



Cultivating Disciplined Behavior in Students in Islamic Educational Institutions

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Abstract

Discipline is one of the main pillars in character development for students, particularly in the context of Islamic educational institutions that emphasize moral and spiritual values. Instilling disciplined behavior is not only aimed at establishing order in the daily lives of students in Islamic educational institutions, but also through habituation, role modeling, Islamic value-based guidance, and strengthening cooperation between teachers, parents, and the social environment. Type of research this is field research through a descriptive qualitative approach, data collection techniques were collected through observation, interviews and documentation. The results and discussion of the research are: 1) Forms of Student Discipline, student discipline at the Cahaya Di Atas Cahaya Tahfidz School in Bukittinggi City is good and increasing, such as discipline in coming to school on time, wearing complete uniforms, bringing textbooks according to the subject, and being orderly during learning. 2) School culture in improving student discipline, the culture has been implemented well and consistently, namely, implementing the school's vision and mission, the professionalism of work owned by teachers and school employees, and implementing a culture of smiling, greeting, polite, courteous, while 3) Supporting factors in improving student discipline include teacher motivation, parental cooperation, facilities and infrastructure. While the inhibiting factors are parents, education at home, and technological advances.

INTRODUCTION

Education is a conscious and planned effort to create a learning and teaching atmosphere so that students actively develop their potential to have spiritual religious strength, self-control, personality, intelligence, noble morals and skills needed by themselves and society. (Husain, 2020; Ujud et al., 2023). Education is also an important factor in the life of a cultured nation, a cultured nation is very dependent on the level of education obtained by its people. A cultured person is a person who masters and behaves in accordance with cultural values, especially ethical and moral values that live in that culture. (Falabiba et al., 2014; Adisaputro, 2020).

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In improving the quality of education in Indonesia, there is character building in Indonesia which is increasingly being pursued by the government. The Ministry of National Education also established eighteen character values derived from religion, Pancasila, culture, and national education goals, namely religious, honest, tolerant, disciplined, hardworking, creative, independent, democratic, curious, national spirit, love of the homeland, respect for achievement, friendly/communicative, love of peace, love of reading, care for the environment, care for society, and responsibility. (Basid, 2018; Nihayati et al., 2021; Saleh, 2023). Among these eighteen characters, the character of discipline has a very important role, because it will have a positive impact on other attitudes and behaviors such as responsibility, reduced violations, awareness of obligations, and so on. Education not only functions as a means of transferring knowledge, but also as a process of forming the character of students. (Kristina et al., 2021; Arlina et al., 2023; Zahra, 2024).

One of the most important characters to be formed from an early age is discipline, because it is the foundation for successful learning and an orderly social life. (Sari & Rofiyarti, 2017; Salsabila et al., 2020; Salouw et al., 2020; Engkizar et al., 2023). In the context of Islamic educational institutions, instilling disciplinary values has a broader dimension, namely as part of the formation of noble morals sourced from the teachings of the Qur'an and Hadith. (Subianto, 2013; Wibowo et al., 20218; Handika & Darmiyati; Rahman et al., 2020). Discipline in Islamic education is not only defined as adherence to rules, but also as a form of self-control, responsibility for time, and obedience to the commands of Allah SWT and His Messenger.

Therefore, disciplinary education cannot be separated from spiritual and moral development integrated into all educational activities, both inside and outside the classroom. However, many Islamic educational institutions still face challenges in consistently fostering disciplined behavior in students (Sartika, 2020; Putra & Nursikin, 2023; Judrah, 2024). Factors such as weak teacher role models, lack of family support, and the influence of a permissive modern culture also contribute to this character education process. Therefore, a deeper study and understanding of strategies for effectively educating disciplined behavior within the framework of Islamic values is needed so that educational institutions can truly produce a generation that is not only intellectually intelligent but also possesses noble character and is disciplined in everyday life.

Various problems occurring in the community indicate the continued need to strengthen disciplinary attitudes, especially among school-age children (Erviana 2021; Azis & Saleh, 2023). This is reinforced by complaint data from the Indonesian Child Protection Commission Cluster 2016-2020, which shows an increase in complaints related to child discipline, such as perpetrators of student brawls, perpetrators of physical violence, perpetrators of sexual violence, and perpetrators of traffic accidents. In the school environment, acts that indicate a lack of student discipline still occur, such as students often arriving late to school, skipping school, not wearing uniforms or complete school attributes, not doing schoolwork, scribbling on school walls, not throwing trash in the trash can, and brawls. The importance of strengthening disciplinary attitudes is based on the reason that currently there is a lot of deviant behavior that goes against disciplinary norms. In education, discipline is crucial for students. By developing good discipline, students will be able to manage their study time effectively, follow school rules, and complete assignments effectively. Discipline can also help students focus and concentrate on their learning, resulting in improved academic results.

