

DISCIPLINE DEVELOPMENT OF STUDENTS AT SCHOOL

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Abstract: This literature study aims to (1) analyze the forms of disciplinary behavior by teachers and students in the teaching and learning process in schools. (2) Describe and analyze the function of each form of student discipline in school. This study is a literature study from various sources, both books and reports. This study focuses on students' discipline when the teaching and learning process takes place both in the classroom or school environment. Collecting data from various sources of books on discipline which were later cited as supporters of the preparation of the article. In his study, he did not use objects directly but rather the results of observations and the results of the experiences of the authors. This research is a research based on the results of pre-existing research related to student discipline in school. then added theoretical studies and conclusions related to Student Discipline in Schools. Here discusses the Definition of Discipline, Discipline Functions, Elements of Discipline Control, Factors that influence discipline, and Student Discipline Dimensions. It is hoped that this discussion will increase knowledge about the teaching and application of students' disciplinary attitudes at school.

Keywords: discipline

1. Introduction

Scope

Schools as formal education institutions and a place for learning should be well planned and managed professionally, so that they can create a learning atmosphere and a learning process that is able to develop the potential of students to become competencies both spiritually, intellectually and emotionally, and kinesthetic. In accordance with the meaning of education as outlined in the National Education System Law No. 20 of 2003 Article 3 which emphasizes the functions and objectives of National Education that:

National education functions to develop the ability and shape of dignified national character and civilization in order to educate the life of the nation, aiming to develop the potential of students to be faithful and devoted to God Almighty, noble, healthy, knowledgeable, capable, creative, independent and become a democratic and responsible citizen.

Basically, the implementation of the teaching and learning process (PBM) will be good if the factors related to learning activities such as students, educators, educational facilities and infrastructure support each other. In addition, the teaching and learning process in schools occurs when there is a good interaction between students and teachers to achieve the learning objectives so that the success of the PBM is ultimately able to encourage students to achieve the results of educational goals.

In the beginning, discipline was related to the teachings of religion. The disciplinary integrity referred to as stated by Widodo DS in Beni Rahmat (2017; 39), based on the word discipline, that "the disciplinary term came from disciple words meaning adherents, followers, students, which was learned for shows students, followers of the Prophet Isa who are devoted and obedient to practice the teachings. But then the understanding of the discipline develops, no longer merely points to the human element full of devotion and full obedience that practices the teachings - the teachings of Prophet Isa only, but emphasizes obedience and constancy in the regulation itself.

This is in accordance with the understanding of the developing discipline put forward by Widagdo in Beni Rahmat (2017: 40) that, "discipline is obedient and obedient to the rules, norms, instructions, etc.". According to Atmosudirjo (1987: 64), that discipline is: (1) a certain mental attitude (state of mental attitude), which is an obedient and orderly attitude; (2) a high level of knowledge about the system of rules - behavioral rules, systems or criteria norms, standards that lead to insight and consciousness; (3) an attitude that naturally demonstrates sincerity, understanding and awareness to obey all that is known carefully. Based on the understanding of the above discipline it can be concluded that discipline is a statement of students' attitudes and actions in carrying out their obligations consciously by obeying the regulations in the school and at home. Discipline is very important for every student, because being disciplined will make a student have skills about how to behave and also a process towards good character formation.

2. Theoretical Review

Understanding Student Discipline

Discipline is a matter of obeying the rules in all aspects of life, religion, culture, relationships in schools, and so on. In other words, discipline is a condition that is created and formed through a process of a series of individual behavior that shows the value of obedience, loyalty, order and order. This is based on the understanding in the Indonesian Dictionary (2017: 38) which explains that the word "discipline" means obedience and obedience to the rules of the order and so on. Ki Hajar Dewantoro (1967: 453) states that discipline is nothing but a strict rule of law. From this basic understanding, it then continues with the term discipline which can be interpreted as a condition that obeys the rules of order.

In harmony with the understanding of the discipline above, Suradisastra in Beni Rahmat (2017: 38) also explained that: discipline comes from the word "discipline" which means the attitude to keep what has been promised, what has been planned. Then also explained, that: discipline contains the

meaning of determination, strength of the soul, not easily tempted by things that can harm him. Success in a business or in achieving goals - will depend on whether or not a discipline is owned in a person. People who are disciplined will behave what they should be doing, not making things up, not exaggerating but also not reduced from the actual circumstances. Stay right on his footing, step right on his movements, and go in his direction. Discipline can be done for every behavior, such as discipline in learning, discipline in work, discipline in doing assignments, discipline in activities, discipline in daily life and others. This opinion shows that discipline is obedience and obedience to the rules carried out with pleasure, not because of being forced or forced.

