the form of actions between the tendency and desire of individuals to act in order to obtain something with the restrictions or regulations required by the environment against him Discipline grows out of the need for human life between the tendency and desire of individuals to do something that can and wants to be obtained from others or because of certain conditions, with the rules required of him by the environment in which he lives. The teacher of the private madrasah aliyah amaliyah tanjung tiga always helps children learn to enjoy freedom, but a madrasah teacher must also be able to prohibit students when necessary, so that there is a balance between freedom and prohibition that will lead to a sense of security. Students live in a madrassa environment with the rules that exist in the madrassa, so if a student violates the existing rules, he will be subject to certain sanctions in accordance with the parutaran madrasah aliyah swasta amaliyah tanjung tiga. The sanctions given are not to hurt the child but the sanctions given aim to make positive habits so that they can be applied in the private madrasah aliyah amaliyah tanjung tiga environment and outside the madrasah environment. As for what is meant by the formation of student discipline in this study is a process or way to form the actions or behavior of a student who is full of willingness to obey all the rules and norms that exist in the madrasah (Anisah, 2021).

### **CONCLUSION**

Enforcement of student discipline in the madrasah environment and efforts to form a disciplinary attitude of students by applying madrasah rules or regulations as well as providing sanctions if students violate them and through habituation exemplified by madrasah teachers. The forms of sanctions applied at the private madrasah aliyah amaliyah tanjung tiga are educational and do not apply violent punishment. These sanctions are: Punishment for giving assignments that are educational in nature, Reporting in writing to parents of violations committed through liaison letters, suspending or temporarily disabling students to the heaviest sanctions permanently disabling students for undisciplined students. The formation of student discipline at the private madrasah aliyah amaliyah tanjung tiga is carried out through habituation of student discipline. These habits are in the form of habituation to enter the madrasah on time, habituation to always do homework, habituation to be polite to teachers and fellow friends and habituation through development activities. Development activities in Madrasah and others. The formation of student discipline is supported by the student's family so that there is optimal coordination.

## AUTHORS' CONTRIBUTION

Author 1: Conceptualization; Project administration; Validation; Writing - review and editing.

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