There are various efforts that can be made to develop students' discipline, one of which is developing and displaying a good school culture in front of students, education and culture have a very strong relationship, culture will not grow and develop without an educational process and to achieve goals in the educational

process must be accompanied by the implementation of a good school culture. School culture is a system of values, beliefs, and norms that are mutually accepted and implemented with full awareness as natural behavior formed by the environment by creating a common understanding in the school community. One of the schools in Bukittinggi that has implemented school culture is the Cahaya Atas Cahaya Bukittinggi Tahfidz School which is one of the formal educational institutions, where students learn, interact, are educated, and guided, students do not just gain knowledge, but are also equipped with the values of rules, manners, etiquette, and cultural customs.

Based on the observations that researchers conducted at the Cahaya Atas Cahaya Tahfidz School in Bukittinggi, there were behaviors that were inappropriate and contrary to the school culture, especially regarding disciplinary norms, such as littering in the front yard of the school and around the playground, arriving late, some children entered class at 08:00 when they should have entered at 7:30, not wearing uniforms according to school rules, some children wore loose Muslim clothes that were not the same as other children, and did not bring textbooks according to the lesson schedule, there were still children who only brought one book for all subjects, there was still a gang system (seniors and juniors), there are some upper-class individuals who like to ask for money from juniors. Given the above problems, researchers are interested in exploring the forms of students' emotional intelligence and how teachers can improve it, hence the title of this study "Implementation of School Culture in Improving Student Discipline at the Cahaya Di Atas Cahaya Tahfidz School, Bukittinggi City, West Sumatra".

METHODS

This research uses a qualitative descriptive method with the typefield research is a form of research that aims to reveal the existing picture in the field related to the problem aspects being studied based on data, by presenting, analyzing, and interpreting it. (Hasibuan et al., 2022; Syahrizal & Jailani, 2023). The determination of research information is carried out systematically snowball sampling is a technique for determining samples that are initially small in number, then the next sample, until it grows larger and larger and so on, like a snowball that rolls down and gets bigger in shape. (Nasution, 2015; Zahriyah, 2023; Engizar et al., 2024). Technique snowball samplingThis method is used to obtain more accurate data, starting with someone who is more knowledgeable about the field conditions and continuing with others until the data reaches saturation point. The data sources in this study were the principal, teachers, and students of the "Cahaya Di Atas Cahaya Tahfidz School in Bukittinggi. Data were analyzed through four stages: data collection, data reduction, data presentation, and drawing conclusions.

RESULT AND DISCUSSION

Forms of Student Discipline

Discipline is a core characteristic that will build strong, responsible students who are ready to face future challenges. Discipline in the school environment reflects not only adherence to rules but also self-respect, and this educational process involves the values of discipline (Fitriyani & Muthali'in, 2023), (Hidayat & Ibrahim, 2023). Therefore, from a young age, collective responsibility can be fostered by both the school and the teachers themselves, as well as parents and the surrounding community, instilling in us all the meaning of a disciplined life.

Student Arriving at school on time reflects a responsible attitude towards education and is an obligation for students, as it allows students to participate effectively in the learning process. Several respondents were the subjects of the study conducted by the author at the Cahaya Di Atas Cahaya Tahfidz School in Bukittinggi. Interviews with the principal and teachers revealed that arriving on time is a school

rule that must be adhered to by all members of the school community. As exemplified in the following interview:

“The punctual attendance of students at the Cahaya Di Atas Cahaya Tahfidz School in Bukittinggi has been better than before. This is certainly our shared responsibility as educators in developing a disciplined and responsible generation. In general, the level of discipline possessed by students has developed well, although not yet optimally implemented. Students still need guidance and direction regarding the discipline of arriving on time to school, and we routinely provide this every Monday before students enter their respective classes as motivation and advice for students.” (Wawancara, D, W, 2024).

The above interview is confirmed as follows:

“The level of student discipline is quite good, however, there are still some students who are still late to school, some are even 1 hour late to school, who should have arrived at 7:30, but arrived at 8:30. However, this only happened a few times because the school had already taken firm action., and there is always supervision for students who are late, with discipline students can value time well.” (Interview, A, 2024).