Discipline can be trained by emphasizing the mind and character to produce self-control, habitual compliance and so on. These exercises in order to produce obedient habits can be seen in training among the armed forces. Disciplined people are people who are able to control themselves. But the development of technology and rapid economic growth resulted in changes in society in the form of shifting values - values and traditions that exist, thus influencing the attitudes and views of human life, which then happened unbridled things. This clarifies the notion that in essence discipline contains several elements, namely obedience, knowledge, awareness, orderliness, a feeling of pleasure in carrying out duties and obeying or obeying all applicable laws and regulations. So that the role of discipline is as the creator of a condition in which individuals, communities and government officials comply with all existing rules and regulations so as to achieve an orderly and orderly state.

Understanding discipline according to Webster New World Dictionary cited by Ali Imron (2011: 173) "Discipline is an exercise to control ourselves, character and circumstances in an orderly and efficient manner". As for Wardani and Moh. Jauhar (2011: 150) suggests "Discipline is obedience or obedience to rules of procedure, rules relating to school hours which include school and school hours, student compliance in dress, student compliance in attending school activities", according to Soemarmo in Beni Rahmat (2017 : 41), discipline needs to be fostered through training, direction, and exemplary pathways, because discipline as an effort to comply with "manners".

Based on the understanding of the above discipline it can be concluded that discipline is a statement of students' attitudes and actions in carrying out their obligations consciously by obeying the rules that exist in the school and at home environment. Discipline is very important for every student. Because being disciplined will make a student have skills about how to behave and also a process towards good character formation. The discipline will be realized through coaching from an early age, from a young age starting from the family environment through education that is embedded from a young age which is increasingly integrated in itself with increasing age. So that in this case in education, especially in schools, discipline must be applied to students, of course, with the process and method of implementation and ongoing coaching that makes students have discipline in the world of school that applies in education World.

Discipline function

Discipline is very important and needed by every student. Discipline is a prerequisite for the formation of attitudes, behavior and discipline. Disciplined life, which will lead a student to success in learning. Discipline that is owned by students will help students themselves in their daily behavior, both at school and at home. Students will easily adjust to the environment they face. The rules contained in the school will be well implemented if students already have the discipline within them. Discipline as an educational tool in question is an action, an act that is intentionally applied for educational purposes in schools. Such actions or actions may take the form of orders, advice, prohibitions, expectations, and penalties or sanctions.

Discipline as an educational tool is applied in the framework of the process of forming, fostering and developing good attitudes and behavior. Good attitudes and behavior can be diligent, virtuous, obedient, respectful, tolerant and disciplined.

Aside from being an educational tool, discipline also functions as an adaptive tool in the existing environment. In this case discipline can direct someone to adjust especially in obeying the rules and regulations that apply in that environment. In this context, discipline as a means of adapting to school means that discipline can lead students to be able to adjust themselves by obeying the school rules.

The functioning of discipline as an educational tool and adaptive tool will influence the ongoing teaching and learning activities in schools. In schools with good discipline, teaching and learning activities take place in an orderly, orderly and directed manner. In contrast, in a school with low discipline, teaching and learning activities also take place in an orderly manner, as a result the quality of school education will be low. According to Tu'u (2004: 38) discipline has the following functions:

- a. **Organizing Together Life**
Discipline is useful to make someone aware that he or she needs to respect others by obeying them in compliance with applicable regulations, so that they will not harm others and their relations with others become good and smooth.
- b. **Build Personality**
The growth of a person's personality is usually influenced by environmental factors, the discipline applied in each environment has an impact on the growth of a good personality. Therefore, with discipline someone will be accustomed to following, obeying the rules that apply and habits that gradually enter into him and play a role in building a good personality.
- c. **Train Personality**
Good, disciplined attitudes, behavior and life patterns are formed through practice. Likewise, an orderly and orderly personality needs to be familiarized and trained.
- d. **Coercion**
Discipline can occur due to coercion and pressure from the outside, for example when a student who is less disciplined to enter a disciplined school is very good, then by force the student must obey the rules that exist in the school.
- e. **Punishment**
Ordinances usually contain positive things and sanctions or penalties for those who violate the order.
- f. **Creating a Conducive Environment**
School discipline serves to support the implementation of educational processes and activities to run smoothly and influence the creation of schools as an educational environment conducive to learning activities.

