



A CROSS-DISCIPLINARY APPROACH IN DEVELOPING SCHOOL RULES TO FOSTER STUDENTS' ISLAMIC CHARACTER AT AN INDONESIAN ISLAMIC SENIOR HIGH SCHOOL (MAN 4 KEDIRI)

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Abstract:

A cross-disciplinary approach in drafting regulations is an approach that combines various subjects from different groups to obtain new solutions that cannot be solved with one scientific discipline alone. This research is intended to analyze various scientific disciplines from different families in the preparation of rules and regulations using a cross-disciplinary approach and their impact on the formation of students' Islamic character. Data collection was carried out by observation, interviews and documentation studies. The data that has been recorded systematically is then condensed to make it easier to draw conclusions. The research results show that there are 8 different elements of scientific discipline, namely; PPKN, PAI, mathematics, language, biology, counseling guidance, sociology and law are contained in the madrasa regulations and summarized in the CAKEP book (Personality Notes). Compliance with the implementation of the agreed rules shows that students' Islamic character habits are increasing and can be seen in daily life in the madrasah environment.

Keywords: *Cross-disciplinary Approach, School Rules, Islamic Character.*

INTRODUCTION

In today's rapidly evolving information era, the challenges faced by humanity have become increasingly complex. Problems arising across various sectors can no longer be adequately understood or addressed through a single disciplinary perspective. Consequently, a cross-disciplinary approach has become increasingly relevant. Cross-disciplinary approaches represent an integrative method that combines knowledge from multiple disciplines to solve complex and multidimensional problems. In the context of education, this approach addresses the limitations of individual disciplines by integrating diverse expertise and perspectives. Such integration enables educators and students to examine issues from multiple viewpoints, thereby fostering more holistic and innovative solutions that contribute to the development of positive student behavior.

Cross-disciplinary approaches involve borrowing theories, methods, or analytical frameworks from other disciplines to broaden perspectives and generate more comprehensive solutions to complex problems. According to Nur Syam, a cross-disciplinary approach refers to the integration of two or more branches of knowledge originating from different academic fields. This approach goes beyond merely adapting concepts from other disciplines; it creatively integrates them to generate innovation and new holistic insights. By employing diverse conceptual frameworks, cross-disciplinary approaches overcome the

limitations inherent in single-discipline perspectives and provide more practical and relevant solutions to challenges that cannot be effectively addressed through a single disciplinary lens.

Through cross-disciplinary approaches, knowledge and skills from various fields can be effectively integrated. In developing school regulations, collaboration among the disciplines of psychology, education, law, and sociology provides a more comprehensive understanding of students' behavior in fostering Indonesian citizens with noble character. Psychology contributes to understanding the motivations underlying rule violations, while legal perspectives ensure that the regulations comply with existing educational policies. Consequently, this approach not only enriches the educational process but also enhances the relevance and applicability of the educational content.

The implementation of a cross-disciplinary approach also requires effective collaboration among educators and other stakeholders. Such collaboration may include regular meetings to exchange knowledge and experiences, as well as discussions on strategies for integrating various disciplinary perspectives into daily educational practices. By considering multiple viewpoints, the resulting regulations become more comprehensive and acceptable to all stakeholders. Therefore, a cross-disciplinary approach constitutes a valuable framework for developing school regulations in Islamic schools (madrasahs).

School regulations refer to a set of rules and procedures that must be obeyed and implemented by all members of the school community. They serve as binding regulations governing the conduct of individuals within the educational environment where teaching and learning activities take place. Indrakusuma, in *Introduction to Educational Science*, defines school regulations as a collection of rules established to be obeyed within a particular educational setting or social order. These regulations apply not only to certain individuals but to all members of the school community. Their consistent implementation promotes discipline among all stakeholders.

Effective school regulations should encompass three essential elements: (1) prescribed and prohibited behaviors; (2) consequences or sanctions imposed on individuals who violate the rules; and (3) procedures for communicating the regulations to those subject to them. School regulations constitute a set of institutional policies developed and implemented consistently by each educational institution. Their effectiveness depends on consistent enforcement in regulating students' behavior. Therefore, school regulations must be implemented firmly according to previously established agreements. Individuals who violate the regulations should receive appropriate sanctions intended to deter future misconduct. Ultimately, the consistent enforcement of school regulations contributes to achieving their intended objectives while fostering a safe, orderly, and conducive learning environment.