The author also interviewed as follows: "Alhamdulillah, students at the tahfidz school have come to school on time, and the teachers have also come on time and set a good example for the students, although there are still some students who come late. There will be punishments for students who violate school rules or students who come late to school. " (Interview, D, A, 2024). In this case, the author also interviewed one of the class students, namely: Alhamdulillah, I have come to school on time, and obeyed school rules, before entering class there is an announcement from the teacher regarding discipline, although sometimes I am also late because I wake up late, and I am late for a maximum of 10 minutes. (Interview, H, 2024). The author also interviewed one of the fifth grade students, namely I have come to school on time, try not to be late and obey school rules, every day there is always a check on who comes late to school. But I have also been late and also received a standing punishment during the memorization of memorization because I came late. (Interview, H, 2024).

Based on the interview results above, it can be understood that coming to school on time is an obligation for all school residents in improving student discipline, teachers must be good examples to students and always provide guidance and direction to students, because by coming to school on time students can follow the learning process effectively and efficiently. Using a complete school uniform is the formation of a disciplined attitude and a sense of responsibility in students, of course, each school has a school uniform that is a difference or characteristic that the school has. School uniforms give students a sense of belonging to a particular school and create an identity for the school in the community. Each school has its own regulations regarding uniforms or attributes that must be used by students, wearing uniforms according to established provisions is part of the value of discipline and a sense of responsibility for students.

Wearing a complete uniform or complete school attributes is an obligation for school residents, not only students are required to wear complete, neat, and clean uniforms. But also teachers who must set a good example for students. (Interview, H, 2024). Reinforced by Ustadzah Sawiyah: "For student uniform discipline at school, Alhamdulillah, it has improved from before, where previously there were still many who did not wear uniforms and even only a few still wore complete school uniforms. And now there are only a few children who do not wear complete uniforms, such as not wearing shoes, boys do not wear peci etc., the rest have

complied with the uniform rules at school. Alhamdulillah, even though not all children wear complete uniforms, at least there is an improvement this year. (Interview, S, 2024).

The same thing was also expressed by Ustadzah S that, for student discipline in wearing uniforms is good, although there are still some students who have to be advised repeatedly because they still wear incomplete uniforms, such as not wearing a peci for men, not wearing shoes, etc. (Interview, S, 2024). Besides that, it was also said that uniform discipline is a form of student obedience to school rules, students are required to wear complete school uniforms, so there is no difference between one child and another, creating a sense of equality among children from various socio-economic backgrounds. (Interview, F, 2024). According to the results of the interview above, it can be understood that wearing complete, neat, clean uniforms to school is an obligation for all school residents, in this case the school and the principal also emphasized to teachers to pay more attention to teacher uniforms so that students can emulate this.

School Culture in Improving Student Discipline

School culture plays a crucial role in shaping and improving student discipline. Through good habits, role models set by all members of the school community, and fair and consistent implementation of rules, students will gain valuable learning. (Putri & Kurniawan, 2024), (Fadhillah & Hayati, 2023). Implementing the school's vision and mission is an effort to ensure that all school activities, programs, and policies are in line with the long-term goals to be achieved. Consistent and directed efforts will ensure the school's vision and mission are achieved effectively. The vision describes what the school wants to achieve in the future, while the mission explains the steps that will be taken to achieve that vision. Overall, the vision and mission are the foundation for the development and progress of the school, ensuring that all school activities and programs have clear and directed goals. Based on the results of interviews with Ustadzah D, W, K as follows:

"In implementing the vision and mission in schools, there are several important things that must be done so that the school's vision and mission are achieved, namely: 1) Explaining the school's vision and mission to teachers and employees. Of course, all teachers and other employees must know or understand what the vision and mission of the tahfidz school of light above light is, 2) Creating programs that are in accordance with the school's vision and mission, 3) Explaining the targets to be achieved by the school's vision and mission, 4) Reminding the school of the vision and mission. Preventing unwanted things from happening such as, teachers' negligence towards the vision and mission, not carrying out school programs. So, reminders are made through weekly meetings, evaluation meetings, and other meetings.

The above interview was strengthened by Ustadzah K, A, B. as follows:

"To achieve the school's vision and mission, of course, as a teacher at the Cahaya di atas Cahaya tahfidz school, I always strive to collaborate with other teachers in implementing programs that align with the school's vision and mission. In addition to implementing school programs, Umi Sari, as the principal, also always improves teacher quality by providing advice (siraman qolbu), meetings, and participating in trainings organized by both the school and external parties.

