

The efforts of the students' discipline in improving learning quality

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Abstract

This research aimed to find the efforts of the students discipline in improving learning quality at MAN Tegalrejo and MAN 1 Magelang. The method used is descriptive qualitative. The results of this study showed that: First, the efforts undertaken in MAN Tegalrejo by disciplining learners to obey the Madrasa discipline and the readiness of the program and its implementation. Second, the efforts at MAN 1 Magelang through academic discipline by fulfilling the rights and obligations of learners, during the activities in the Madrasa, activities of class and group management, and the completeness of classroom infrastructure. In addition, hidden discipline was also applied, which was discipline in carrying out extracurricular activities and Punishment. Third, supporting factors in MAN Tegalrejo were: The existence of discipline when learning and outside of learning time both academic and non-academic activities, the readiness of learning program learners through three stage (preparation stage, ongoing stage, and evaluation stage). While in MAN 1 Magelang namely: the existence of facilities, cooperation between BK (counseling guidance) with homeroom teacher in problem solving, harmonious relationship between the teacher-students, teachers-other Madrasa members, giving awards and scholarship for outstanding students, and monitor their activities by cooperation of Madrasa-parents.

Keywords: discipline efforts, learning, quality of learning

INTRODUCTION

Learning is a process of educational interaction between students and teachers. It is called as an educational interaction because of the learning is related to the transferring knowledge by the teacher to the students in accordance with the learning objectives. The purpose of learning is basically the formulation of behavior and ability that must be owned by students after following the lesson. Therefore, learning is expected to lead the real learning for producing the optimal results or desired learning achievement. The discipline of learning is one of the obligations that must be implemented by each student in order to succeed the purpose of learning in school. However, disobeying school rules are still often found in the school environment such as students ditching during school hours, cheating, stealing, fighting, and others.

The concept of learning, according to Sagala which is the result of restatement from Corey, is a process in which a person's environment is deliberately managed to enable him to participate in certain behaviors under specific conditions or generate responses to a particular situation (Sagala, 2010). From another source, the term "instruction" According to Zayadi and Majid that has been restated by Hidayatullah means the effort to make a person or group of people learn through various efforts and a variety of strategies, methods, and approach toward the achievement of objectives that have been planned (Hidayatullah, 2017).

Quality of learning, the concept of improving the quality of education is one element of the new paradigm of management of higher

education in Indonesia. The paradigm contains the main attributes that are relevant to the needs of the graduate user community, the academic atmosphere conducive to the implementation of the study program, the institutional commitment (institutional commitment) of the leaders and staff towards effective and productive organization management, sustainability (sustainability) course, and program efficiency selectively based on feasibility and adequacy. These dimensions have a very strategic position and function to design and develop quality education oriented business in the future. According Umaedi, quality means the degree (degree) of the superiority of a product (the work/effort) in the form of goods and services; both tangible and intangible (Umaedi, 2004).

In the context of quality understanding education, in this case refers to the process of education and educational outcomes. In a quality "educational process" involved various inputs, such as; teaching materials (cognitive, affective, or psychomotor), methodology (varies according to teacher's ability), means, administrative support and other infrastructure and resources and the creation of a conducive atmosphere. From the various understandings, the definition of the quality of education as the ability of educational institutions to produce "better students' learning capacity" is very appropriate (Rahmawati, 2011).

In that sense it contains the question of how far all the instrumental input components are structured in such a way that they can synergistically produce the optimal processes, outcomes, and impacts of learning. Classified instrumental inputs directly related to "better students' learning

capacity" are educators, curriculum, learning climate, learning media, learning facilities, and teaching materials. While the potential input is a student with all its characteristics such as; readiness to learn, motivation, socio-cultural background, initial teaching, learning style, and needs and expectations.