The implementation of school regulations in madrasahs has significant potential for fostering students' Islamic character. The concept of Islamic character values is fundamentally rooted in Islam itself, which aims to cultivate civilized individuals possessing *akhlaq karimah* (noble character) and *ihsan* (moral excellence), as exemplified in Qur'an 33:21 (Al-Ahzab: 21). This process begins with the command to seek knowledge (Qur'an 96:1–5 (Al-'Alaq: 1–5)), followed by the commands to strengthen faith (Qur'an 58:11 (Al-Mujadilah: 11)) and to cultivate piety (Qur'an 49:13 (Al-Hujurat: 13)). The Qur'an consistently emphasizes educational principles that promote the holistic development of human beings by

addressing their spiritual, intellectual, and physical dimensions. Meanwhile, Binti Maunah argues that character education can be implemented through five pillars: (1) classroom learning activities; (2) school culture; (3) habituation; (4) co-curricular and extracurricular activities; and (5) collaboration between parents and the wider community. Therefore, the ultimate objective of Islamic character education is the development of *akhlaq karimah*, as the primary mission of Islam is to perfect human morality.

A study conducted by Sizka Rohani Umul Fauziyah entitled *The Role of School Regulations in Enhancing Worship Awareness and Disciplinary Behavior among Eighth-Grade Students at SMPN 1 Kasreman, Ngawi* found that students demonstrated a good understanding of school regulations due to effective teacher-led socialization. The successful implementation of school regulations required collaboration among teachers, students, and parents. Furthermore, the regulations positively influenced both students' religious practices and disciplinary behavior. In contrast, Febrian Wulandari, in the study entitled *The Implementation of School Regulations as an Effort to Foster Students at SMK Sumpah Pemuda Joglo, West Jakarta*, reported that although school regulations contributed positively to students' disciplinary character, they had not yet been fully effective, particularly regarding students' attendance and punctuality. Similarly, Musfirah, in the thesis *Efforts to Improve Students' Discipline in Complying with School Regulations at MTs DDI Kaluppang, Pinrang Regency*, concluded that although students' discipline was generally satisfactory, further improvements through guidance and counseling services were necessary to minimize minor violations. Meanwhile, Nirra Fatmah, in the study *Character Formation in Education*, emphasized that character development should begin at an early age and should not be confined to classroom instruction but should also be reinforced through extracurricular activities and the strengthening of religious practices.

Based on the preliminary observations conducted by the researcher, no previous studies have specifically employed a cross-disciplinary approach in developing school regulations for madrasahs. Existing studies have primarily focused on the implementation of school regulations, their impacts, and their contributions to students' discipline. This research gap motivated the researcher to conduct an in-depth investigation into the selected topic. The choice of this research was also informed by field observations indicating that school regulations have predominantly been developed from the perspective of Civic Education (Pancasila Education), with limited consideration of other academic disciplines. By adopting a cross-disciplinary approach, diverse disciplinary perspectives can be integrated to provide a more comprehensive foundation for developing school regulations.

RESEARCH METHODS

This study employed a qualitative research design with a phenomenological approach. The researcher was directly involved in the research setting, which was conducted at MAN 4 Kediri from July 17 to November 8, 2025. The phenomenological approach emphasizes an in-depth understanding of the phenomena under investigation by exploring participants' lived experiences within their natural context.

Data were collected through descriptive qualitative techniques, including observations, semi-structured interviews, and document analysis. The collected data were systematically recorded and subsequently condensed to facilitate data interpretation and the drawing of conclusions.

According to Sugiyono, observation is a data collection technique conducted by systematically observing ongoing activities or events. Similarly, Creswell defines observation as a process in which researchers directly enter the research setting to observe participants' behaviors and activities in their natural environment.

In addition to observation, the researcher conducted semi-structured interviews. Semi-structured interviews are among the most widely used data collection techniques in qualitative descriptive research, as well as in certain descriptive quantitative studies. These interviews were conducted orally through individual face-to-face meetings, allowing participants to express their perspectives openly while enabling the researcher to explore emerging issues in greater depth.

RESULTS AND DISCUSSION

Result

Standard Operating Procedures (SOPs) for Developing Madrasah Regulations

The application of a cross-disciplinary approach in education has become increasingly important in addressing problems arising from differences in perspectives among individuals within educational institutions. This approach offers an integrative framework that combines knowledge from multiple academic disciplines to develop solutions for complex and multidimensional issues. Such problems emerge as a consequence of rapid changes and developments across various aspects of institutional life. These changes give rise to new challenges that require comprehensive and holistic solutions. Individual disciplines alone are often insufficient to address these challenges due to their inherent limitations. Consequently, expertise and perspectives from different fields of knowledge are needed to generate more holistic and innovative solutions.