Schools are the scope of education (Wiyatamandala Insights). In education there is a process of educating, teaching and training. Schools as the scope of education need to ensure the implementation of a good education process. Good conditions for the process are conditions of safe, calm, orderly and orderly, mutual respect, and good social relations, this is achieved by designing school regulations, namely regulations for teachers, and for students, as well as other regulations which is deemed necessary. Then it is implemented consistently and consequently. If this condition is realized, the school will be a conducive environment for education activities and processes. In such a place, the potential and results of students will achieve optimal results. For school, discipline is very necessary in the teaching and learning process, the reason is: discipline can help learning activities, can cause a sense of pleasure to learn and improve social relations.

If the school rules are without rules, there will be disorderly behavior, irregular, uncontrolled, wild behavior, which in turn disrupts learning activities. The conducive atmosphere needed in learning becomes disrupted. In this case, the implementation and implementation of school regulations helps students to be trained and accustomed to regular, responsible and adult life, School discipline when developed and applied well, consistently and consequently will have a positive impact on student life and behavior. Discipline can encourage them to learn concretely in the practice of living in school about positive things, namely doing things that are straight and right, and avoiding negative things. With the application of discipline, students learn to adapt to the good environment, so that self-balance arises in relationships with other people. In that case, according to Maman Rachman (Tu'u, 2004: 35-36), the importance of discipline for students is as follows:

- a. Provide support for the creation of behavior that does not deviate.
- b. Helping students understand and adjust to environmental demands.
- c. How to solve the demands that students want to show against The environment.
- d. To regulate the balance of individual desires with other individuals.

- e. Steer clear of students doing things that are prohibited from school.
- f. Encourage students to do good and right things.
- g. Students learn and are beneficial to him and his environment
- h. Good habits cause peace of mind and environment.

Discipline Elements and Countermeasures

Hurlock (2002: 85) states that elements of discipline include:

- a. Regulation as a code of conduct;
- b. Consistency in regulations,
- c. Penalties for violations;
- d. Award for good behavior.

Discipline is born, and develops from one's attitude in the system of cultural values that already exist in society. There are basic elements that make up the discipline, first the attitude that already exists in human beings and the system of cultural values that exist in society.

Attitude or attitude is an element that lives in the human soul that must be able to react to its environment, it can be behavior or thought. While the cultural value system is part of a culture that functions as a guide or guide and a guide to human behavior. The combination of attitudes with the cultural value system that is the guide and the guideline embodies the mental attitude of actions or behavior. These elements form a personality pattern that shows discipline or undisciplined behavior.

School discipline is a prerequisite for the formation of an educational environment conducive to education activities and processes. Therefore, principals, teachers and parents need to be involved and responsible for building student discipline and school discipline. With that involvement and responsibility, students are expected to be successfully fostered and formed into superior and successful individuals. Excellence and success are realized because schools succeed in creating an environment that is conducive to educational activities and processes. Students are encouraged to optimize their potential and results. Overcoming the problem of discipline that occurs in schools according to Singgih Gunarsa (Tu'u, 2004: 57) can be done through preventive, repressive and curative stages. Encourage students carry out school rules. Giving persuasion that the rules are good for school development and success.

Good individual discipline supports the improvement of learning achievement and the development of positive behavior. Repressive measures have dealt with students who have violated school rules. These students are helped not to violate further, with advice, warning or disciplinary sanctions. Curative steps are efforts to foster and assist students who violate the rules and have been given disciplinary sanctions. This effort is a step of recovery, repairing, straightening, healing wrong and bad behavior.

Factors Affecting Student Discipline

Discipline is a complex human behavior, because it involves elements of the nature and social environment. In terms of psychology, that humans have two tendencies that tend to be nice and tend to be bad, tend to be obedient and disobedient, tend to obey or disobey. This tendency can change the basic potential, so that humans have a positive attitude and discipline behavior in accordance with the rules it is necessary to optimize the human soul's power through various forms of discipline and obedience. These efforts are both through habituation, changing patterns and systems of rules that regulate their behavior, policies, sanctions systems, and rewards for perpetrators and supervision.

There are two factors that lead to a disciplinary behavior, namely the policy of the rule itself and one's view of the value itself (Subari, 1991: 166). Rules are made to be implemented so that the desired goals can be achieved. Not everyone agrees with the rules made. If the rules are considered good, then we want to implement the rules. Conversely, if the rules made are considered not good, then we do not want to obey the rules made. Rules that do not have strict sanctions will make people disobey existing rules. Rules that have strict sanctions will make people obey the rules with discipline.

The attitude of discipline or discipline of a person, especially students is different. There are students who have high discipline, on the contrary there are students who have low discipline. The level of discipline of a person is influenced by several factors, both those originating within oneself and those from outside.

