



## Effect Of Points System Implementation Of Conduct On The Formation Of Student Behavior STKIP PGRI Sidoarjo

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### Abstract

*This study aims to determine the effect of applying the point system rules on the formation of student behavior. This research uses field research using a quantitative descriptive approach. The implementation of this point system rule is effective. This is proven based on the results of the analysis through a percentage, 65.6% obtained. The formation of student behavior is sufficient. This is based on analysis through a percentage, 66.2% obtained. The effect of applying the point system rule states that although low or weak affects the formation of student behavior. This is proven based on data analysis conducted using the product moment formula producing a value of  $r_{xy}$  of 0.3543 if the value of  $r_{xy}$  is consulted with a table of product moment coefficient at a significant level of 5%: 0.304 and a significant level of 1%*

**Keywords:** Point System, Regulation, Behaviour

### Abstrak

*Penelitian ini bertujuan untuk Mengetahui pengaruh penerapan aturan sistem poin pada pembentukan perilaku siswa. Penelitian ini menggunakan penelitian lapangan dengan menggunakan pendekatan deskriptif kuantitatif. Implementasi aturan sistem poin ini berjalan efektif. Ini terbukti berdasarkan hasil analisis melalui persentase, 65,6% Diperoleh. Pembentukan perilaku siswa sudah cukup. Ini didasarkan pada analisis melalui persentase, 66,2% Diperoleh. Pengaruh penerapan aturan sistem poin menyatakan bahwa meskipun rendah atau lemah mempengaruhi pembentukan perilaku siswa. Hal ini terbukti berdasarkan analisis data yang dilakukan dengan menggunakan rumus product moment menghasilkan nilai  $r_{xy}$  sebesar 0,3543 jika nilai  $r_{xy}$  dikonsultasikan dengan nilai tabel koefisien momen produk pada taraf signifikansi 5%: 0,304 dan taraf signifikansi 1%*

**Kata Kunci:** Sistem Poin, Aturan, Perilaku

### I. Introduction

Integral human development is a continuous process. The role of education is very important for the future of a child therefore existing education should be qualified and able to become a vehicle for building human resources is also capable of applying, connecting, and master of science and technology with the fixed based on the values of religion, morality, and culture noble nation. (Isna, 2004) Education is expected to strengthen the personality and strengthen the national spirit in people's self so that it can establish itself and together to be responsible.





On the development of the nation. It is enshrined in the Guidelines (outlines of the policy of the State) on the basis and purpose of the national education "National education based on Pancasila, which aims to increase devotion to God Almighty, intelligence, skills, heightens the manners and strengthen the spirit of the nation, to foster human development that can build itself as well as jointly responsible for the development of the nation." (Ahmani, Abu & Nur Ubijanti, 1999).

The role of education as follows: 1. Promoting ideological and social cultural values of the nation; 2. prepare the workforce for the fight against poverty, ignorance encourage social change; 3. to flatten and revenue opportunities. (Isna, 2004)

To combat poverty and ignorance, people need a quality education, which can create man to obtain a decent job. Many ways that can be taken to obtain proper education one of which is the formal school. For example: Primary, Junior Secondary School, High School and others. Because of the fierce competition for qualified students scoring in the ranks of formal schooling, so many ways to go to produce quality students, ranging from school facilities, student discipline and the quality of education. High discipline can create a harmonious learning atmosphere. Harmonious environment can foster or create a calm atmosphere and a good learning interest, but with manifold cultural background and character at every protégé led to formal institutions, especially educational institutions (schools) had difficulty to create an orderly and safe atmosphere. (Ahmani, Abu & Nur Ubijanti, 1999) It can affect the formation of personality of students is good, or relating to the learning process, for example the establishment of a strong sense of brotherhood among the students, the good atmosphere in the learning process. Therefore, any educational institution is expected to have the rules written or unwritten. As stated in Law No. 2 of 1989 on the national education system Chapter VI, Article 25, paragraph 2 reads: "Every learner is obliged to comply with all applicable regulations." or relating to the learning process, for example the establishment of a strong sense of brotherhood among the students, the good atmosphere in the learning process. Therefore, any educational institution is expected to have the rules written or unwritten. As stated in Law No. 2 of 1989 on the national education system Chapter VI, Article 25, paragraph 2 reads: "Every learner is obliged to comply with all applicable regulations." or relating to the learning process, for example the establishment of a strong sense of brotherhood among the students, the good atmosphere in the learning process. Therefore, any educational institution is expected to have the rules written or unwritten. As stated in Law No. 2 of 1989 on the national education system Chapter VI, Article 25, paragraph 2 reads: "Every learner is obliged to comply with all applicable regulations."

