



MADRASAH HEAD'S STRATEGY IN IMPROVING STUDENT DISCIPLINE

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Abstract:

This article discusses the strategies implemented by the Principal to improve student discipline at Madrasah Aliyah Nurul Jadid (MANJ), Probolinggo Regency, East Java Province. Using a qualitative approach, this research explores various strategies based on the leadership principles of Rasulullah SAW, personal approach, socialization of rules, respect for disciplined students, and parental involvement. Research findings show that these strategies, such as attendance before learning, monitoring student attendance, and consistent application of sanctions, have succeeded in creating a strong and sustainable culture of discipline in schools. However, the challenges that arise regarding parental intervention require a more proactive approach, such as through open communication and discussion forums. Although there is no quantitative data to support claims of reduced student offending, this provides a positive indication of the effectiveness of the strategies implemented. Therefore, continuous efforts to improve student discipline need to be made through regular evaluations and strategy adjustments according to future needs, in order to create an educational environment that is disciplined, productive, and supports students' holistic development.

Keywords: *Strategy, Student Discipline, School.*

INTRODUCTION

Student indiscipline in Indonesia is a complex problem and requires serious attention to improve the quality of education. Several factors that cause student discipline problems include a lack of supervision and effective handling by the school (Wardhani, 2018). students' indifference to moral and ethical values, as well as a lack of understanding of the consequences of bullying behavior which has an impact on discipline and creates an unsafe learning environment (Ananda & Nora, 2022). In some cases, the inability of teachers and school staff to resolve conflict as well as a lack of effective supervision can result in an environment where school rules are not applied consistently, which can be detrimental to the formation of student discipline. Apart from that, low awareness of the importance of maintaining a safe and inclusive school environment can also trigger low student discipline (Azukaego et al., 2022).

The study of school strategies to improve student discipline is an important aspect of education that needs to be explored further. There are three main reasons why it is important to discuss this strategy: first, discipline in school is the basis for the formation of student character and behavior. Previous research shows that positive behavior is closely related to good academic achievement. Second, discipline influences the learning climate in schools which in turn influences students' motivation and participation in

learning (Rijal, 2015). Schools can create an environment that supports learning by addressing disciplinary problems. Third, student discipline also affects the image and reputation of the school. If schools can manage discipline well, this will increase public trust in the educational institution (Hamid, 2020). Therefore, a deep understanding of discipline in schools is very important for student welfare, smooth learning, and for maintaining the integrity and reputation of the school.

Based on the results of observations, student discipline at MA Nurul Jadid is quite good. One proof of this is the existence of regular recitations in the morning which was the idea of the head of the madrasah and collaboration with the teaching teachers every day before lessons begin. Students who are late must face the picket teacher to receive punishment, such as cleaning the yard or running around the field. Apart from that, the head of the madrasah also implemented the absence of congregational prayers at the mosque to strengthen students' understanding of moral and spiritual values, which in turn supports increasing their discipline.

Based on this explanation, instilling the value of discipline in students can be seen through the strategies of madrasa heads in improving student discipline. The main goal is for these activities to take place efficiently, orderly and regularly. This research focuses on the madrasa head's strategy for conveying and integrating disciplinary values to students. This responsibility is an important part of the madrasa head's role in ensuring that students comply with school regulations and the learning process can run smoothly.

RESEARCH METHODS

This research uses a qualitative approach with the aim of gaining an in-depth understanding of social and humanitarian issues. This research seeks to interpret how subjects understand the meaning of the environment around them, and how this influences their behavior (Fadli, 2021). The data collection method used is field research, with data obtained directly from the research subject's environment, with the main focus on direct observation of individual or group interactions in that environment. The location of this research is Madrasah Aliyah Nurul Jadid (MANJ). The data collection technique was carried out using a combination of observation, interviews and documentation. Interviews are designed to obtain relevant and reliable information from sources (Susanto et al., 2023).

RESULTS AND DISCUSSION

Based on the results of observations, it is known that MA Nurul Jadid students come to school on time, which can be seen from the dhuha prayer and attendance which is carried out 30 minutes before learning begins. There are picket teachers who monitor and take attendance of students starting from Duha prayers until they are directed to the field for attendance. Students who do not wear neat clothes, such as not wearing shoes or wearing the wrong uniform, will be punished by the picket teacher. This punishment can include changing out of the wrong uniform, wearing shoes, or cleaning up the school grounds. The entire process is monitored by the head of the madrasah.

The results of the interview show that the culture of discipline at MA Nurul Jadid is very important to continue to improve as a provision for students in their lives. Madrasah principals as leaders also have an important role in maintaining and improving this disciplinary culture, which is one of their main tasks. To help improve student discipline, the head of the madrasah formed a team consisting of teachers and students who are active in the organization. The team's duties include taking attendance before learning begins, attending students during congregational prayers at the mosque.

There are five strategies implemented by the Head of Madrasah MA Nurul Jadid to improve student discipline. First, show a good example in accordance with the

leadership principles exemplified by the Prophet Muhammad. The Prophet's three main principles in leadership are example, individual approach, and equality. Example is considered the most basic principle, where all actions begin with an example given by oneself. In this context, discipline begins with disciplining oneself through punctual attendance, dressing neatly, and being actively involved in religious activities such as congregational prayers. This aims to provide an example that students can emulate.

Second, following the principle of an individual approach in the leadership of the Prophet Muhammad. Considering that each student has a different background, the challenges they face vary. This approach involves understanding student behavior to identify patterns that may require special attention, as well as analyzing the causes of student disciplinary violations so that problems can be handled appropriately. The third strategy is to socialize the rules that students must obey, as well as the sanctions given if they violate them. This outreach is not only aimed at students, but also at parents or guardians of students, so that both parties understand the consequences of violations and can work together to create an educational environment that supports student development.

