

Implementation of Discipline Culture in Educational Environment

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Abstract

Discipline is a good culture that every educator always wants. To create a culture of discipline, educators and principals need a special strategy. This article aims to describe how the implementation of a disciplinary culture in the educational environment. The research method used is literature study through a literature review based on documents. The results of the study show that there are 10 discipline cultures that can be implemented in students in the educational environment. First, Giving Appreciation when doing good. Second, use positive cues. Third, use physical proximity. Fourth, use questions to get the child back into focus. Fifth, repeat the directions personally. Sixth, acknowledge and redirect. Seventh, provide a clear reminder of the rules. Eighth, provide a clear choice. Ninth, use agreed consequences. Tenth, Using an exit strategy.

Keywords: Implementation, Disciplined Culture, Educational Environment.

1. Introduction

In the current era, the delivery of information flows is so fast and changes in technological developments are very fast causing many changes in all environments, including in the educational environment. The flow of information that can be easily received and also searched for causes positive and negative effects, depending on how to manage this information, superior human resources (HR) are needed. to form superior and quality human resources, institutions that can answer and realize that are educational institutions.

Education aims to build civilization, with education it will create a dignified nation and become a reference for other nations. In the National Education System Law no. 20 of 2003 "National education functions to develop capabilities and shape dignified human character and civilization in the framework of educating the life of the nation, aiming at developing the potential of students to become human beings who believe and fear God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become a democratic and responsible citizen.

The term and concept of 'Culture' in education comes from the concept of culture that exists in the industrial world, then it is called organizational culture. Organizational culture is part of human resource management and organizational theory (Tika, 2006). School culture is something that is built from the result of a meeting between the values (values) held by the principal as a leader with the values shared by teachers and employees in the school. These values are built by human thoughts. The human mind then produces what is called the "organizational mind" (Santrock, 2009).

School cultural climate management is a policy that must be considered by school principals and teachers in the framework of character education in schools (Tu'u, 2004). Principals and teachers must create an effective school culture in the context of character education in schools (Musfah, 2018). The principal as a manager plays an important role in shaping the school culture, the principal has the power to form an effective school culture. His strength and position as a manager can easily do something either through programs or direct action in the field. In addition, the principal and teacher must first set an example of the practice of the applied school culture. The school culture that can be implemented in the educational environment is discipline.

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Allah Says in Surah An-Nisa verse 59

يَا أَيُّهَا الَّذِينَ آمَنُوا أَطِيعُوا اللَّهَ وَأَطِيعُوا الرَّسُولَ وَأُولَى الْأَمْرِ مِنْكُمْ فَإِن تَنَزَعْتُمْ فِي شَيْءٍ فَرُدُّوهُ إِلَى اللَّهِ وَالرَّسُولِ إِن كُنتُمْ تُؤْمِنُونَ بِاللَّهِ وَالْيَوْمِ الْآخِرِ ۚ ذَلِكَ خَيْرٌ وَأَحْسَنُ تَأْوِيلًا

Meaning: "O you who believe, obey Allah and obey the Messenger (his), and ulil amri among you. Then if you have different opinions about something, then return it to Allah (the Al-Quran and the Messenger (sunnah), if you really believe in Allah and the Last Day. That is more important (for you) and the consequences are better. (Q.S) An-Nisa: 59).

Besides having the meaning of obeying the rules, discipline also means obeying the leader. In educational institutions, the educational leader is the principal. The principal as a leader has full rights over supervision, coaching, evaluation, assessment, and the running of teaching and learning activities in schools.

Principals and teachers realize that discipline is very important in the learning process at school. High discipline can not only support the smooth running of all school activities, but students can also learn to get used to positive behavior, which is beneficial to themselves and their environment (Musfah, 2018).

Based on the background above, this study aims to describe strategies that can be implemented in implementing a disciplinary culture in an educational environment. This study provides an overview of strategies that can be used by educators, school principals and educational institutions to create a cultural atmosphere of discipline in teaching and learning activities.

2. Research Methods

The approach used in this study is a qualitative approach. Qualitative research is research that does not use numbers. The author uses the type/approach of Library Studies (Library Research). Literature study is a study that is used to collect information and data with the help of various kinds of materials in the library such as documents, books, magazines, historical stories, etc. (Mardalis, 1999). The technique of collecting data in research is documentation, namely finding data about things or variables in the form of notes, books, papers or articles, journals and so on (Arikunto, 2010). In this study, data analysis techniques used the Miles and Huberman model, that the activities in qualitative data analysis were carried out interactively and continued continuously until complete, so that the data was saturated. Activities in data analysis are: data reduction, data display, and conclusion drawing/verification. Reducing data means summarizing, choosing the main things, focusing on the important things, looking for themes and patterns and removing unnecessary ones. Reduced data will provide a clear picture, and make it easier for researchers to carry out further data collection, and look for it when needed (Sugiono, 2016). After the data is reduced, the next step is to display the data. In qualitative research, data presentation can be done in the form of brief descriptions, charts, relationships between categories, flowcharts, and the like (Sugiono, 2016). The third step in qualitative data analysis according to Miles and Huberman is drawing conclusions and verification (Sugiono, 2016). From the data obtained, a conclusion was drawn from the beginning. The initial conclusions are still tentative, vague, doubtful, but with increasing data, these conclusions are increasingly grounded. So conclusions must always be verified during the research (Nasution, 1992).