Based observation, at first the students will experience an inner conflict when freedom is limited by the rules of his behavior but once they get used to living in an atmosphere of rules, then the inner conflict of the child will disappear by itself and they will realize the need to live within the rules. Rules in the group is very important, because the rules can make us behave more. Thus learners can control themselves dengan well. Restraint be developed in self-esteem, self-control is a condition in which a person in his actions always have self-control so as to keep control of himself from the various desires exaggerated.

The rules are one of the forces to be able to change the character and personality as well as instilling and cultivating good habits in the child, because the child is a human very





easily influenced by environmental factors that are not either. Many young people now no respect for older people either teachers or parents themselves. For that to change the habits that are not good then the need for a rule that could change the child to do good. The success of character education in schools will be seen in the daily behavior of learners. In other words, character education can not be done at school, but it takes character habituation and application behavior in daily life both in the family, school and social environment.

The rule must be applied in order to live in groups can be harmonious situation or condition, the order is not the purpose of education. But rather a tool or means to achieve education and teaching. Therefore, the school is a child's education that not only produces a quality education alone but produce human beings who have good behavior. According Sutrisno (2009) 9 of 10 male students surveyed had never smoked. Furthermore, 10 of 10 male students surveyed ever watched a porn video.

Many rules that apply in the community or formal education that exist today, but not too effective. Based on the data in the field, in a class of 30 students, 10 of them are often late (Source Quality Assurance and Prodi). 20 of them sometimes do not wear clothes that are neat, for example wear sandals, collarless shirt, and did not bring stationery. (Source LPM). Hairstyle sometimes do not reflect prospective teachers.

Implementation of the order of the points system in STKIP PGRI Sidoarjo is a strict rule imposed at university. The rule is strictly enforced by giving a point of note to every student who violates and obeys it well. It was done for order to form a point system able to cope with the increasingly difficult student association governed by the customs prevailing in the educational environment. The point system that is implemented on campus is by giving points to those who violate and who obey them properly. thus student behavior can be formed properly from the start

Beside it firmness order to familiarize the student point system for good behavior in their daily lives. Thus, the purpose of this study was to determine the order of implementation of the system point to the formation of student behavior.

## II. Research Methods

Research methods are ways of working taken by researchers in an effort to search, collect and process data and compile in the form of reports or scientific law. In the study the authors used the following research methods:

### A. Type and design research

The research method is a way of working taken by researchers in an effort to search, collect and process data and formulate reports. This type of research the author uses field research, namely research conducted at STKIP PGRI Sidoarjo by examining as deep as possible data aimed at finding the presence or absence of a relationship and if there is, how closely the relationship between the influence of the implementation of the order system points to the formation of behavior.

Then regarding the research design, is a plan that will be made by the researcher as an activity to be carried out. The research design there are several stages including determining research problems, data collection and data analysis

### B. Research Instrument





Research Instruments are tools or facilities used by researchers in collecting data so that their work is easier and the results are better, in the end more accurate, complete and systematic so that it is more easily processed. Variations in the form of this instrument are questionnaires, checklist (Check-List), interview guidelines, observation guidelines.