Fourth, give appreciation to students who show discipline. This appreciation can be in the form of direct recognition or formal awards such as certificates or announcements of student discipline in front of the entire school. This appreciation aims to make students feel appreciated and motivated, as well as encouraging other students to follow in their footsteps. fifth, reporting student violations to parents or guardians as a means of providing information regarding student progress at school. The goal of involving parents or guardians is to increase their understanding of the consequences of student actions and strengthen collaboration between schools and families in supporting student development.

While involving parents or guardians in this process has a positive impact, it also presents challenges. Challenges arise when parents or guardians do not agree with the punishment given to their children, sometimes even intervening directly with the Madrasah Head. This challenge can be even more complex if parents or guardians have important positions, such as colleagues or superiors in the school environment.

To overcome this challenge, the Head of Madrasah MA Nurul Jadid provided a proactive solution by establishing open and transparent communication with parents or guardians of students. They also hold discussion forums involving senior teachers, parents and students who violate to find joint solutions and prevent possible direct intervention. The Madrasah Head claims that the strategy implemented has been successful. This claim is based on interviews with several teachers and researchers' observations which show a decrease in student violations this year. Even though there is no official data yet, this information is an initial indication of the success of the strategy implemented.

Improving student discipline is an important factor in creating an effective learning environment and supporting student development. Strong discipline not only helps students carry out their daily routines in an orderly manner, but also contributes to character formation and increases their sense of responsibility. A high level of discipline has a significant positive relationship with students' academic achievement, social well-being, and their level of involvement in various school activities. By prioritizing this aspect of discipline, schools can create an environment that supports students' holistic growth and learning, which will have a positive impact in the long term (Afifah, 2022).

Madrasah principals have a strategic role in improving student discipline through managing extracurricular activities, personality development, and implementing disciplinary programs. By coordinating extracurricular activities, Madrasah Principals

can create a positive environment and provide productive alternatives for students. In addition, through personality development, they provide moral encouragement and guidance for students to develop a strong disciplinary attitude (Tyasmaning, 2023).

Some of the main factors that influence and shape individual discipline include self-awareness, adherence to rules, educational tools, and punishment. Self-awareness is the fundamental basis for forming discipline, because an individual's understanding of the importance of discipline is the main driver for achieving personal success (Suwanda, 2017). Self-awareness encourages individuals to develop self-control and independence, as well as build internal motivation to comply with applicable rules and norms.

At a practical level, compliance with rules is a concrete step in implementing regulations that regulate behavior, creating a basis for consistency and order in everyday life (Gajahmanik et al., 2023). Educational tools also play an important role in forming discipline by fostering behavior in accordance with the values taught, providing insight, knowledge and skills needed to develop behavior that is in accordance with social and ethical norms (Fatoni, 2020).

Punishment functions as a response to inappropriate behavior. Punishment has various functions, such as providing motivation to avoid violations, directing behavior, preventing repetition of violations (Meika R & Putra, 2021), and supporting motivation to avoid undisciplined actions (Khumaidi, 2020). Punishment not only makes individuals aware of the consequences of their actions, but can also help correct undesirable behavior. Therefore, the combination of self-awareness, adherence to rules, educational tools, and punishment forms a solid foundation in developing and maintaining individual discipline.

Apart from these four factors, other factors that influence the formation of individual discipline include role models, disciplinary environment, and disciplinary training. The example of superiors, school principals and teachers has a big impact on student discipline, becoming a strong driver in forming focused patterns of thinking and behavior (Rafif & Dafit, 2023). A disciplined environment is also very important, because it creates an atmosphere that supports the internalization of disciplinary values in everyday life (Subianto, 2013). Disciplinary training, which involves habituation and repeated practice, is a crucial aspect in forming sustainable discipline habits. This process is not just a routine, but is also an ongoing effort to form daily discipline habits that have a positive impact in the long term (Darnius et al., 2019).

Thus, in addition to the four main factors, the influence of role models, the disciplinary environment, and disciplinary training enrich and complete the process of forming individual discipline. The Madrasah Head at MA Nurul Jadid has implemented various strategies based on these factors to improve student discipline. The positive impact of implementing this strategy can be seen in increasing students' discipline levels. However, it is important to continue evaluating so that this strategy can be improved and adapted to future needs. Continuous evaluation will provide the basis for continuous improvement in creating a more disciplined and productive educational environment at MA Nurul Jadid. Thus, continuity of efforts and improvement of strategies will be the key to achieving better goals in shaping the character and discipline of students in this school environment.

CONCLUSION

In an effort to improve student discipline at MA Nurul Jadid, the Madrasa Head has succeeded in implementing various strategies based on the leadership principles of the Prophet Muhammad, personal approach, socialization of rules, rewards for disciplined students, and parental involvement. Concrete steps such as attendance before learning, monitoring student performance, and consistent application of sanctions have had a

positive impact on the school environment, creating a strong and sustainable culture of discipline. However, challenges that arise regarding intervention from students' parents or guardians require a more proactive approach. Madrasah heads face this challenge by opening transparent communication and holding discussion forums involving teachers, parents and students. Although claims regarding reduced levels of student misconduct have not been supported by official quantitative data, they provide a positive indication of the effectiveness of the strategies that have been implemented.

Therefore, ongoing efforts to improve student discipline at MA Nurul Jadid must continue to be carried out, with regular evaluations and strategy adjustments according to future needs, in order to create an educational environment that is more disciplined, productive, and supports students' holistic development. This research still requires further investigation regarding the Madrasah Head's strategy in improving student discipline. Further research is also needed to obtain more comprehensive results. The use of different research methods or variables is recommended to broaden understanding regarding strategies for improving student discipline.

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