From the teacher side, the quality can be seen from how optimal the teacher is able to facilitate student learning process. Every faculty has a responsibility to the success rate of students learning and success of teaching teachers. Meanwhile, from the point of view of curriculum and quality learning materials can be seen from how flexible and relevant curriculum and learning materials are able to provide various stimuli and learning facilities in a diversified way.

From the aspect of learning climate, the quality can be seen from how much learning atmosphere to support the creation of interesting learning activities, challenging, fun and meaningful for the formation of educational professionalism. In terms of media quality learning can be seen from how effective media learning is used by teachers to increase the intensity of student learning. From the point of quality learning facilities can be seen from how the contributiveness of physical facilities to the creation of a safe and comfortable learning situation. While the material aspect, the quality can be seen from its conformity with goals and competencies that must be mastered by students.

Therefore, the quality of operational learning can be interpreted as the intensity of systemic and synergic linkages of teachers, students,

curriculum and teaching materials, media, facilities, and learning systems in generating optimal learning process and outcomes in accordance with curricular demands.

A discipline is the key to success for student learning activities in school, because of the discipline of each student, they will feel comfortable and safety in learning for himself, as well as for other students who are in the school environment. It means that the discipline is the restraint that arises because of the consciousness, not as a pressure. That's why the student has realized that the only through discipline is found success of all the things, by discipline will be able to disregard the disappointment of others, and by the discipline of others can admire it.

The discipline surely will not appear to the students themselves without an effective enforcement of the rules from the teachers in the school, through the enforcement of rules in the form of school order properly and correctly. Suharsimi Arikunto argues that: "The rules of order are something to regulate the behavior that is expected to happen to the students themselves". Between regulation and order is a unity that cannot be separated as the formation of student discipline in obeying rules in the classroom or outside the classroom (Arikunto, 2006: 122).

In addition to rule enforcement is also required the mastery of a good self-concept in students, because without a good self-concept may be students will obey or obey the rules that apply in school but forced, because the attitude appears are not from student self-awareness but the attitude appears due to coercion to comply with school rules.

Discipline is a sense of obedience and obedience in doing certain jobs that are the responsibility or in other words an action done by someone in carrying out responsibilities should be done. For example, for a student has a responsibility to do in the School as every day students come on time and always collect tasks on time. This is one example that the discipline of a student has an important role in the learning process undertaken by the student, because the discipline of students has an impact on the educational process followed by students in the classroom.

Student discipline can be seen from the obedience of students to the rules (rules) related to school hours including school hours and out of school, obedience of students in dress, obedience of students in school activities, and so forth. All student activities that are seen in compliance are related to school education activities, which are also linked to life outside the school.

However, the current reality of student discipline in the School is very far from expected, because there are still many students in both primary, junior and senior level who have very low discipline. It happens that there is still a lack of awareness of the student's self in carrying out what he or she is responsible for as a student.

It is known that the discipline undertaken by students in the learning process that followed is very useful not only for the individual students themselves but also affect the surrounding environment. It is said so because if a student who is accustomed as disciplinary students would be easy in doing everything both school and out of school activities. For

example, activities at the School participate in an organization such as scouts so that students who have the attitude of discipline will carry out its obligations as a member of the scout and also carry out their responsibilities in learning.

The character of this discipline can also affect the environment around the students. Students who have the character of discipline and can carry out their responsibilities easily and can solve it in a timely manner then other students will also cause jealousy in the learning process that took place in the class.

So that high discipline students can influence other students whose discipline is still less and many get barriers in carrying out its responsibilities as a student. But sometimes there are also some students who are ignorant of the activities of the students. Their assumption is that if there are students have high discipline and able to carry out the responsibilities as determined then the other students are ignored.

Thus the discipline that is done has many benefits that are obtained, among others, make students become more orderly and orderly in running their lives, can understand that discipline is very important for the future, can also build a strong student personality and expected can be useful for everyone and discipline is the key to success. The discipline of one's own students can be seen from actions that show everything in carrying out its responsibilities.

