Integration of School Rules by Classroom Teachers in Forming Student Discipline in Elementary Schools

Annisaa Lady Angela[1*], Achmad Fathoni[2] ⓘ

[1,2] Pendidikan Guru Sekolah Dasar, Universitas Muhammadiyah Surakarta, Surakarta, Indonesia

A R T I C L E   I N F O

A B S T R A K

Tata tertib sekolah sangatlah penting yang harus di taati dan dilaksanakan oleh setiap warga sekolahnya sesuai peraturan yang ada, guna mengajarkan siswa untuk terbiasa disiplin. Dengan begitu tujuan penelitian ini yaitu mendeskripsikan cara pembinaan siswa oleh Kepala Sekolah dan Guru mengenai informasi tentang tata tertib sekolah. Mendeskripsikan Guru dalam mengintegrasikan / pelaksanaan tata tertib sekolah di kelas dan di luar kelas untuk membentuk kedisiplinan. Mendeskripsikan Guru menilai tata tertib siswa untuk membentuk kedisiplinan. Dalam penelitian ini metode yang digunakan adalah deskriptif kualitatif. Teknik pengumpulan data yang peneliti gunakan pada penelitian ini adalah observasi terhadap siswa, wawancara, dan juga dokumentasi. Narasumber dalam penelitian ini yaitu kepala sekolah dan guru kelas 1-6. Analisis data yang digunakan adalah interaktif oleh Miles & Huberman yaitu pengumpulan data, reduksi data, penyajian data, dan penarikan simpulan. Dari analisis data penelitian ini diperoleh hasil penelitian yaitu sebagai berikut. First, sekolah berupaya dalam menanamkan karakter disiplin pada siswa melalui Tata Tertib Sekolah yang difungsikan untuk mengetahui kepribadian siswa, pengembangan karakter siswa bersama kepala sekolah dan guru serta mendukung adanya sarana dan prasarana yang baik. Second, Efek dari penanaman karakter disiplin siswa melalui Tata Tertib Sekolah siswa akan menjadi teladan dalam bersikap, bertanggung jawab atas apa yang telah dilakukan dan menunjukkan peningkatan prestasi.

A B S T R A C T

School rules are very important which must be obeyed and carried out by every member of the school according to existing regulations, to prohibit students from getting used to discipline. Therefore the purpose of this research is to analyses how to guide students by the principal and teachers regarding information about school rules. In this study the method used is descriptive qualitative. Data collection techniques used in this research are observation of students, interviews, and documentation. The resource persons in this study were school principals and teachers of grades 1-6. The data analysis used was interactive by Miles & Huberman namely data collection, data reduction, data presentation, and drawing conclusions. From the analysis of the research data, the following research results were obtained. First, the school's efforts in fostering the character of student discipline through the School Rules where schools must know the personality of students, develop student character together with the principal and teachers and support good facilities and infrastructure. Second, the impact of involving students' disciplinary character through the School Rules means that students become role models in behavior, are responsible for what they do and also become achievements.

1. INTRODUCTION

Education in Indonesia has implemented education aimed at directly strengthening students' character because it has been determined that students' character is deteriorating with the passage of time. The integration of character education in schools is carried out by integrating subjects, school culture, and self-development (Rosmalah, 2021; Suryanti & Arafat, 2018). The school as a formal educational institution is a very important component in developing the character of discipline and student responsibility. Character education can be implemented in schools to help teach good habits and instill good behavior or character in students (Herawann & Sudarsana, 2017; Rantesalu, 2020; Robandi et al., 2019). In this case, the discipline character must be applied in schools through school rules that all members of the school must follow, and this character can be embedded in each individual in the future. Character education is applied at every level of education, from basic education to higher education. Character education is more emphasized in basic education because if character is not formed early on, it will be difficult to change one's character (M. N. Annisa et al., 2020; Mustofa & Novianto, 2022; Rantesalu, 2020). Implementing character education properly can build a superior society, including students.

*Corresponding author.
E-mail addresses: a510190018@student.ums.ac.id (Annisaa Lady Angela)

The need to instill the values of character education to prepare them later as human beings who have a sense of self-identity as well as guide children to become virtuous human beings. Through habituation and example Guidance and character formation in early childhood involve increasing habituation in performing an activity at school (Purnama & Dwikurnaningsih, 2021; Wakhidah & Adiarti, 2014). It is very effective in habituation and repetition because it trains good habits in early childhood.For example, if a child enters the class and does not say hello, the teacher should remind them that they should say hello when they enter the room. This is also one way to get children used to it from an early age (Cahyaningrum, S et al., 2017; Prasanti & Fitriani, 2018; Ramdhani et al., 2019). In the school environment, discipline really needs to be applied in the teaching and learning process because it can help learning activities, create a sense of joy in learning, and improve social relations. It becomes one of the prerequisites for the formation of attitudes, behaviors, and rules of life that will lead a student to be successful in learning (Anggraini et al., 2017; Rusni & Agustan, 2018; Sugiarto et al., 2019). Teachers and friends who directly interact with children observe each other and can even follow the habits of their friends. In this case, therefore, what becomes self-control so that children retain good character is their family (Bokings et al., 2013; Prasanti & Fitriani, 2018; Rindawan et al., 2020).

