



Efforts of Islamic Education Teachers in Improving Learning Discipline at SMP Muhammadiyah 11 Sukodadi

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Abstract. This research aims to determine the efforts that PAI (Islamic Education) teachers should make to improve discipline. This research adopts a descriptive qualitative research design. Data collection methods include observation and interviews. Direct observations were conducted at SMP Muhammadiyah 11 Sukodadi, followed by interviews with PAI teachers and students from grades VII, VIII, and IX. Documentation was also used as supplementary data obtained during the observation and interviews. Data validity was ensured through triangulation. Data analysis involved data reduction, data presentation, and conclusion. Based on the research findings and discussions, the efforts made by PAI teachers to improve student discipline can be achieved through 1) Instilling awareness in students in a humane manner so that they do not feel compelled but rather become accustomed to discipline. 2) Collaborating with the school community to create an environment that facilitates students' comfort in school. 3) Providing educative rewards and punishments. Rewards can take the form of motivational appreciation, while punishments aim to weaken students' negative responses.

Keywords: Islamic Education · Teachers · Discipline · Muhammadiyah

1 Introduction

Education is a process of shaping an individual's character. Education should be directed toward creating quality individuals. According to Law No. 20 of 2003, "National Education functions to develop the capabilities and shape the character and civilization of a dignified nation to enlighten the lives of the nation's people. It aims to develop the potential of learners to become individuals who are faithful and devoted to the One Almighty God, possess noble character, is healthy, knowledgeable, skilled, creative, independent, and responsible citizens who are democratic and accountable." [1].

Islamic Religious Education (PAI) impacts moral issues (character) significantly. Islamic Religious Education should be the benchmark for improving the quality of education. According to Abdul Majid, there must be a standard for improving the quality of education to shape PAI students' character. [2] Therefore, Islamic Religious Education plays a crucial role in shaping students' character. As a result, PAI teachers face

challenges that are not as easy as many imagine. Being a PAI teacher is not far from the mission of the Prophets whom Allah sent to improve human life, and one aspect of this is discipline.

Imran's view on student discipline emphasizes the importance of orderly and organized policies that students adhere to in school, free from any direct or indirect violations that harm the students. [3] Discipline is an effective element in education, as it ensures that the learning process in the classroom runs smoothly and efficiently. With discipline, any disturbances that hinder learning can be overcome. In this regard, many schools emphasize the value of discipline. However, some students still lack discipline during the learning process. Therefore, the role of teachers is highly needed and significant in improving disciplinary behavior. Students can be disciplined through various methods, including punishment or motivation.

Teachers, who serve as instructors and educators, carry out both roles simultaneously. This issue means that teachers are not only instructors but also educators and vice versa. As a teacher of Islamic religious education, one must be capable of fulfilling both roles and serve as a role model for the students or provide good examples for them to follow. Teachers should not only deliver the subject matter but also strive to become individuals of good character whom the students can emulate.

Furthermore, Islamic religious education teachers' efforts to improve student learning discipline are aimed at maintaining students' behavior, preventing them from deviating and encouraging them to exhibit disciplined behavior following the school environment's norms, rules, and regulations. [4].

Students always observe and imitate what a teacher does. If a teacher behaves well, then the students will follow suit. Conversely, if a teacher behaves poorly, the students imitate that behavior. Assessing students should also consider affective values, not just cognitive values. One way to achieve this is by instilling character values in students. Therefore, the role of Islamic religious education teachers is crucial in enhancing students' character and success.

According to Leni's writing [5], in improving student discipline, an educator must be able to be an educator, mentor, motivator, and evaluator. In this research, the difference is that teachers play the abovementioned roles and make appropriate efforts to foster student discipline.

Ade concluded in his writing [6] that the goal of developing student discipline can be achieved by presenting Islamic religious education interestingly and enjoyably. It certainly requires the role of an Islamic religious education teacher to minimize any obstacles. The difference in this research lies in the different efforts made.