Some factors that influence the discipline include: (1) the child himself, (2) attitudes of educators, (3) environment, and (4) goals. The child's factor itself influences the child's discipline. Therefore, in instilling the discipline of factors the child must be considered, considering that the child has different potential and personality between one and the other. Understanding of individual children carefully and precisely will affect the success of disciplinary planting.

Student Discipline Dimensions

The dimensions of this study student discipline is a factor that is influenced by other factors. Discipline is a condition that is created and formed through a process of a series of individual behavior that shows the values of obedience, loyalty, order and order. Discipline will make a person know and be able to distinguish what things should be done, which must be done, what should be done, which should not be done (because they are prohibited).

For a person who is disciplined, because he is already united in himself, then the attitude or action taken is no longer felt as a burden, but on the contrary it will burden him if he does not do discipline. Compliance values have become part of the behavior in his life. Strong discipline in essence will grow and emanate from the results of human consciousness. Conversely, discipline that does not originate from conscience will result in weak discipline and will not last long, or static discipline, not life. The dimensions of student discipline are presented by Djojonegoro in Beni Rahmat (2017: 57) which includes:

- a. obedience;
- b. Loyalty;
- c. regularity;
- d. order.

Discussion of research results

In relation to student discipline, there are several studies with objects and studies similar to the discussion above. Some of these studies include:

- a. Research conducted by Intan Febrianti Winoto with the title "The influence of the discipline of learning on student learning independence of class v sdn 03 brujul kecamatan jaten district karanganyar 2014/2015 academic year". Based on the results of data analysis and discussion conducted in 2014, the following conclusions can be drawn: 1. Student learning discipline influences the learning independence of fifth grade students of SDN 03 Brujul 2014/2015 academic year. So that the first hypothesis can be verified and the hypothesis acceptable. 2. Student learning discipline has a positive effect on student learning independence.
- b. The research conducted by Agung Wibowo in his 2014 thesis entitled "Planting the value of discipline in the Suryowijayan Yogyakarta elementary school". Based on the results of research and discussion, the following four causal conclusions can be drawn:
 - 1) The main elements of discipline applied by teachers at Suryowijayan State Primary School include making regulations, teaching habits, giving punishment, giving awards, and setting an example, but in enforcing regulations and penalties have not been implemented consistently so that students are not deterred from behavior lack of discipline he does.
 - 2) The teacher combines the authoritarian and democratic approaches to instill discipline.
 - 3) Not all teachers apply the steps of planting discipline as a whole, so that many students still commit violations due to poorly identified bad behavior and lack of socialization.
 - 4) Teachers do prevention and countermeasures against student behavior that is less disciplined by giving advice, giving warnings and asking parents to provide positive activities at home such as joining their children to the TPA (Al-Quran Education Park).

- c. From the research carried out by the researcher named Agustya Intansari in his thesis in 2015 with the title "Increasing Discipline Culture of Students in Selotapak Elementary School No.424 Trawas Mojokerto". Based on data that has been obtained by researchers, it can be concluded as follows:
- 1) Forms of Discipline Culture of Students in Public Elementary Schools Selotapak Discipline of students in Selotapak State Elementary School No.424 has become a habit of individual students. The form of student discipline culture that has been applied and familiarized in Selotapak State Elementary School No. 424 is covering aspects of time discipline, aspects of discipline in attitude and aspects of discipline in enforcing school rules.
 - 2) The Role of School Principals and Teachers in Improving Student Discipline Culture in Selotapak Public Elementary School Principals and Teachers play a role as "initiating *sung tulodho*", which means that school and teachers act as pioneers of discipline especially for elementary school students who must always be guided, directed and given an example. At Selotapak Public Elementary School No.424 Principals and Teachers apply many strategies to improve the culture of student discipline which is to exemplify, make habituation and communication, besides that the teacher also gives rewards and punishments (punishment).

The conclusion of this study is that there is a significant effect between discipline on student learning activities, discipline on students' life skills and student learning activities on students' life skills. The implication of this research is that as an effort to improve students' life skills, it is necessary to increase student discipline and student learning activities.

Based on the results of a description of several studies that are relevant to the study of student discipline, it can be concluded that student discipline greatly influences student achievement, life skills, skills and so on. For that students' discipline in learning must be continuously improved both by the students themselves and by the teachers and parents themselves.

3. Discussion

Student Discipline Development in Schools

Basically, there are various factors that influence the success of education, including: Teachers, Students, facilities and infrastructure, educational environment, and education (widoyoko: 2012). Of these various factors, the teacher has a major role in supporting the learning process in school. Teachers as the subject of the educational process determine the success of education itself.