The cultivation of the character of self-discipline must go through discipline. Discipline is an act of awareness within the individual to obey, order, and comply with existing rules or regulations to manifest daily behaviour (Darnius et al., 2019; Hermino & Arifin, 2020; Sugiarto et al., 2019). Discipline behavior is an educational tool that plays an important role in influencing, encouraging, fostering, and shaping individual behavior so that it is in accordance with the values and norms that develop in society (Noor & Astutik, 2019; Sobri et al., 2019; Sutisna et al., 2019). Rules of conduct are made with the excuse of forming and training students to do good things, be positive, have noble character, and minimize the level of student violations while at school (Mabuka, 2021; Marini et al., 2019; Rahmatih et al., 2020). School rules are provisions that govern daily school life and contain sanctions for violators it is according to a letter from the Minister of Education and Culture dated May 1, 1974, No. 14/U/1974 (Ahmad et al., 2017; Chan et al., 2020). According to previous study rules are a number of rules, values, or morals that apply in school institutions (Ahmad et al., 2017). Regulations are made so that the individual behavior contained in them is in accordance with the vision and mission of the school. Therefore, rules are also made to assist student learning activities. Previous study argues that school rules are not only to help school programs but also to increase awareness and adherence to responsibilities (Kurniawan, 2018). Because through this sense of responsibility that the essence of personality really needs to be developed in children.

This character education is an important thing to do in the current era because there are still many events that indicate the occurrence of a moral crisis among children, adolescents, and parents. One of the 18 characters is discipline. These students' disciplinary character is in optimally obeying the rules, so it is hoped that by the next level, students will already have strong disciplinary behavior. Previous study state discipline is a person's loyalty and obedience to norms and instructions that are stated to apply to that person or persons (Bakken et al., 2017). From this opinion, it is clear that the notion of discipline contains several elements, namely obedience, knowledge, awareness, order, and feelings of pleasure in carrying out tasks and obeying or obeying all statutory regulations that are declared valid. Character building is very important in student discipline, which can be strengthened by one of the relevant research results on the Effects of Character Education. Previous study conduct research related to student Discipline in Elementary Schools (Dole, 2021). The research result show that character education has a positive impact on the discipline of Cluster 01 Detukeli kids and it is determined that character education has a substantial influence on student discipline.

To strengthen the character value of discipline, rules are set in the school environment and must be followed by all members of the school in order to teach students to be disciplined. Based on initial interviews with elementary school teachers, the researchers found that there were still some students who obeyed school rules and had low discipline. There are still students who violate school rules, such as not carrying out class pickets that have previously been mutually agreed upon, arriving late to school, and various other violations. In order to be in accordance with existing policies, the researchers examined the rules of conduct to shape student disciplinary behavior. Because the main goal of fostering discipline in students is to ensure that student behavior is in accordance with the existing rules at school (Hajar & Putra, 2021; Shinta & Ain, 2021).

Student discipline needs to be improved because there are some students who still violate school rules. In this manner, researchers investigated the teacher's role in the formation of student discipline behavior in adhering to school rules of conduct. From these issues the researcher is interested in conducting research with aims to analyses how to guide students by the principal and teachers regarding information about school rules.

2. METHOD

This research utilizes qualitative methods. In this qualitative study conducted immediately in the field, the formulation of the problem was also discovered in the field, as was the potential of the data altering based on the data in the field, such that a new theory was discovered in the midst of the field. This study employed a descriptive-qualitative methodology (Nassaji, 2015). Research that aims to characterize existing problem-solving based on data is descriptive. The main objective of conducting descriptive research is to describe a situation or object in actual fact, systematically, and examine the characteristics of the subject and object accurately, precisely, and in accordance with the actual incident.

This research is sourced from primary and secondary data. The primary data in this study were the interviews with the principals and teachers of first untill sixth grades at SD Negeri 03 Pucangan Kartasura, while the secondary data consisted of observations and documents in the form of school discipline rules by conducting direct interviews with informants regarding the actions taken by research subjects during activities at school. This research was conducted by watching the research subjects, therefore observation, interviews, and documentation were utilized to collect data for this study. Interactive data analysis techniques consist of four components of the analysis process: data gathering, data reduction, data display, and drawing conclusions (Miles et al., 2014). In data collection, there are interview indicators. The research instrument grids are presented in Table 1.