The student discipline issue during the learning process at SMP Muhammadiyah 11 Sukodadi is undoubtedly influenced by the condition and management of the school itself. The school's management, particularly regarding discipline, receives minimal teacher attention. As a result, students tend to disregard the existing rules in the school. Various factors, including inadequate school management and governance, can cause a lack of student discipline. This background emphasizes the importance of conducting this research. Therefore, the researcher aims to explore further the efforts of Islamic religious education teachers in improving student learning discipline to determine what measures teachers should take to enhance discipline.

2 Methodology

In this research, a descriptive qualitative research design is used. Descriptive research aims to describe existing phenomena. The researcher employs a qualitative approach to understand the phenomena related to the experiences of the research subjects. Data collection for this study is conducted through observation and interviews. Direct observation is carried out at SMP Muhammadiyah 11 Sukodadi, followed by interviews with Islamic religious education teachers and students from grades VII, VIII, and IX to gain deeper insights into aspects not fully understood during the observation. Additionally, documentation is used as supplementary data obtained during the observation and interviews.

To ensure data validity, the researcher employs triangulation. Triangulation with data sources involves comparing interview data with the research situation over time and comparing interview results with documentary evidence. Triangulation with techniques is conducted to check the consistency of data collection methods, including interviews, observations, and documentation. Triangulation with time is employed by conducting interviews when the interviewees are not facing any issues, ensuring the validity of the results. Data analysis is then performed through data reduction, presentation, and conclusion.

3 Result and Discussions

3.1 Efforts of Islamic Religious Education Teachers

The term “upaya” in the complete Indonesian dictionary refers to the effort, endeavor, or striving to achieve a specific goal [7]. According to Poerwadarminta, “upaya” means a form of effort to achieve a purpose, utilizing one’s mind and endeavors. Peter Salim and Yeni Salim define “upaya” as the main part that needs to be done [8]. “Upaya” also signifies a conscious effort made by an individual to achieve an ideal goal [9]. From these definitions, it can be concluded that “upaya” refers to the efforts or endeavors undertaken by an individual to achieve the desired goal. In the context of this research, “upaya” specifically refers to the efforts made by PAI teachers to strengthen student discipline.

An educator assists learners in realizing their full potential, encompassing cognitive, affective, and psychomotor aspects [9]. It implies that an educator is not solely focused on one or two aspects but strives to actualize all three through their guidance.

From an Islamic perspective, educators are held responsible for the development of their students. In Islam, parents are considered the primary educators. However, as time progresses, the responsibility of education is gradually transferred to schools, as they are deemed to provide a better environment for acquiring knowledge.

Therefore, in this research, “upaya” refers to the efforts or endeavors made by PAI teachers to enhance student discipline. An educator, particularly a PAI teacher, bears the responsibility of assisting students in developing their potential holistically, including cognitive, affective, and psychomotor aspects. Educators are not solely focused on one or two aspects but strive to actualize all three through their role.

From an Islamic perspective, educators are accountable for the growth of their students. In Islam, parents are considered the primary educators. However, over time, the responsibility for education is gradually entrusted to schools, as they are regarded as a more conducive environment for acquiring knowledge [10].

According to Muhaimin, a teacher is someone responsible for the education of their students, both in a classroom setting and individually. A teacher's responsibility extends beyond the school premises and encompasses the broader context. From the Islamic perspective, a teacher strives to develop the students in cognitive, affective, and psychomotor aspects [11].

Islamic religious education is an effort made by an individual to intentionally guide and nurture someone in a manner that fosters the development of their character following Islamic values [12].

Based on these understandings, it can be concluded that a teacher of Islamic religious education is responsible for assisting students in developing their potential and embodying their character in alignment with Islamic values. Therefore, teachers are considered to influence the nation's next generation intellectually and morally significantly.

3.2 Duties of Islamic Religious Education Teachers

In schools, teachers of Islamic religious education have two roles: educator and instructor. They are responsible for providing an understanding of Islamic teachings to students and addressing any deviant attitudes toward religious values within the community [13]. Additionally, it is the primary responsibility of a teacher to instill knowledge (cognitive), attitudes (affective), and skills (psychomotor) in students.