The type of data needed in this study is in the form of quantitative data that is data expressed in the form of numbers. In this case the quantitative data needed is the Number of Teachers, Number of Students, Student Questionnaire Results

### **C. Population and Sampel**

The population in this study were all students of STKIP PGRI Sidoarjo. The sample in this study were students in the second and seventh semester.

### **D. Data Collection Technique**

#### **1. Observation (Observation)**

This observation technique is used to obtain data about how the code of conduct is implemented using the point system at STKIP PGRI Sidoarjo

#### **2. Interview Technique**

This technique is used to obtain information about the history of the establishment of PGRI Sidoarjo STKIP.

#### **3. Questionnaire**

This questionnaire was used to obtain data on student and teacher responses to the implementation of the code of conduct that was put in place using the point system at STKIP PGRI Sidoarjo.

#### **4. Documentation**

This technique is used to obtain data about the number of teachers, the number of students and the number of employees and other matters related to the research objects contained in the document.

### **E. Data analysis technique**

Analysis of the data intended to examine in relation to testing the research hypothesis that the authors formulated. Then the data that has been successfully collected during the study is selected, grouped, presented and then analyzed.

In analyzing the data, the authors used a quantitative descriptive analysis method from the data obtained through the distribution of questionnaires by a number of respondents after the questionnaire results were obtained. Then the next step is to test each item item into a table using the formula:

$$P = \frac{F}{N} \times 100\%$$

Information:

F: The frequency that the percentage will be searched for

N: Number of frequencies or number of respondents

P: Percentage

In determining the calculation standard above, the writer uses the criteria according to (Arikunto & Suharsimi, 1998) as follows:

76% - 100%: Very good

56% - 75%: good

40% - 55%: Not good

Less than 40%: Not good





Then to find out whether there is a relationship between the rules of the points system with morals, the disciplinary variables are given an X code while the Behavior outcome variable is given the Y code.

The formula used in this analysis is the product moment correlation formula, using rough numbers as follows:

$$r_{xy} = \frac{N\sum xy - (\sum x)(\sum y)}{\sqrt{(N\sum x^2 - (\sum x)^2)(N\sum y^2 - (\sum y)^2)}}$$

Information :

- $r_{xy}$  = Correlation index number "r" product moment
- N = Number of cases
- $\sum xy$  = Number of multiplication results between x score and y score
- $\sum x$  = Sum of all x scores
- $\sum y$  = Total y scores

To test from the hypothesis, the next step is to compare the amount of "r" that has been obtained from "r<sub>xy</sub>" with the amount of "r" in the "product moment" table, by first looking for the degree of freedom (df) or (df).

The formula:  $df = N - nr$

Information:

- Df = Degrees of freedom
- N = Number of cases
- nr = Number of variables

And to find out the level of correlation between variables the author interprets the value of "r" obtained from the product moment correlation coefficient formula as follows:

Table 1 Interpretation Of The Value Of "R"

Value of "r"	Interpretation
between 0,90 – 1,0	Very High
between 0,70 – 0,90	High
between 0,40 – 0,70	Enough
between 0,20 – 0,40	Low
between 0,00 – 0,20	Very Low

### III. Results and Discussion

The analysis of data on the implementation of the order of the points system in the field, using the descriptive method through a percentage as will be described below:

Table 2 Procedures Disciplinary Point System

No	Alternative Answers	N	F	%
1	a. yes	46	43	93
	b. Sometimes		3	7
	c. no		-	-
amount		46	46	100%





On the question no. 1 of the 46 respondents who chose answer A total 43 students (93%), which chose answer B as much as 3 students (7%) and who chose answer C.

Table 3 On The Implementation Of The Order Of The Points System

No	Alternative Answers	N	F	%
2	a. No	46	33	72
	b. Sometimes		10	22
	c. Yes		3	6
amount		46	46	100%

On the question no. 2 out of 46 respondents who chose answer A total of 33 students (72%), which chose answer B as much as 10 students (22%) and who chose answer C for 3 students (6%).