The implementation of a cross-disciplinary approach effectively integrates knowledge and skills from various disciplines. In the context of developing madrasah regulations, this approach can be applied through collaboration among Citizenship Education, Islamic Religious Education—including Qur'an and Hadith, Fiqh, and Aqidah Akhlaq—Sociology, Health Science (Biology), Mathematics, Indonesian and English Language, Law or Social Studies, and Guidance and Counseling. Although these disciplines represent different fields of study, they provide valuable perspectives for formulating comprehensive school regulations. Guidance and counseling, law, sociology, language studies, and biology, for example, contribute deeper insights into the development of school regulations. Guidance and counseling help identify the underlying motivations for students' misconduct, while legal perspectives ensure that school regulations are formulated in accordance with applicable educational policies. Consequently, the cross-disciplinary approach not only enriches the content of madrasah regulations but also enhances their relevance and applicability, thereby encouraging students to comply with institutional rules more effectively.

The implementation of a cross-disciplinary approach in developing school regulations also requires strong collaboration among educators, students, and other stakeholders. Educators contribute through regular meetings that facilitate the exchange of knowledge and practical experiences, as well as discussions on integrating multiple disciplinary perspectives into everyday life within the madrasah. Such forums allow diverse viewpoints to be considered, resulting in regulations that are more comprehensive and broadly accepted by all

stakeholders. Therefore, the cross-disciplinary approach serves as a valuable strategy for creating a dynamic learning environment that is responsive to students' needs while promoting compliance with school regulations.

In developing student regulations, MAN 4 Kediri adopts a series of strategic procedures. This is reflected in the *CAKEP* (*Catatan Kepribadian* or *Student Personality Record Book*), which is continuously reviewed and revised by the school discipline committee to accommodate changing educational needs and social developments. This continuous review process was confirmed by Mrs. Aniswatul Mujayanah, S.Pd., who stated:

"Yes, that's correct. Every year we make revisions. The Standard Operating Procedures (SOPs) undergo minor changes because new issues continue to emerge. Our team regularly contributes new ideas and suggestions. Sometimes problems that existed in the previous year no longer occur, while new issues arise that are not yet covered in the *CAKEP* handbook, so we include them in the revised version. We also occasionally revise the violation point system. For example, the penalty points for mobile phone use have been reduced because mobile phones have now become an educational necessity."¹

A similar statement was expressed by Mr. Dian Muthahar, S.Pd., who currently serves as the secretary of the discipline committee at MAN 4 Kediri. According to him, the SOPs are reviewed and updated at the beginning of every academic year. These procedures serve as operational guidelines to ensure consistency in implementing disciplinary policies.² As the person responsible for maintaining order within the madrasah, the principal first convenes an internal meeting with the vice principals before appointing the head of the discipline committee. Subsequently, the committee chair establishes a disciplinary team to formulate and strengthen implementation strategies. The following findings summarize the interviews conducted with members of the discipline committee, namely Aniswatul Mujayanah, S.Pd., Khoirun Nisak, S.Pd., Apriska Yoga, S.Pd., Zaenal Arifin, S.Pd., Miftahul Ulum, S.Pd., and Dian Muthahar, S.Pd.

Table 1. Standard Operating Procedures (SOPs) for the Development of School Regulations at MAN 4 Kediri

No.	Procedure	Description	Person in Charge	Timeline
1	Needs Assessment	Identify the need for school regulations relevant to the current conditions of the madrasah.	Principal	First Week of the Month
2	Team Formation	Appoint team members consisting of teachers, administrative staff, and guidance and counseling personnel.	Principal	First Week of the Month
3	Initial Meeting	Conduct an initial meeting to establish the team's objectives and responsibilities.	Team Leader	Second Week of the Month
4	Data Collection	Collect data and information	All Team	Third Week

¹ Wawancara dengan ketua Tata Tertib MAN 4 Kediri pada tanggal 4 November 2025

² Budi Winarno, *Kebijakan Publik teori dan Proses* (Yogyakarta: Medpress, 2018), 204

		regarding existing and required school regulations.	Members	of the Month
5	Drafting the School Regulations	Prepare the draft of the school regulations based on the collected data.	Drafting Team	Fourth Week of the Month
6	Draft Dissemination	Disseminate the draft regulations to the madrasah community (teachers, students, and parents).	Team Members	Fifth Week of the Month
7	Feedback Collection	Gather suggestions and feedback from stakeholders regarding the draft regulations.	Drafting Team	Sixth Week of the Month
8	Draft Revision	Revise the draft regulations based on the feedback received.	Drafting Team	Seventh Week of the Month
9	Finalization	Prepare the final version of the school regulations for approval.	Drafting Team	Eighth Week of the Month
10	Approval and Ratification	Submit the final document to the principal and the teachers' council for approval and ratification.	Principal	Ninth Week of the Month
11	Implementation	Implement the approved school regulations throughout the madrasah.	All Team Members	Beginning of the Following Month
12	Monitoring and Evaluation	Conduct periodic monitoring and evaluation of the implementation of the school regulations.	Principal	At the End of Each Semester