According to Hasan Langgulung, the role of a teacher is to help students realize their potential by serving as a transmitter, facilitator, motivator, and dynamizer. On the other hand, Syed Muhammad Naquib Al-Attas states that the role of a teacher in Islamic religious education is different from other teachers. In addition to imparting religious knowledge, they also carry out educational tasks and guide students, assisting in developing their character and moral upbringing and fostering their faith and piety [14].

In conclusion, the tasks of a teacher of Islamic religious education are to assist students in maximizing their potential, teach Islamic values to students in schools, shape their character, and guide individuals in the community who deviate from Islamic values.

3.3 Student Discipline

"Discipline" originates from the Latin word "discipulus," which means student. However, the word discipline has changed in form and expanded in meaning over time, derived from the Latin word "diciplina," which means teaching or training. In Indonesian, discipline refers to order, obedience, or compliance with rules or regulations.

In the Indonesian context, discipline is often associated with "order" and "compliance." "Order" refers to a person's compliance with rules or regulations driven or caused by external factors. In contrast, "discipline" refers to obedience and compliance arising from awareness and motivation. The term "regulation" refers to rules in place to create a condition of order and organization [15].

Discipline is when a person behaves in an orderly, organized, and appropriate manner without directly or indirectly violating rules. In the context of students, discipline refers to an orderly and organized state of behavior exhibited by students in school, without any violations that would harm themselves or the school as a whole [3].

From the various explanations above, it can be concluded that discipline is a behavior of obedience, orderliness, and adherence to established rules. Discipline is associated with training, particularly emphasizing the mind and character of an individual to cultivate self-control and habits of obedience. Therefore, disciplined people can control themselves to create order and organization. Students must always train themselves to be accustomed to obedience and self-control because discipline that arises from within oneself tends to last longer than discipline enforced by external supervision.

3.4 Factors Affecting Student Discipline

According to Siska [16], five factors influence student discipline: physical conditions, psychological conditions, family habits, school rules enforcement, and community environmental conditions. However, the dominant factors are psychological conditions and the implementation of school rules.

1. Psychological Conditions:

Psychological factors are more dominant than other factors because they are inherent within the students and cannot be observed by others. Psychological factors are related to the psychology of the students. Feelings of perfectionism and low self-esteem can hinder discipline, as these feelings may drive students to break the rules to seek attention from others.

2. Implementation of School Rules:

Implementing school rules is an external factor that influences students' learning discipline. The school is the second closest environment for students and is a place for formal education. Therefore, cultivating discipline among students depends on the presence of facilities and infrastructure in the school itself. Teachers responsible for fostering discipline in school should possess personal and professional qualifications. The effective implementation of school rules will facilitate the development of student's character.

3.5 Efforts of PAI Teachers in Improving Student Learning Discipline

The PAI (Islamic Education) teachers are crucial in improving student discipline. In SMP Muhammadiyah 11 Sukodadi school, the teachers have noticed a decline in students' discipline inside and outside classroom hours. Therefore, the PAI teachers at SMP Muhammadiyah 11 acknowledge various causes for the lack of discipline among students. Interestingly, the lack of discipline among students is somewhat related to the lack of discipline in school management. It implies that the school's management and governance are inadequate.

Recognizing this issue, the PAI teachers, responsible for instilling character education in students, feel there are shortcomings in managing school regulations. As a

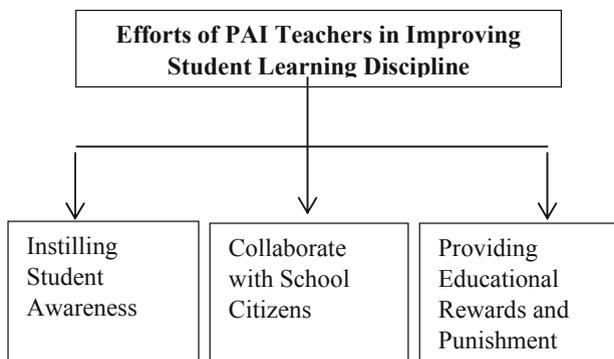


Fig. 1. Efforts of PAI Teachers at SMP Muhammadiyah 11 Sukodadi

result, the PAI teachers at SMP Muhammadiyah 11 have been making various efforts to improve student discipline (Fig. 1).