Based on the interview results above, it can be understood that implementing the school's vision and mission is a shared responsibility for all school residents, good cooperation between teachers, staff, parents and students is very

important for the successful implementation of the school's vision and mission. The following are steps to achieve the school's vision and mission. Namely: 1) Improving the quality of human resources in the school: a) Training, either organized by the school itself or teachers sent out to participate in various trainings, b) Maintaining the spirit by maintaining worship, c) Providing motivation for teachers and, d) Education, 2) Developing educational programs that support the vision and mission, 3) Involving all school residents, including students, teachers, and parents and 4) Ensuring regular evaluations to assess progress.

Furthermore, there is a professional work so that someone who shows a high attitude, ethics, and skills in carrying out their duties and responsibilities in the workplace, being a professional in the workplace means always trying to provide the best results, as well as maintaining good working relationships with other colleagues, every teacher must also have a professional work attitude because teachers are role models for students and it is very important to create an effective and supportive learning environment. Professionalism is essential for improving the quality of teachers, school staff, and student discipline. A professional attitude helps teachers understand their duties and responsibilities. Improving student discipline requires the cooperation of the entire school community, particularly teachers. Professional teachers are those who adhere to rules, are disciplined, and have good morals. This way, teachers become role models for their students, and students can improve their own discipline.

Furthermore, there must also be a 5S Culture (smile, greet, greet, be polite, be courteous) is a principle applied to build a positive and harmonious environment, both in the context of education, work, and social life. A smile shows friendliness and a positive attitude towards others, a greeting shows respect and appreciation for others, a greeting is communicating with others through a friendly and warm greeting, polite and courteous is acting in a respectful manner that is in accordance with social norms and showing a gentle attitude in speaking and behaving. Based on the results of interviews with Ustadzah D, W, K

"The 5S culture (smile, greet, greet, be polite, and courteous) is mandatory at the Cahaya di atas Cahaya (Light above Light) tahfidz school. Teachers, students, and employees are required to smile, greet, greet, and be polite and courteous. These are good habits and must be continuously cultivated to help students develop positive personalities.

The 5S culture (smile, greet, greet, be polite, be courteous) is a principle applied to build a positive environment, both at school and in the community. With a smile, greet, greet, be polite, be polite, students already have good habits. Smile, greet, greet, be polite, be polite is a culture that must be applied consistently in various situations, both in the school environment, work. As well as in everyday life. This culture or good habit will be a provision for students, the 5S culture (smile, greet, greet, be polite, be polite) can strengthen the character of students and create a harmonious, harmonious and mutually respectful atmosphere.

The implementation certainly has supporting factors in improving student discipline, namely teachers always motivate and guide students, motivation given by teachers to students in improving discipline, parents can provide understanding to students at home regarding various rules at school, one of which is coming to school on time, becoming a support system for children to always be enthusiastic about coming to school. Facilities and infrastructure that support student discipline in addition to comfortable study rooms, school yards, namely there are student attendance records, and daily student mutaba'ah which makes students enthusiastic about coming to school first and filling out daily mutaba'ah.

Meanwhile, inhibiting factors in improving student discipline are a lack of cooperation and communication from parents, students who are absent due to permission or illness, parents who do not confirm with the homeroom teacher or the school. Home education, discipline at home greatly affects discipline at school, parental education at home can include education to wake up early to perform the morning prayer, supervision of cell phone use. Meanwhile, technological advances, one of which provides many types of online games. Where these online games take up a lot of students' time, not only study time but also the students' own rest time, and ultimately cause social health, and student discipline, both discipline in learning, and attendance at school.

CONCLUSION

The forms of student discipline at the Cahaya di atas Cahaya tahfidz school can be seen from students who come to school on time, in forming a disciplined attitude and sense of responsibility in students, of course every school has a school uniform that is the difference or characteristic of the school. The Cahaya di atas Cahaya tahfidz school requires students to wear uniforms so that students have a sense of belonging to the school and create an identity for the school in the community. School culture in improving student discipline is in the form of implementing the school's vision and mission, implementing the school's vision and mission is an effort to ensure that all school activities, programs, and policies are in line with the long-term goals to be achieved, consistent and directed efforts will ensure the school's vision and mission are achieved effectively, at the Cahaya di atas Cahaya tahfidz school, creating programs that are in line with the school's vision and mission. A professional worker is someone who demonstrates high attitudes, ethics, and skills in carrying out their duties and responsibilities in the workplace. Meanwhile, the 5S Culture (smile, greet, say hello, be polite, be courteous), the culture of smiling, greeting, saying hello, be polite, be courteous is a principle that is applied to build a positive and harmonious environment, both in education, work, and social life, at the Cahaya di atas Cahaya tahfidz school, all school residents are required to be friendly, polite and courteous.

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