3. Results and Discussion

Discipline in teaching and learning activities is something that educators really want, with discipline in the teaching and learning process, learning will run well and produce good quality education. Basically discipline is not a restraint but discipline is a liberation, a student who is disciplined when studying is essentially preparing for freedom, this is because a disciplined student will be successful in the future, with this success he will be free from trouble.

In the school environment there are factors that can affect students, the daily lives of students, school conditions, teacher morals, staff conditions and the school curriculum as well as the strategies and methods used in delivering lessons (Bahrudin, 2022). Discipline culture needs to be owned by students by implementing it in the educational environment. (Vass, 2010) suggest "a ten step plan to support your discipline process. This is not an absolute plan or a one-size-fits-all plan, explore it, refine it, and most importantly, adapt it to your side so it can provide structure and support for your class."

The ten steps of the disciplinary plan are as follows:

3.1. Give appreciation when you are doing good

Appreciation received by students can provide intuition and enthusiasm for learning for them to continue to explore their potential (Hudiyono, 2020). Appreciation given based on students' abilities can increase intrinsic motivation so that it creates a feeling that they are competent (Santrock, 2009). Appreciation needs to be given by educators to students in order to provide stimulus, with appreciation students will be more enthusiastic in learning because their actions are seen and appreciated by educators.

(Vass, 2010) say a supportive and encouraging climate requires an emphasis on positive comments.

- a) Focus first on children who choose to obey instead of those who choose to misbehave.
- b) Praise children for good behavior in public, while ignoring those who don't. Give specific praise: "Good. I'm glad to see you guys sitting quietly and watching me. Thank you."
- c) If kids who are behaving badly are behaving well again, praise them.
- d) If some children do not return to good behavior, redirect them by gently repeating your directions.

Giving appreciation to students will generate more enthusiasm when learning in the souls of students, it is not wrong when an educator gives praise in the form of beautiful words to students. Praising students can also stimulate other students to be motivated to follow the good deeds they have done.

3.2. Use positive cues

Positive cues seek to use well-behaved children as examples or reminders for those who are not (Vass, 2010). In this case, educators treat students who are not good enough to do good implicitly, namely using other students. An educator praises good students in front of students who are not good, so students will pay attention to the teacher's words.

Praise children who make good choices around children who misbehave. Suppose Nikita doesn't follow directions to put down her pen and pays attention to you but Ariel, who is sitting next to her, obeys your directions (Vass, 2010).

- a) You say: "Ariel, thank you for putting down your pen and noticing me. Very nice".
- b) Realizing this, Nikita put down his pen and looked at you.
- c) You compliment his choice by smiling and saying: "Thank you, Nikita."

3.3. Using physical proximity

Your ability to tune in to your physical proximity to groups and individuals is an important part of your toolbox (Vass, 2010). The physical approach will greatly affect the psychology of students, when giving directions to students educators should use a physical approach such as walking towards them paying attention to their work, questioning their work.

Peter Hook gives the example "You notice Mark isn't doing his assignments so you decide to start walking around the class, moving slowly towards Mark while praising the behavior of other children who are doing assignments".

- a) "Willy, (three desks away from Mark) thank you for agreeing to work quietly."
- b) You have to move towards Mark and keep complimenting him
- c) "Martina, (one desk away) I'm happy because you work so well on your own.
- d) As soon as Mark is back at work, distract yourself and praise him.

With physical proximity, each individual will easily interact and communicate. In terms of communicating with students, an educator must use words that are wise, kind and polite. Not words that corner or demean students.

3.4. Using questions to refocus the child

A teacher or educator is required to be good at choosing and sorting questions, choose questions that are of a nature that will make students focus on doing assignments, not questions outside of what is being done.

Questions that sound casual can be a powerful way to get a child back on track without drawing too much attention. For example, "You approach one or more children, but ignore the behavior of those doing the task." (Vass, 2010).

- a) You're simply asking a gentle redirecting question: "How's work going? Do you need any help?", "do you need me to check on how you are doing so far?" etc.

- b) Then leave the refocused child with the hope that he will continue to obey: "I'll come back in a minute and check on your progress."

3.5. Repeat directions personally

Giving a child brief, personal directions followed by allowing a few seconds to allow the child to refocus his behavior is especially effective for children who respond poorly to public rebuke (Vass, 2010).

Example: You notice Kiki has stopped focusing on her work

- a) You quietly walk up to her and say "Kiki, I need you to get back to answering the questions, thank you."
- b) You don't expect immediate compliance, but move away and give him a few seconds to change his behavior.
- c) When Kiki returns to her duties, approach her and provide positive reinforcement for her improving behavior.