Based on the results of interviews and observations at Muhammadiyah 11 Sukodadi Middle School regarding the efforts of PAI teachers to improve students' learning discipline, the results:

1. Instilling student awareness:

Instilling awareness means emphasizing the importance of school rules humanely to students. This approach ensures that students do not feel compelled but become accustomed to the rules. It is crucial to implement school rules in a manner that students follow willingly and do not feel burdened by them.

2. Collaborating with the school community:

As a PAI teacher, it can be challenging to enforce discipline alone. PAI teachers need the school community's support, including the school principal, fellow educators, students, and the school committee. Collaborating with the school community aims to create a conducive student environment through effective governance.

3. Providing educational rewards and punishments:

When giving rewards and punishments, it is important to focus on their educative value and maintain a friendly school atmosphere to ensure students feel comfortable. Rewards given to students do not have to be material items but can be motivational appreciation. Similarly, punishments should not be solely physical but can also involve weakening responses to prevent recurring incidents in the future.

3.6 Discussions

Based on the interview and observations, the SMP Muhammadiyah 11 Sukodadi PAI teachers employ various strategies to enhance student discipline. One of the efforts made by PAI teachers is instilling student awareness. It involves raising students' consciousness that discipline is a value everyone should possess.

To create awareness, teachers use approaches that are acceptable to students. They provide logical explanations and relate them to religious teachings, ensuring students can comprehend and accept them. By employing such methods, students become aware of the commands and prohibitions they must follow.

This effort aligns with Abdul Majid's statement that when awareness is instilled in students, they no longer perceive learning religious knowledge and following commands as burdensome. Therefore, instilling student awareness is an initial step teachers must take to improve student discipline. This approach demonstrates that teachers' responsibilities extend beyond imparting knowledge and include instilling the knowledge they provide in each student.

In addition to instilling student awareness, PAI teachers also collaborate with the school community. They recognize that efforts are more effective when carried out collectively with the support of others. Therefore, the PAI teachers at SMP Muhammadiyah 11 Sukodadi collaborate with other teachers and the school committee to enhance student discipline. This collaboration involves improving the school's governance and enforcing established rules. Through this effort, students will understand the school's governance and comply with the rules in place.

This approach is in line with Zulmi Ramdani's statement in his writing that achieving a goal requires good cooperation, encompassing various aspects related to the school. The spirit of openness and willingness to share are the seeds of good collaboration. Considering that the school principal is part of the virtue and teachers share responsibilities and fully understand their roles, students will experience a positive environment that makes them more aware of the importance of discipline values.

Furthermore, the final effort made by the PAI teachers at SMP Muhammadiyah 11 is providing rewards and punishments to students. Teachers commonly use this practice to enhance student discipline. However, the PAI teachers at SMP Muhammadiyah 11 have a different approach to giving rewards and punishments. In this case, rewards are not always material goods but can be motivational words that make students feel happy and comfortable at school, especially during learning sessions. Similarly, punishments are implemented by weakening the response, meaning that teachers do not resort to physical punishments but use words that prevent students from arguing and repeating their mistakes.

Not providing rewards in the form of tangible items does not mean that the teacher is unwilling to give them. Instead motivating students to hold greater value. Additionally, this approach ensures that students do not become overly dependent on material rewards. As for punishments, as previously described, the reason for not using physical punishment is that it can make students feel upset or resentful, potentially leading to discomfort in the school environment and a higher likelihood of repeating the behavior.

These efforts align with Zamzami's statement that rewards, when used in education, serve as a form of recognition or incentive to reinforce positive behavior. In the context of learning, rewards are employed to encourage students to enhance their personal growth and increase motivation. Specifically, regarding character values and discipline, students will feel pleased and satisfied with the presence of rewards.

On the other hand, punishment, according to Hofi Anshari, is considered a final measure for repeated student violations. After providing clarification but observing continued infractions, it becomes necessary to take action in the form of punishment [21].

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