Mastering self-concept of students and balanced with effective enforcement by the school, is an aspect that is able to maximize the grade

of student discipline in learning. MAN Tegalrejo and MAN Magelang are the schools that expected to their students to be able to apply discipline.

Discipline is etymologically derived from the word disciple (discipline) which has the meaning of teaching or following a respected leader (Requene, 2005: 122). According to Djamarah is a discipline that can regulate the personal and group life. (Djamarah, 2012: 12). Quality is a description and overall characteristics of goods or services that indicate its ability to satisfy the needs to be expected by the customer (UPI Administrative Lecturers Team, 2010: 3).

According to Surya (2003: 11), in the whole process of education in school, learning is the most important activity. Surya further explained that learning is a process undertaken by individuals to obtain a whole new behavior change, as a result of individual experience itself in interaction with the environment. The main characteristics of learning are the initiation, facilitation, and improvement of student learning to process. While the components in learning are the objectives, materials, activities, and evaluation of learning. Carl R. Roger (Riyanto) argues that essentially an educator is a facilitator. It facilitates the cognitive, affective, and psycho motor aspects of the learning process. (Riyanto, 2002: 1).

According to U.S. Sa'ud (2010: 124), in this case the teacher is required to be creative in developing a lesson plan that will be applied in the learning process. Variations of the learning model must be mastered by the teacher and of course tailored to the subject matter. According to the Hadith, A and Nurhayati (2010: 97), the quality of learning essentially

involves the quality of the process and the quality of learning outcomes. The Hadith explains that the quality of the learning process is defined as the quality of learning activities conducted by teachers and learners in the classroom and elsewhere. The quality of learning outcomes is the quality of learning activities that manifest in realistic form of learning outcomes achieved by learners in the form of values.

The learning quality is produced by qualified teachers as well. Teachers' skills in managing the teaching learning process become the primary of the problem. The stages in the learning process should at least include the following stages: (Surakhmad, 1986: 45-46): (1). Setting learning objectives to be achieved; (2). Choosing and implementing appropriate methods and appropriate subject matter and taking into account the fairness of the method with other methods; (3) The Selection and usage of tools or media to help achieve the objectives; and (4) Conducting assessment or evaluation of learning

Parlindungan Pardede has done a research in improving learning quality. He said that Classroom Action Research (CAR) is the terminology used to describe the cyclical process of identifying problems in the classroom, planning actions to tackle the problem, collecting data, and interpreting the data through reflection. Ideas obtained through the reflection are then implemented to improve the second cycle of process. The process could be repeated (by conducting the third, fourth, and even fifth cycle until the targeted results were achieved). necessary changes for improving the practice Realizing this, it is clear that Classroom Action

Research is very potential to develop any teacher's professional development through the fostering of his/her capability as a professional knowledge-makers not only as professional knowledge users (Pardede, 2013).

METHODS

This research was field research (field research) that was done by conducting research on the object intended to obtain reliable and reliable data about the effort to develop student learning discipline in improving the quality of teaching and learning activities of Madrasa aliyah in MAN Tegalrejo and MAN Magelang This research was a descriptive qualitative, it meant that the author analyzed and describing research objectively and detail to get accurate result. The research conducted in the field, which aimed to examine the problem that is qualitative, the data procedure that produced descriptive data in the form of written or oral words of the people and observed behavior. The methods of data collection used were the methods of observation, interview, and documentation. The data analysis used in this research is by using qualitative data analysis. According to Bodgan and Biklen (1982) in Lexy J Moleong, Qualitative data analysis is an effort done by working with data, organizing data, sorting it into managed units, searching for and finding what is important and what is learned and deciding what can be told others. (Moleong, 2005: 248).

DISCUSSION

The efforts of developing disciplines at MAN Tegalrejo

The effort to develop student learning discipline in improving the quality of learning during the Madrasa is to comply with the rules that apply in the Madrasa there are two kinds, namely when learning takes place and outside of learning.