Table 1. Indicators of the Role of Principals and Class Teachers in School Rules for Forming Discipline of Elementary School Students

No	Indicator	Sub-Indicator	Number of questions	Number of observations
1	Rules	The principal socializes and implements discipline for students	1	1
		The class teacher enforces discipline in the class rules	6, 7, & 8	6
2	Habit	The principal knows the habits of discipline in the rules at school carried out by students	2	2
		The teacher observes the habits of students who are carried out in class	9, & 10	7
3	Punishment	Principals and Class Teachers can give punishments/sanctions to students who violate school rules	3, 11, & 12	3, & 8
4	Reward	Principals and Class Teachers can give praise as a reward for students who obey school rules	4, & 13	4, & 9
5	Consistence	The principal and class teacher apply the same rules to all students without discriminating	5, & 14	5, & 10

The data obtained in the study were then analyzed using a qualitative descriptive analysis technique by associating the research results with the results of previous studies.

3. RESULT AND DISCUSSION

Result

This study discovered findings from research on discipline by classroom teachers in shaping student discipline at SD Negeri 03 Pucangan. The school already has rules to obey and be implemented by all school members so that the school becomes disciplined and effective. Based on interviews conducted by researchers with the principal of Pucangan 03 Public Elementary School, it is known that the principal socializes with each class teacher and always reminds the class teacher about discipline in school rules. The principal and teacher also set an example for students in terms of following school rules, such as arriving at school before 07.00 WIB so that students would follow suit.

The researcher also conducted interviews with class I–VVI teachers, with the result that each class already had rules installed in it. Teachers always remind students about school rules because students still need guidance to develop an independent attitude that obeys school rules. Students are good at carrying out the discipline habits in school rules such as, arriving at school on time, wearing a uniform according to regulations, and so on. The violations that students often do are students fighting with their friends because of trivial matters such as mocking, disturbing other friends. If there are students who violate, then provide direction and guidance.

All students are treated the same. If there are students who violate school rules, the teacher will reprimand them. If there are students who obey the rules, they will be given praise because they have been disciplined in obeying school rules, and the teacher always sets a good example so that students always imitate in obeying school rules in forming discipline. With good awareness and contributions from the principal and teachers, changes can be created in schools that lack discipline, for principals and teachers as well as students. If the principal and teacher work well together, students will emulate the disciplinary values that have been applied by the teacher and principal.

Dicussion

Executed discipline is a manifestation of obedience and firm action on the rules or rules at school, as well as respect for time.Humans need discipline in their lives, wherever they are. Humans who disregard discipline will face many problems in everyday life, such as being neglected or not finishing assignments on time, being late for school, and skipping school being recorded in the school's case book. According to previous study discipline is a person's loyalty and obedience to norms and instructions that are stated to apply to that person or persons (Andayani et al., 2020). Based on the theory above, it can be concluded that the indicator of discipline is the individual's ability to carry out exemplary behavior by imposing strict punishments according to applicable regulations.

The character of discipline, as one of the 18 character values in the 2013 curriculum, is one of the characteristics that must be instilled in and accustomed to students from an early age because the character of discipline is one of the character values that play an important role in the development of students' social attitudes (Dewi, A. K. T., Degeng, I. N. S., & Hadi, 2019; Komalasari & Saripudin, 2018; Widodo, 2019). The school environment greatly influences the formation of student character, both through activities related to learning and activities outside of class hours. In order to cultivate the character of student discipline, it must begin with the school principal's stages of planning, all of which can be regulated by an orderly plan, and the principal must also involve all teachers in planning. In accordance with what was stated by previous study schools should formulate the vision, mission, and goals of the school, which explicitly state the desire to realize noble character in schools (Hartini, 2017). The development of noble character in schools will be successful if it is supported by a high level of awareness among the entire school community, parents, and society as a whole.

By disciplining himself, students will be ready to take responsibility for them as well. For students, if discipline is developed and applied properly, consistently, and consequently, it will have a positive impact on their lives and behavior. Discipline can encourage students to learn concretely and practically in school about positive things and stay away from negative things (Elvira et al., 2019; Singh, 2019). Student discipline will be seen in his obedience and strictness in complying with school rules. A disciplined school environment will produce students who excel because students who are used to being in a disciplined environment will bring their lives into an orderly, well-organized manner and lead them to success in learning.