The first step in developing school regulations is conducting a needs assessment that reflects the current conditions and challenges of the madrasah. This stage is essential for creating an effective learning environment by identifying specific regulatory needs that are relevant to contemporary educational demands. The process cannot be completed instantly; rather, it requires sufficient time to review existing regulations, conduct a comprehensive analysis of each regulatory provision, and examine the dynamics of social interactions among students, teachers, administrative staff, and the surrounding community. While considering the institutional culture and distinctive characteristics of the madrasah, the formulated regulations should be capable of addressing emerging challenges, accommodating increasingly diverse student behaviors, and responding to growing academic expectations. Therefore, school regulations should not merely function as reactive measures but also serve as instruments for promoting positive values such as obedience, discipline, diligence, responsibility, cooperation, and institutional pride. This needs assessment ensures that the resulting regulations remain adaptive, allowing continuous revision in response to changing educational contexts and students' needs while involving all stakeholders in the formulation process. Such a participatory approach fosters a collective commitment to complying with mutually agreed regulations, enabling the madrasah to provide a safe educational environment, promote productivity in science and technology, and motivate students to achieve their highest potential.

The second step is the establishment of the school discipline committee. This committee is responsible for formulating, implementing, and evaluating the school regulations documented in the *CAKEP* (*Catatan Kepribadian* or *Student Personality Record Book*). The committee consists of a chairperson, secretary, treasurer, and committee members. The chairperson provides overall leadership and supervises the implementation of the regulations, while the secretary records all activities, decisions, and implementation processes. The treasurer manages the budget allocated for the dissemination and enforcement of school regulations. Committee members represent diverse stakeholders, including teachers, students, and guidance and counseling personnel. Such diverse representation enables the committee to accommodate complex institutional needs while representing the interests of the entire madrasah community. In carrying out its responsibilities, the committee conducts discussions and consultations to formulate fair and relevant regulations, while simultaneously designing dissemination strategies to ensure that every member of the madrasah community understands and accepts the agreed rules. Furthermore, the committee is responsible for monitoring implementation, conducting evaluations, and revising regulations whenever necessary to maintain their relevance to changing educational conditions. Consequently, the committee plays a central role in fostering a culture of discipline and mutual respect within the madrasah.

The third step involves holding the initial discipline committee meeting chaired by the committee leader. During this meeting, committee members discuss and formulate various aspects of the school regulations to be implemented, including revising the previous edition of the *CAKEP* handbook, identifying newly emerging issues that have not yet been accommodated, and establishing clear and enforceable regulations. The meeting provides opportunities for all members to express their opinions and suggestions, ensuring that every perspective is carefully considered. The committee chair facilitates the discussion and ensures that all agenda items are thoroughly addressed, including strategies for disseminating the regulations, enforcing discipline, and designing evaluation mechanisms to assess the effectiveness of their implementation. Through this coordination meeting, the committee reaches a shared consensus that contributes to the development of comprehensive, effective, and widely accepted school regulations. The outcomes of the meeting subsequently serve as operational guidelines for implementing school discipline in a systematic and consistent manner.

The fourth and fifth steps consist of data collection followed by drafting the revised school regulations. At this stage, the discipline committee reviews and evaluates the previous year's regulatory instruments while identifying issues that have not yet been adequately addressed. Based on this evaluation, obsolete provisions are revised, and new regulations are incorporated to address emerging concerns. The results of this assessment provide the foundation for preparing a revised draft of the school regulations for the following academic year.

The sixth and seventh steps involve disseminating the draft regulations to students, teachers, and parents while simultaneously collecting their feedback. The primary objective is to ensure that stakeholders understand and accept the proposed regulations and to obtain constructive suggestions for improving the regulatory provisions. Dissemination activities are conducted through face-to-face meetings, workshops, and information sessions involving students in the school hall. During these sessions, the committee explains the content of each

regulation, its intended benefits, and the consequences of non-compliance. Participants are encouraged to ask questions and provide suggestions, creating an open dialogue that addresses concerns and clarifies misunderstandings. The involvement of parents is particularly important, as it strengthens collaboration between the madrasah and families in supporting students' compliance with school regulations. Through this comprehensive dissemination process, the madrasah seeks to establish a shared understanding and collective commitment to implementing the regulations, thereby creating a more orderly, comfortable, and conducive learning environment.

The eighth and ninth steps involve revising the draft regulations and preparing the final document. At this stage, the committee revises the draft based on feedback received from various stakeholders to ensure that every provision has been carefully considered and reflects the current needs of the madrasah. Once the revision process is completed, the committee prepares a well-structured final document containing all applicable regulations, implementation procedures, and sanctions for violations. The finalized document is then submitted to the principal for approval. Formal approval by the principal constitutes the tenth step before the regulations are officially implemented. This stage marks the completion of the regulatory development process and demonstrates the committee's commitment and readiness to implement regulations that benefit the entire madrasah community.