The discipline efforts through the class organizations

From the observation, I found the documentation of KTSP curriculum MAN Tegalrejo Magelang Year 2016 regarding disciplines. The students must follow every lesson with good manners. The Students must arrive at Madrasa at least 5 minutes before the lesson begins. The students enter the gate and the room orderly. At the time of the first lesson will begin all the students praying led by the class leader or his deputy with prayer. Closing the lesson is by a prayer. On the way home students shook hands with the father of teachers and students shook hands with the teacher's mother. Students who arrive late for more than 10 minutes must report to the picket teacher to obtain a class entry letter and fill out the "late books" provided by companion teachers. For students who come late are directly given punishments.

The students' disciplinary efforts in improving the quality of learning in MAN Tegalrejo Magelang are also done by the formation of class officers and class teams (Documentation BK MAN Tegalrejo Magelang). Each class has a class officer at least consisting of chairman, vice chairman, secretary and treasurer. In each class a team of learners

should be formed. Every day lessons are arranged by a team of workers who are in charge of taking care of all the necessities for the smoothness of the lesson. The class leader as the class coordinator is responsible for everything that happens in the classroom including the completeness of the facilities and student attendance.

Punishment

Every student who commits a violation of the discipline will be punished by the list of violation points of the MAN Tegalrejo Code of Conduct. Things that have not been listed in the discipline will be decided through the deliberations of the Principal of the Madrasa and the board of teachers.

Disciplinary goals

The rules applies to MAN Tegalrejo students. This code of conduct is effective since it is stipulated by the Principal of Madrasa.

Based on the results of observations by researchers with the application of discipline in Madrasa MAN Tegalrejo Magelang can help learners and teachers in supporting learning materials so that the quality of education is achieved. While on the management of learning programs, there are several steps or stages that must be undertaken by a teacher. The stages are the same as the stages of learning management subjects, among others, namely: the stage of preparation or planning, implementation, and assessment or evaluation that will be explained more detail as follows:

Preparation or planning stage

Preparation or planning is the first step that teachers need to go through in learning. A Learning process can be said to be effective if the delivery of learning materials in accordance with the time available. While the meaning of efficient learning is all the lesson materials can be understood students.

On-going Stage

On-going Stage, researchers knew in learning at MAN Tegalrejo Magelang include: Initial activities, core activities, and end activities. Initial activities were face-to-face activities between teachers and students. In this activity the teacher gives guidance, direction and apperception, or can also convey the purpose to be achieved and give some question (pretest). In the core activities, the teacher explains the material using a predetermined approach, method and technique. While in the last activity can be a feedback, reinforcement (reinforcement) and assessment (evaluation). In the implementation of the learning program, the teacher must first hold a pretest to know the students' mastery of the lesson material, and then at the end of the lesson, the teacher holds the posttest as the end of the process of teaching and learning interaction.

Assessment stage (evaluation)

In this section the teaching and learning process is evaluated to know the extent of mastery of learning materials by students and to decide the effectiveness and efficiency of learning that has been implemented. The core of the assessment is "the process of giving or determining value to a particular object based on certain creativity." To find out whether the

student has mastered the teaching material needs to be held posttest as the end of the teaching process. The form and type of test used are various, but still based on the learning objectives that have been set.

The efforts of developing disciplines in MAN 1 Magelang

Fulfill the rights and obligations of learners in MAN 1 Magelang

Education held in MAN 1 Magelang or in public and religious schools cannot be separated from the demands of discipline. Discipline is expected not only demands but also a guidance and needs for learners, teachers, and other school members. These all were to improve the quality of education and condusif in teaching and learning process for better. So, it was as to be able to print a quality generation and Good attitude. Rights and obligations of students MAN 1 Magelang.

Student rights: the students of MAN 1 Magelang are entitled to have education and teaching, to seize attention of the Madrasa as well as to use the facilities and infrastructure and facilities provided.