Table 4 On The Order Of The Points System Benefits

No	Alternative Answers	N	F	%
3	a. yes	46	30	65
	b. Sometimes		12	26
	c. no		4	9
amount		46	46	100%

On the question no. 3 out of 46 respondents who chose answer A total of 30 students (65%), which chose answer B as many as 12 students (26%) and who chose answer C of 4 students (9%).

Table 5 On Offense Disciplinary Point System

No	Alternative Answers	N	F	%
4	a. No	46	20	45
	b. Sometimes		15	32
	c. Yes		11	23
amount		46	46	100%

On the question no. 4 out of 46 respondents who chose answer A total 20 students (45%), which chose answer B as many as 15 students (32%) and who chose answer C were 11 students (23%).

Table 6 The Violations Are Repeated In The Order Of The Points System

No	Alternative Answers	N	F	%
5	a. No	46	30	65
	b. Sometimes		10	22
	c. Yes		6	13
amount		46	46	100%

On the question no. 5 out of 46 respondents who chose answer A total of 30 students (65%), which chose answer B as many as 10 students (22%) and who chose answer C as 6 students (13%)



Table 7 About Sanctions In Disciplinary Points System

No	Alternative Answers	N	F	%
6	a. No	46	39	85
	b. Sometimes		5	11
	c. Yes		2	4
Amount		46	46	100%

On the question no. 6 out of 46 respondents who chose answer A total of 39 students (85%), which chose answer B as many as five students (11%) and who chose answer C by 2 students. (4%).

Table 8 About Sanctions In Disciplinary Points System

No	Alternative Answers	N	F	%
7	a. No	46	27	59
	b. Sometimes		12	26
	c. Yes		7	15
amount		46	46	100%

On the question no. 7 out of 46 respondents who chose answer A total of 27 students (59%), which chose answer B as many as 12 students (26%) and who chose answer C of 7 student. (15%).

Table 9 On Sanctions Waivers In Order Of Points In The School System

No	Alternative Answers	N	F	%
8	a. No	46	31	68
	b. Sometimes		8	17
	c. Yes		7	15
amount		46	46	100%

On the question no. 8 out of 46 respondents who chose answer A many as 31 students (68%), which chose answer B as much as 8 students (17%) and who chose answer C as much as 7 students (15%).

Table 10 Awareness Comply With The Order Point System

No	Alternative Answers	N	F	%
9	a. yes	46	24	52
	b. Sometimes		10	22
	c. no		12	26
amount		46	46	100%

On the question no. 9 out of 46 respondents who chose answer A total of 24 students (52%), which chose answer B as many as 10 students (22%) and who chose answer C as many as 12 students. (26%).



Table 11 On Offense Disciplinary Point System In Schools

No	Alternative Answers	N	F	%
10	a. No	46	24	52
	b. Sometimes		12	26
	c. Yes		10	22
amount		46	46	100%

On the question no. 10 of the 46 respondents who chose answer A total of 24 students (52%), which chose answer B as many as 12 students (26%) and who chose answer C as many as 10 students (22%).

As for knowing the data about the order, use the following formula:

$$P = \frac{F \text{ (Amount of percentage frequency of score value a(3))}}{N \text{ (Number of items Percentage)}}$$

$$= \frac{93 + 82 + 73 + 55 + 48 + 68 + 52 + 61 + 55 + 59}{10}$$

$$= 64,6 \%$$

So from the calculation and explanation of the above, the obtained data on the implementation of the order of a point system with alternative answers A amounted to 64.6%. The results of the calculation of the percentage of 64.6%, the implementation of the order of the points system applied in Sidoarjo PGRI STKIP otherwise quite successful.