Giving personal directions will make a student feel cared for so that a happy or happy attitude will appear, so students will refocus on doing the tasks being done.

3.6. Acknowledge and redirect

Instead of getting bogged down in argumentative or secondary behavior, smart teachers use acknowledgment followed by redirection (Vass, 2010). An intelligent educator will use his words to direct students, because basically humans are happy with directing words, not judgmental words. Therefore, the teacher should use his words to advise students sincerely, not emotionally so that students can receive the advice well.

Advice implies words that enter the heart with great affection and deep feelings with full tenderness, not exposing or exposing other people's mistakes because gentleness in advising can melt a hard heart and tame a wild heart, and it is easier to give birth to goodness than prohibitions and threats (Harianto, 2020). An advice must be imprinted in the heart so as to change behavior that is not good.

Peter Hook gives an example: You notice Tiffany talking to Jenny not doing their job. you walk up to them.

- a) "Jenny, Tiffany. I need you guys to get back to doing your assignments now, thank you".
- b) Tiffany replied: "I just asked Jenny what lesson to do after this".
- c) You respond with: "I understand you need to know what the next lesson is and you can ask him at the end of this lesson (acknowledgement) and now I need you to get back to work (redirect), thank you," (expect compliance).

3.7. Provide a clear reminder of the rules

To create discipline in the learning process, it is necessary to have written regulations made according to mutual agreement. These regulations will later become the guidance of educators in teaching and learning activities, with the existence of binding regulations educators can remind students when students forget or do not comply with existing regulations.

Personal and firm reminders of class rules can be a very effective and non-confrontational strategy. By referring to these rules as 'our rules'. You are, to some extent, impersonalizing your discipline. The 'because I said so' approach will provide an opportunity to escalate their off-task behavior to overt rejection behavior (Vass, 2010).

Example "Arlin, remember our rule to raise your hand when you want to answer a question. I need you to comply now, thank you.

3.8. Provide clear choices

The existence of rules and punishments students understand the consequences when breaking the rules with agreed penalties.

Stating various consequences for ongoing bad choices, firmly returning the center of control and responsibility to the child. Same as step (7), this will remove the "Because I said so" element (Vass, 2010).

Example: You notice Maria getting up again from her seat to talk to Carlo again.

- a) You approach him calmly and firmly stating the consequences of continued misbehavior.
- b) "Maria, I need you to choose to remain in your seat (state a redirect). If you choose not to, then you choose to appear before me at the end of this lesson (state consequences). Please return to your seats now, thank you." (expect obedience).

3.9. Use agreed-upon consequences

If children continue to make bad choices, you can apply agreed-upon consequences whenever you expect compliance (Vass, 2010). Example:

- a) “Maria, you have chosen to face me at the end of this lesson (apply consequences). Please return to your seat now, thank you.” (hope for compliance).
- b) If the child continues to make bad choices by openly refusing to cooperate, you can calmly repeat steps 8 and 9 and apply your consequence hierarchy.
- c) If the child is obedient, improve the relationship by giving praise.

3.10. Use an exit strategy

If a family member consistently interferes significantly with your teaching and/or the learning of other children, it may be appropriate for them to be removed from the classroom using school-approved procedures.

- a) Usually, an “out” penalty should be optional (“Mark, you have voted to be kicked out”) and is always preceded by other strategies.
- b) Use the 'out' strategy in a calm and firm manner with a clear message that the "out" punishment was enforced because of the child's bad choices (“Sean, you have to keep choosing to...”).
- c) Always follow up the 'exit' strategy by talking to the child and planning more sound options next time.

Using an ‘out’ penalty like this was not a sign of failure. This is a valid strategy and should be part of your discipline. Because ‘out’ penalties are serious, there are a number of considerations to think about when applying them (Vass, 2010). Punishment out of class can be a warning for students who are difficult to discipline, giving out punishment must be with careful consideration between educators, staff, and school principals. Because this punishment is serious. After being given a ‘drop out’ punishment, students must promise not to repeat their mistakes again, as well as educators must be warm, embracing and return to good relations with students who get ‘dropped out’ punishments.

4. Conclusion

The implementation of a culture of discipline in the environment is a strategy to create comfort in teaching and learning activities, this needs to be done by teachers, principals and educational institutions to provide teaching/implementation to students in order to comply with all the rules that have been made by the school with certain consequences.

There are 10 disciplinary cultures that can be implemented for students in the educational environment. First, give appreciation when you are doing good. Second, use positive cues. Third, use physical proximity. Fourth, use questions to get the child back into focus. Fifth, repeat the directions personally. Sixth, acknowledge and redirect. Seventh, provide a clear reminder of the rules. Eighth, provide a clear choice. Ninth, use agreed consequences. Tenth, Using an exit strategy.

The steps above are habituation to a culture of discipline in the school/education environment. It is hoped that with the implementation of a culture of discipline carried out in schools it can become a habit so that it can also be applied in social life.

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