The final stage is the implementation of the approved school regulations throughout the madrasah community. At this stage, the discipline committee enforces the regulations among students, teachers, and parents with the support of all stakeholders to establish a disciplined and orderly learning environment. Subsequently, the committee conducts regular monitoring and evaluation of the implementation process to assess its effectiveness and identify areas requiring improvement. This final stage ensures that the school regulations continue to support a safe, orderly, and effective learning environment.

A visual representation of the procedures for developing school regulations in the madrasah is presented in figure 1.

Figure 1. Steps in Developing Rules and Regulations



Cross-Disciplinary Approach in the Description of Madrasah Rules and Regulations Instrument

A cross-disciplinary approach in the formulation of the madrasah rules and regulations instrument is essential because it integrates various disciplines from different fields of study to develop comprehensive and relevant regulations for the entire madrasah community. By incorporating subjects such as Civics

Education (PKn), Islamic Religious Education (PAI), languages, biology, law, sociology, mathematics, and guidance and counseling, the formulated rules emphasize not only discipline but also the development of students' character and moral values. In addition, local content subjects, which constitute a distinctive characteristic of the madrasah, are also taken into consideration to ensure that the regulations reflect the values and cultural norms already familiar to the surrounding community. Therefore, this cross-disciplinary approach enables the rules and regulations to function not merely as a means of maintaining order, but also as an instrument that supports holistic and sustainable learning in fostering students' discipline.

The disciplinary content embedded in the rules and regulations of MAN 4 Kediri can be described as follows.

Table 2. Academic Disciplines in the Rules and Regulations Instrument of MAN 4 Kediri

No.	Subject	Description	Page
1	Civics Education (PPKn)	a. School uniform (rights and obligations)	9
		b. General prohibitions	11
		c. Specific prohibitions for male students	11
		d. Specific prohibitions for female students	11
		e. School arrival and dismissal	11
		f. Cleanliness, discipline, and order	12
		g. Flag ceremony and the commemoration of national and religious holidays	14
		h. Prohibitions	14
		i. Behavioral violations	16
		j. Diligence	18
		k. Discipline	18
		l. Neatness	18
2	Islamic Religious Education (PAI)	a. General prohibitions	11
		b. School arrival and dismissal	11
		c. Religious activities	14
		d. Prohibitions	14
		e. Behavioral violations	16
		f. Diligence	18
3	Sociology	a. Etiquette and rules governing students' social life	9
		b. Social manners and etiquette	13
		c. Prohibitions	14
		d. Information provided to parents	21
4	Biology	a. Cleanliness, discipline, and order	12
		b. Cleanliness	18
		c. Health protocols	19
5	Mathematics	a. Sanctions/violation categories	19
		b. Classification of violations and point system	16
6	Indonesian/English Language	Student personal information form	4

No.	Subject	Description	Page
7	Guidance and Counseling (BK)	Counseling services	2
8	Law/Social Studies	Statement letter	8

Source: CAKEP book documents

The table above demonstrates the integration of various academic disciplines represented in the CAKEP (Catatan Kepribadian / Personality Record) handbook. The CAKEP handbook is a compilation of information containing: (1) guidance and counseling service information; (2) students' personal information, including personal identity, family background, economic condition, and a declaration of commitment to comply with the regulations of MAN 4 Kediri; (3) guidelines on etiquette and school regulations; (4) information for parents; and (5) a dedicated section for recording students who leave the school premises during instructional hours.

The school regulations contained in the CAKEP handbook are organized into three chapters. The first chapter outlines the general provisions, which include: (1) school uniforms; (2) prohibitions applicable to both male and female students; (3) school hours; (4) cleanliness, orderliness, and discipline; (5) social etiquette and manners; (6) flag ceremonies and the commemoration of national and religious holidays; (7) religious activities; and (8) additional provisions.

The second chapter describes the disciplinary sanctions, including categories of violations and the corresponding demerit points. Each violation committed by a student carries a specific number of points, which are accumulated at the end of the academic year and considered in decisions regarding grade promotion. The categories of violations and their assigned points include: (1) behavioral violations; (2) cleanliness violations; (3) diligence-related violations; (4) disciplinary violations; (5) appearance and grooming violations; and (6) health protocol violations. The severity of violations is classified into four categories: minor violations (1–20 points), moderate violations (21–34 points), major violations (35–50 points), and very serious violations (51–100 points). If a student's accumulated demerit points reach 100, the student is subject to special disciplinary measures and may ultimately be returned to their parents or guardians.