Teachers are the main factor in the education process. Although educational facilities are very complete and sophisticated, but if they are not supported by the existence of qualified teachers, it is impossible to create a learning process and maximum learning (Utami, 2003: 1). Therefore, the ability factor or competency of the teacher is very important in the learning process. Citing several research results related to student discipline at school there are several research results that support that the discipline of students in schools plays an important role in the attitudes, traits and character of students as an illustration of their own personal self and a picture of their success in the future.

Another study, conducted by Wuri Wuryadani (et al) in 2014 entitled "Education of the character of discipline in elementary school" Based on the research conducted at SD Muhammadiyah Sapen Yogyakarta it can be concluded that to support the achievement of the success of internalization of the character values of discipline in this school, nine School policies are character education programs, setting school rules and classroom rules, performing *Dhuha* prayers and *Dhuhr* prayers in congregation, making affective posts in each class, monitoring student's self-discipline behavior at home through daily activity notebooks, providing affective messages in various corners of the school, involving parents, involving school committees, and creating a conducive classroom climate. In the implementation of the nine policies, it needs support from all school residents, both principals, teachers, parents, school committees, employees and students. In addition, there is also a need for careful planning to develop school program programs. In its implementation it also needs strong consistency from all school residents, especially in terms of program implementation and enforcement of school rules and class rules.

Then another study was conducted by Leli Siti Hadiani in her journal in 2008 entitled "the influence of the implementation of school discipline on student learning discipline" (Descriptive Research Analysis at SDN Sukakarya II Kecamatan samarang Garut District) Faculty of Islamic Education and Teaching of Garut University. After a study of the effect of the School Rules on Student Learning discipline at SDN Sukakarya II Samarang Garut, it can be concluded that: 1. The Order of School Orderliness in SDN Sukakarya II in Samarang Garut, seen from the indicator shows high intensity, with average grades The 38.62 resulting from the indicator shows high intensity, with an average value of 38.62 resulting from statistical tests and the value is in the interval area 34-41.2. Discipline of student learning at SDN Sukakarya II Samarang Garut shows intensity which is high, with an average value of 39.43 resulting from statistical tests, and the value is at intervals between 34-41. Reality School rules have an effect of 39% on student learning discipline, and the remaining 61% which also influences discipline student learning at SDN Sukakarya II Samarang-Garut.

In processing this data that is processed first is the data from the results of the questionnaire distribution. On the questionnaire partial test, validity test and reliability test. This is done because in a study required a valid and reliable measuring instrument. After distributing questionnaires as many as 20 fruit, then a partial test is performed, test the validity and reliability test of the results of the questionnaire. Based on the results of the data acquisition, the average yield is 39.43. This means that the interpretation is high in the interval 34-41. If $F_{count} \leq F_{table}$ then the data is linear. Based on the calculation results, from the data obtained F_{count} of 38825.36 and F_{table} for 31.35 then the data is not linear. find out how high and low the implementation of school discipline on student learning discipline at SDN Sukakarya II Samarang Garut with the formula: $E = 100(1-K) = 39\%$ Based on the above calculations it is clear that the implementation of school discipline has an influence on student learning discipline as much as 39%, and there are still 61% of other factors that influence student learning discipline that are not included in the research model.

Based on several studies above, some conclusions are obtained, including:

- a. Teaching discipline attitude is not only applied to the learning process but can be applied in all aspects of teaching. Be it the discipline of attitude, time, nature and personal character of each individual.
- b. The success of students' discipline attitude at school must be guided and directed. The supervisor here is the headmaster and teacher.
- c. Teaching discipline attitude must be consistent
- d. The school principal and teacher must be examples of successful discipline.
- e. Students can follow the success of the disciplinary attitude of the principal and teacher
- f. and they can apply in themselves to their future lives and successes.

4. Conclusions and Implications

a. Conclusions

Discipline of students is the overall psychic driving force within the student which gives rise to learning activities, ensures the continuity of learning activities and gives direction to learning activities in order to achieve a goal. Discipline is defined as an exercise to control yourself, character and circumstances in an orderly and efficient manner.

This discipline will be realized through early development, from a young age starting from the family environment and then proceeding to formal schools, both elementary and high school. Through education that is embedded from a young age, it is increasingly integrated in itself with increasing age. So that in this case in education, especially in schools, discipline must be applied to students, of course with the process and method of implementation and ongoing coaching that makes students have a disciplined attitude within them.

b. Implications

The implications of the study on School Student Discipline Development are:

- 1) Discipline application in the teaching and learning process is supported by consistent teacher

discipline.

- 2) Discipline of students in schools must be guided by the principal and teacher.

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