Then, to be able to instill the character of discipline in students, teachers must also behave with discipline, because students will definitely model teacher behavior. Discipline will be more effective and successful if it is socialized to children and carried out first by parents and their environment (Lumbantobing & Purnasari, 2021; Rahmat et al., 2017). Children will also easily apply these rules if there is a clear reward or punishment. Previous study state teachers or educators can be expressed as behavior guides who have the ability and expertise in carrying out responsibilities regarding the smooth learning process (Mardati et al., 2021). The teacher can also be a friend to students, where the teacher must have a close relationship with his students so that students do not hesitate to tell stories when they have problems. In addition, to cultivate student character, the school creates rules that students can follow as well as activities for students.Of course, this is one of the activity factors that can help students grow in character, especially the character of discipline, by obeying the rules and following extracurricular activities or activities that must be followed. The activity of creating and enforcing these rules is a process of clearly and specifically defining teacher expectations regarding students at school (F. Annisa, 2019; Widodo, 2019).

The role of teachers in schools is essentially that of parents for their kids. The function of classroom instructors as motivators and student mentors in discipline character education through the updated movement helps bolster this argument (Ramdan & Fauziah, 2019; Siwi & Sari, 2019). The results indicate that the function of the classroom instructor as a motivator is crucial to the development of student discipline. The instructor offers incentive or encouragement to pupils in the form of awards or praise, is receptive to student effort, encourages competition, and punishes disobedient students. The teacher's responsibility as a guide is to provide pupils with academic, social, and personal direction

(Husain & Kaharu, 2020; Wulandari & Purwanta, 2020). Not only is supervision provided to children during class time, but also throughout literacy exercises.

In cultivating the character of discipline, it is very important for schools and teachers to use infrastructure that can indirectly foster student character. In addition to student discipline, it is also the responsibility of having facilities and infrastructure to make students more diligent in cleaning and maintaining them. Article 1(8) of Government Regulation No. 19 of 2005 pertaining to National Education Standards addresses minimum criteria for study rooms, places to practice, religious sites, libraries, research labs, workshops, playgrounds, a place for creation and recreation, and other learning resources designed to help students learn by providing including the use of information and communication technology (Aisah et al., 2021; Yulius, 2020).

To overcome obstacles in cultivating student discipline, communication between school principals, teachers, and student guardians is required. Especially now that Indonesia is experiencing a pandemic and the learning process is through online learning and teachers must communicate frequently with student guardians, this is included in the social competencies possessed by teachers, where teachers socialize with student guardians. As stated by previous study specifically, the rules of conduct have the goal of allowing the principal to create a conducive atmosphere for all school members so that teachers can carry out teaching and learning optimally and so that cooperation is created between parents and the school in carrying out their duties (Suradi, 2017).

In developing the character of discipline, the principal works closely with the teachers to instill the character of student discipline. If there are problems with students, the teacher always communicates with the principal, and the principal makes decisions for each solution to solving student problems. This is in line with what was stated by previous study that state the principal has a role and responsibility in carrying out his functions to plan character education, organize character education, carry out character education, and supervise character education (Ajmain & Marzuki, 2019). The actions and actions carried out in their daily routine at school will reveal the character of discipline in students.The application of disciplinary character values can be carried out in various routines in the student environment, one of which is the school environment.

Making students excel means they study comfortably when the classroom is clean, and they also don't feel disturbed while studying with students who are disobedient or don't observe the teacher when the teacher is explaining, it makes students more concentrated. But it also does not rule out the possibility that there are students who do not pay full attention to learning, and their students also often help their friends when they are having trouble (Andayani et al., 2020; F. Annisa, 2019). As a result, schools become the spearhead in implementing character education for students: if done well, schools will produce graduates with character; conversely, if schools prioritize academic students while ignoring character education, schools will not be able to produce graduates with character.

The implication of this research is to provide information related to how to guide students by the principal and teachers regarding information about school rules. This research will be useful for educators as a reference in implementing school rules which play a very important role as a guide for students, especially in character education. The limitation of this research lies in the very limited research scope. This research only involved one school as a participant and supplemented with secondary data. It is hoped that future research will be able to deepen and broaden the scope of research related to the application of school rules.

4. CONCLUSION

Based on research using interview methods, observation, and documentation regarding school discipline, it can be concluded that the method of coaching students by the principal and teacher regarding information about school rules is that if there are students who violate school rules, the head of school and the teacher will reprimand the student. The teacher who is constantly reminding students about school rules in order to form discipline is the teacher who integrates and implements school rules in the classroom and outside the classroom to form discipline because students still need guidance to form an independent attitude that obeys school rules. The teacher assesses the student's rules for forming discipline, namely the rules that should not be carried out but have been avoided by students. But there are still some students who violate school rules, such as by participating in ceremonies; there are still those who talk to themselves; there are still male students who have long hair; and so on. With students still violating these rules, the teacher gives educational warnings and punishments to the students.

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