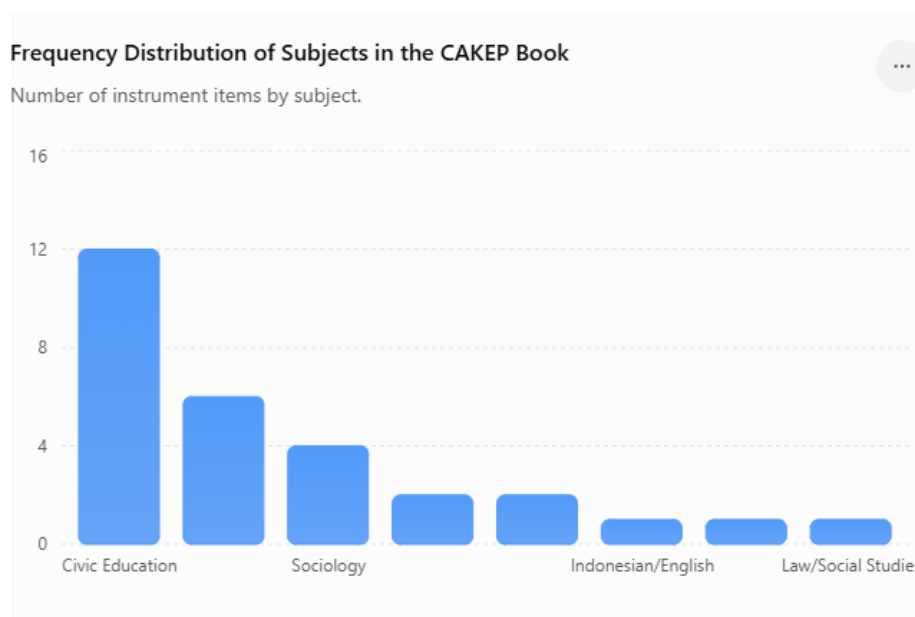
The third chapter contains miscellaneous provisions that provide supplementary information to complement the existing regulations. The school regulations compiled in the CAKEP handbook reflect the integration of various academic disciplines, as presented in the table below.

Table 3. Integration of Subject Areas in the CAKEP Handbook

No.	Subject	Number of Items
1	Civic Education	12
2	Islamic Religious Education	6
3	Sociology	4
4	Biology	2
5	Mathematics	2
6	Indonesian Language / English	1
7	Guidance and Counseling	1
8	Law / Social Studies	1
Total		29

The table above illustrates a combination of disciplines from different fields contained in the CAKEP book. The highest number of items is in Civics (PKN), with 12 items or 41%, while the lowest is found in Language, Guidance and Counseling (Bimbingan Konseling), and Social Studies (Law), each with 1 item or instrument description in the CAKEP book. The frequency distribution of subjects can also be seen in the following bar chart.

Table 4. Frequency of Subjects in the CAKEP Book



Source: CAKEP book

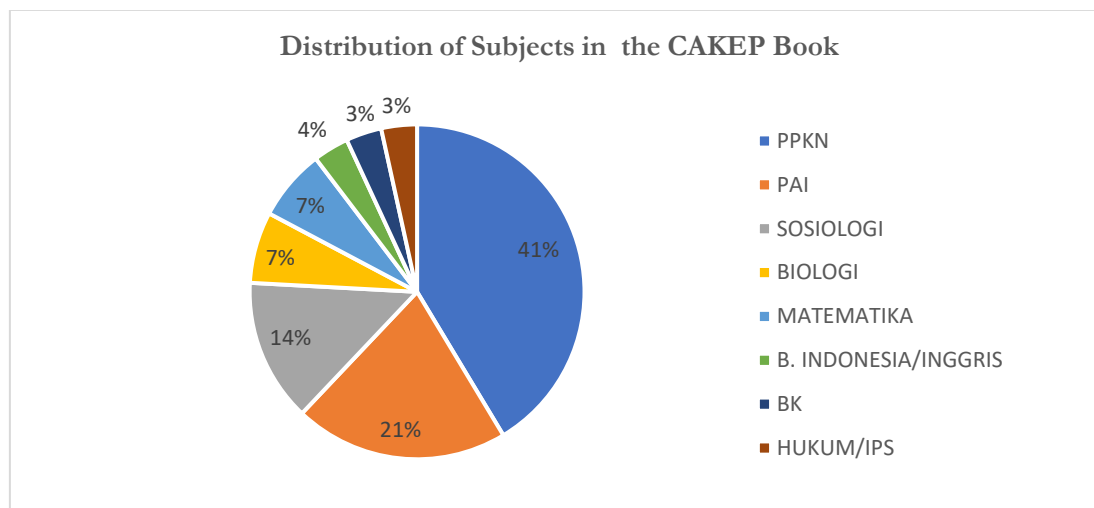
DISCUSSION

The preparation of school rules is an important stage that cannot be separated from the continuity of life within the madrasah community. This process serves as the initial step in the implementation of disciplinary regulations in the madrasah, as human beings tend to think before taking action.