Duties and obligations: during the school hours, the students must arrive at Madrasa no later than 5 minutes before the lesson begins. Students enter the room in an orderly and orderly manner. At the time of the first lesson all students will begin to pray lead by the class leader or his representative by prayer. The lesson is closed by praying. On the way home students shook hands with the father of teachers and students shook hands with the teacher's mother. Students arriving late for more than 10 minutes must report to the picket teacher to get a class entrance letter and fill out

the "late book" provided by the companion teacher. For students who arrive late will be directly to give a punishment.

After school hours, the students leave the school after the lesson ends and after praying (dhuhur). In case of leaving Madrasa early, the students must ask permission to the teacher picket. For students who are absent there must be a permit from the parent/ guardian. The students who leave Madrasa earlier without the permission of the picket teacher will be subject to Punishment.

Classroom Management and Classroom Learning Group

Each class has a class officer at least consisting of chairman, vice chairman, secretary and treasurer. Each class of a group of students should be formed. Every day lessons are arranged by a team of workers who are in charge of taking care of all the necessities for the smoothness of the lesson (class organizers). The class leader as the class coordinator is responsible for everything that happens in the classroom including the completeness of the facilities and student presences.

The Infrastructure of Classroom Instruments

Each learner is required to have complete learning tools. Students carrying bicycles or vehicles should place them in the space provided by the Madrasa in a locked state for security. Every learner is expected to bring worship equipment to pray together in the Madrasa in order to build his religious character.

The hidden discipline

Efforts made in implementing the discipline learners learn not only on achievement of academic quality alone, but as a step to improve the quality of non-academic as well. In the disciplines of extracurricular activities, I observed them as a means of raising the potential and talent. Learners can form the character of discipline and responsibility that is by participating in Extracurricular Activities will train discipline when learners attend, follow the active activities and come precisely time. So it can be concluded that the higher the level of responsibility and discipline of students, the more the quality of learning and achievement. Logically, students are not disciplined in learning, doing tasks, responsibilities and timely when there is activity in the Madrasa.

So lazy, undisciplined students tend to have lower achievement and less qualified or qualified when compared with students who have concern for academic lessons and non-academic activities (extracurricular) high in Madrasa. Definitely achievement and quality is improved and better. The discipline that must be filled learners in MAN 1 Magelang, among others: Each student must be a member of OSIS and members of the Madrasa library and each student must follow the extracurricular held Madrasa.

Another observation of the “hidden disciplines”, dealing with order, hygiene, health, beauty and family (5K), I found that every student is required to maintain the cleanliness and beauty of Madrasa and the environment. Every student is required to maintain the integrity of

Madrassa goods. Clothes and how to dress up, each student must dress with the stipulated conditions on the day and the pattern of his clothes according to the applicable rules and attributes complete.

Punishment

Punishment is one of the efforts undertaken in creating and instilling student learning discipline to the quality of learning, both academic and non-academic in the Madrasa. In addition, all these punishmentss had been arranged in the order that is applicable in Madrasa. For each student who commits such violation of the code will be sanctioned according to the list of violation points of the MAN 1 of Magelang Code of Conduct. Things that have not been listed in the discipline will be decided through the deliberations of the Madrasa Principal and the Teachers Council.

The discipline in MAN Tegalrejo and MAN 1 Magelang

The implementation of discipline is not just about discourse and socialization formally. However, planned programs are also implemented in academic and non-academic activities. Furthermore, other discipline development efforts that are intended to be implanted by MAN Tegalrejo Madrasa are: the existence of rules to follow dhuhur prayers in congregation, which is a Madrasa program that substantially aims to instill in the students the importance of worship and increase the obedient of Allah SWT., Where worship prayer is the second pillar of Islam.