In the formulation of school rules at MAN 4 Kediri, there are eight subjects that are adopted and incorporated into the items of the disciplinary instrument. These subjects consist of Civic Education (PPKN), Islamic Religious Education (PAI), Sociology, Mathematics, Language, Guidance and Counseling (BK), and Social Studies (IPS). This collaboration of subjects represents the implementation of a cross-disciplinary approach within the madrasah environment.

By integrating these various subjects, it is expected that the formulated rules will not only function as behavioral guidelines but also create synergy among the values taught in each subject. Civic Education and Islamic Religious Education complement each other in shaping students' character to be ethical and responsible. Sociology and Social Studies contribute to fostering social awareness and understanding of the surrounding environment. In addition, Mathematics and Language provide the foundation for logical thinking and communication skills, which are essential in daily life.

Figure 2. Cross-Disciplinary Approach in the CAKEP Book



School rules do not only regulate rights and obligations, but also play a role in organizing social life in the madrasah. They also serve as guidelines for students in interacting with one another, controlling themselves through attitudes and behavior so as to create a safe and comfortable environment. In addition, school rules are able to create a conducive atmosphere for learning and development. With clear regulations, students are expected to respect differences, build cooperation, comply with existing rules, and obey sanctions for violators.

Furthermore, school rules also provide opportunities for students through extracurricular activities to develop their social potential. The existence of well-structured rules encourages students to be disciplined in learning, which is a form of compliance with regulations without coercion. In addition, school rules also train students to be more responsible and actively involved in the madrasah environment, shaping their character into caring and contributing learners.

The formulation of madrasah rules through a cross-disciplinary approach involving various fields of science influences student behavior for the better. Bandura states that human behavior is shaped by three interrelated factors: behavior, environment, and person. First, behavior refers to an individual's actions and responses to certain stimuli influenced by experience and learning processes. Second, environment includes everything surrounding the individual, both physical, social, and cultural aspects. This environment includes the school or residence, friends, family, and society. Third, person refers to individual characteristics reflected in personality, values, physical traits, and beliefs that respond to situations and environments encountered. These three elements are reflected in the implementation and enforcement of school rules, where students' behavior is controlled through regulations in order to create a safe, comfortable, and conducive environment, with individual compliance that adheres to mutually agreed rules.

A cross-disciplinary approach in developing rules to form Islamic character creates comprehensive regulations within the madrasah environment. By integrating various disciplines, rules can regulate student behavior and monitor their roles while still adhering to sanctions for violators. The application of sanctions serves as a control mechanism to ensure students comply with applicable rules appropriate to their situation, so that they develop good

character. Good character refers to individuals who can make decisions and take responsibility for those decisions.

In reinforcement theory proposed by B.F. Skinner, reinforcement is one of the main tools to motivate students to obey rules. This theory explains five concepts: (1) positive reinforcement, (2) negative reinforcement, (3) punishment, (4) scheduled reinforcement, and (5) generalization and discrimination. Skinner explains that behavior can be influenced through positive and negative reinforcement. Positive reinforcement provides pleasant stimuli such as rewards for students who show good behavior, such as praise, recognition, or gifts. This not only encourages students to obey rules but also strengthens their positive behavior. Negative reinforcement occurs when behavior is strengthened by removing unpleasant stimuli after the behavior is performed. Such behavior tends to be repeated when similar unpleasant stimuli are encountered again.

Punishment as a form of reinforcement is included in the CAKEP book in chapter 2. The chapter explains the classification of violations and their point system, ranging from the lowest level of 2 points to the highest of 100 points. These violation points are categorized into light (1–20), moderate (21–34), severe (35–50), and very severe (51–100). This form of reinforcement reflects consequences for all student misconduct in obeying school rules.

The scheduled reinforcement aspect is implemented through a timetable of disciplinary inspections for all levels. This schedule is not open to the entire school community but is only accessible to the discipline team. This arrangement is intended to maintain confidentiality so that violations can be detected spontaneously. It is also designed to collect data on student compliance with agreed rules. The collected data can be used for analysis and to produce generalizations of student compliance without discrimination.

In addition, the cross-disciplinary approach allows teachers from various subjects to collaborate in designing and aligning reinforcement strategies for students. This means each teacher can share understanding and effective strategies regarding positive and negative reinforcement, thereby creating consistency in the implementation of school rules. As a result, students receive the same message from all teachers, which ultimately strengthens positive behavior and supports character development. With good character, students not only learn to follow rules but also understand the values behind them. This helps build Islamic character as a distinctive feature of madrasah students.

Islamic character refers to commendable traits based on Islamic creed and imbued with Islamic values, also known as noble character or *akhlaqul karimah*. Character based on *asma'ul husna* includes: (1) faith and piety to Allah, (2) responsibility, (3) honesty, and (4) trustworthiness. Faith and piety are shown at MAN 4 Kediri through the habit of worship. From the morning when students enter the madrasah, activities begin with congregational *Dhuha* prayer attended by students of grades X, XI, and XII. Congregational worship is also performed during *Dhuhr* and *Asr* prayers. Responsibility is seen when students arrive late; they first gather in the courtyard for attendance before joining the *Dhuha* prayer. This habit shows honesty regarding their tardiness. Through these early learning activities, students maintain trustworthiness in obeying madrasah rules.

Compliance with madrasah rules at MAN 4 Kediri is a manifestation of successful character education. According to Josephson, good character can be categorized into six core pillars: trustworthiness, respect, responsibility, fairness, caring, and citizenship.

Trustworthiness refers to building trust and credibility through integrity (consistency between beliefs, words, and actions), honesty, reliability, and loyalty toward family, friends, and the nation. In building this trust, at the beginning of the academic year, new students attend socialization sessions on school rules. Most students believe that by obeying the rules, learning will run smoothly, orderly, and responsibly. This shows a high level of trust in MAN 4 Kediri.

Respect means valuing the dignity of every individual, treating others as one wishes to be treated, acting considerately, promoting peace without violence, being tolerant of differences, and avoiding harmful actions toward others. In this regard, students of MAN 4 Kediri show obedience and respect not only toward the discipline team but also toward all teachers in the madrasah.

Responsibility refers to having accountability for every word, attitude, and action, practicing self-control, striving for self-improvement, planning carefully, being a role model, being independent, proactive, firm in principles, and hardworking. Responsibility is evident when students receive sanctions as a consequence of violations.

Fairness means being consistent, open, and treating everyone proportionally, considering all sides and making decisions based on facts without bias or subjectivity, following existing rules, and avoiding accusations. This is reflected in equal treatment of violators across grades X, XI, and XII through the point system stated in the CAKEP book.

Caring refers to being positive, sympathetic, empathetic, generous, forgiving, and grateful. This character is shown when students voluntarily help peers affected by misfortune through donations. Caring is also evident when students remind each other during worship activities.

Citizenship means obeying laws with conviction, actively contributing to community welfare, maintaining the environment, volunteering, and participating actively in democratic processes such as elections. In the election of OSIM (Madrasah Student Organization) administrators, students actively participate. In extracurricular activities such as class meetings and Language Month celebrations, students also show active participation as responsible members of the madrasah community.

CONCLUSION

A cross-disciplinary approach is a model that uses other disciplines from different fields to solve problems that cannot be addressed by a single discipline alone. This approach is often described as borrowing theories, methods, or perspectives from other fields of study. In the context of developing school rules, this approach is considered a modern method, because in general, school regulations are designed using only one discipline. However, at MAN 4 Kediri, the formulation of school rules has been compiled into a single book called the CAKEP book or *Character Notes* (Catatan Kepribadian). This book integrates eight subjects that are comprehensively covered in shaping school regulations.

The development of the CAKEP book within a cross-disciplinary framework demonstrates a combination of different disciplines in a holistic, comprehensive manner and introduces novelty within a single system to solve disciplinary problems. This innovation is reflected in the inclusion of subjects such as Civics (PPKn), Islamic Education (PAI), Sociology, Biology, Mathematics, Guidance and Counseling, and Law, all of which are systematically incorporated into the points of the disciplinary instrument in the CAKEP book. The existence of this book serves as a solution to discipline-related issues that have previously

been a source of conflict between students and teachers, students and the madrasah environment, and even among students themselves.

The development of school rules has gone through well-structured stages outlined in the Standard Operating Procedures (SOP) for drafting madrasah regulations. These rules can only be implemented across the entire school community after receiving approval and authorization from the principal, making them binding. Violations of the rules result in sanctions, either directly or through the accumulation of violation points. The implementation of these rules encourages the continuous development of Islamic character, namely commendable traits based on Islamic beliefs and inspired by Islamic values.

The integration of various disciplines within the school rules reflects a strong commitment to character education for students. However, there is still an imbalance in the proportion of disciplinary contributions, with 41% of the content dominated by Civics (PPKn), while the lowest contribution, at 3%, comes from language studies and guidance and counseling. This imbalance indicates the need for further discussion to refine the school rules as a response to the need for discipline in shaping the Islamic character of madrasah students.

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