Similarly, in MAN Magelang the dhuhur prayer is also done in congregation only if in MAN Magelang apart because the mosque has 2 floors, the top floor followed by male students and the priest is the the teachers. And the downstairs is occupied by female students also led father of teachers. The essence of learning was not only complete in terms of assessment in writing but also in everyday execution. Just like in class activities. In general, discipline can be interpreted as obedience to the rules set.

In MAN Tegalrejo and MAN 1 Magelang the authors note that the two madrasas interpret the discipline in the classroom as: The level of students' obedience to class rules and techniques used by teachers to build or maintain order in the class to be conducive in learning and improving quality. The awareness of abiding by the rules will create a more realistic discipline atmosphere and can realize the expected ideals. As for obeying the good rule begins from the self (Ibda 'bi nafsi). If each person wants to be disciplined, then create a safe, peaceful and happy atmosphere. Therefore, including disciplined ways of school rules is to obey the rules that apply in school, dressed neatly, come to school on time, with honorable father / mother teacher, with fellow friends appreciate. In essence, students who obey the good rules will impact on themselves, namely learning activities can be achieved, comfortable atmosphere and get a good achievement as well.

Based on these studies, the authors argue, the attitude of discipline shown by students in MAN Tegalrejo and MAN Magelang associated with

teaching and learning activities should be supported by the attitude of obeying existing regulations. If all is orderly then the purpose of Teaching and Learning Activities will be achieved. This gives an indication that students and teachers of MAN Tegalrejo and MAN Magelang have good discipline. If so then it will be easier for teachers to realize the Madrasa program.

CONCLUSION

Based on the results and discussion above, the conclusions of this research could be elaborated in details. The efforts to develop discipline of learning in MAN Tegalrejo already run in accordance with the rules set by the Madrasa. Most of the students of MAN Tegalrejo already obey the prevailing rules, both when the learning took place and when outside the learning hours, the activities are academic and non-academic because there is already the readiness of the program and its implementation was good. The next that can be concluded is that whereas in MAN 1 Magelang about 10% of students who violate and ignore the applicable regulations caused by the location of Madrasa in urban areas that bring the bad impact in the association and the environment where they live.

Then, the other conclusion is about supporting factors at both schools. Supporting factors at MAN Tegalrejo were: The order that was applied when the learning and outside of the learning time both academic and non-academic activities, the readiness of learning program learners through three stages (preparation stage, core stage, and evaluation stage).

While in MAN 1 Magelang namely: the existence of facilities or facilities (hardware), the cooperation between BK with home room in problem solving, harmonious relationship between the teacher with students, between teachers with other Madrasa members, giving awards for outstanding students and scholarships during the study in the Madrasa so that discipline is formed and internalized in the students and can check their activities by cooperating between the Madrasa and parents.

Discipline in MAN Tegalrejo met inhibiting factors: less optimal monitoring of Counselor Teacher in dealing with less disciplined learners in academic and non-academic activities, lack of specialized counselor teacher staff and BK cooperation with teachers or home room teachers because too many students are not matched by the number of Counselor Teacher. While in MAN 1 Magelang namely the limited facilities available in the Madrasa, the lack of awareness of students about the importance of understanding and practice of discipline on the order in the Madrasa, the lack of attention of parents to student learning discipline when at home and urban environmental factors. It affects the level of their discipline in Madrasa and less controlled learners in learning because habituation or negative habits that they do will also impact on the quality of achievement.

From the conclusions above, the researcher gives some suggestions that the Principal of the Madrasa should teach respect for authority or authority; discipline and awaken each student about the discipline responsibility, both in class and outside the classroom, such as his position as a student who must respect teachers and principals. The next suggestion

is the principal of Madrasa, teachers and all Madrasa required to teach cooperatively; discipline in teaching and learning process, the last suggestion is that Madrasa through real conditions and using a scientific approach with the support of Madrasa principals, teachers, parents, and all parties in order to print a young generation Good attitude and bring our country to realize the country *baladun thayyibatun wa rabbun ghafur*.

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