Apart from the results of the above percentage, is also evident through observation and interviews to students, faculty and administrator of the region. This is demonstrated in the implementation of the order of the points system applied STKIP PGRI Sidoarjo goes well is proven by the absence of a gross violation that resulted in the issuance of a student from school, no student doing a deliberate mistake by repeated or more than one. The analysis of data on the formation of student behavior STKIP PGRI Sidoarjo, band is used descriptive method through a percentage as will be described as follows

Table12 About Discipline In The Formation Of Behavior

No	Alternative Answers	N	F	%
11	a. No	46	40	87%
	b. Sometimes		6	13%
	c. yes		-	-
amount		46	46	100%

On the question no. 1 of the 46 respondents who chose answer A total 43 students (93%), which chose answer B as much as 3 students (7%) and who chose answer C.

Table 13 On Cleanliness In The Formation Of Behavior

No	Alternative Answers	N	F	%
12	a. Yes	46	31	67%
	b. Sometimes		9	20%
	c. No		6	13%







No	Alternative Answers	N	F	%
	amount	46	46	100%

On the question no. 12 of the 46 respondents who chose answer A many as 31 students (67%), which chose answer B as much as 9 students (20%) and who chose answer C as 6 students (13%).

Table 14 About School Rules In The Formation Of Behavior

No	Alternative Answers	N	F	%
13	a. Yes	46	31	67%
	b. Sometimes		12	26%
	c. No		3	7%
	amount	46	46	100%

On the question no. 13 of the 46 respondents who chose answer A many as 31 students (67%), which chose answer B as much 12 students (26%) and who chose answer C for 3 students (7%).

Table 15 About The Facilities And Infrastructure In The Formation Of Behavior

No	Alternative Answers	N	F	%
14	a. No	46	35	76%
	b. Sometimes		6	13%
	c. yes		5	11%
	amount	46	46	100%

On the question no. 14 of 46 respondents who chose answer A total of 35 students (76%), which chose answer B as 6 students (13%) and who chose answer C by 5 students (11%).

Table16 About relationships between friends in the formation of behavior

No	Alternative Answers	N	F	%
15	a. No	46	17	37%
	b. Sometimes		24	52%
	c. yes		5	11%
	amount	46	46	100%

On the question no. 15 of the 46 respondents who chose answer A total of 17 students (37%), which chose answer B as many as 24 students (52%) and who chose answer C by 5 students (11%).

Table 17 About Remorse In The Formation Of Behavior

No	Alternative Answers	N	F	%
16	a. Yes	46	26	57%
	b. Sometimes		12	36%
	c. No		8	17%
	amount	46	46	100%



On the question no. 16 of the 46 respondents who chose answer A total of 26 students (57%), which chose answer B as many as 12 students (36%) and who chose answer C as much as 8 students (17%).

Table 18 About Tolerance In The Formation Of Behavior

No	Alternative Answers	N	F	%
17	a. Yes	46	25	44%
	b. Sometimes		9	20%
	c. No		12	36%
amount		46	46	100%

On the question no. 17 of the 46 respondents who chose answer A total 25 students (44%), which chose answer B as much as 9 students (20%) and who chose answer C were 12 students (36%).

Table 19 On Prevention Of Misconduct In The Formation Of Behavior

No	Alternative Answers	N	F	%
18	a. Yes	46	30	65%
	b. Sometimes		10	22%
	c. No		6	13%
amount		46	46	100%

On the question no. 18 of the 46 respondents who chose answer A total of 30 students (65%), which chose answer B as many as 10 students (22%) and who chose answer C as 6 students (13%).

Table 20 About To Serve For The Formation Of Behavior

No	Alternative Answers	N	F	%
19	a. Yes	46	29	63%
	b. Sometimes		11	24%
	c. No		6	13%
amount		46	46	100%

On the question no. 19 of the 46 respondents who chose answer A total of 29 students (63%), which chose answer B as many as 11 students (24%) and who chose answer C as 6 students (13%).

Table 21 About Misconduct In The Formation Of Behavior

No	Alternative Answers	N	F	%
20	a. No	46	32	69%
	b. Sometimes		10	22%
	c. yes		4	9%
amount		46	46	100%



On the question no. 20 of the 46 respondents who chose answer A total of 32 students (69%), which chose answer B as many as 10 students (22%) and who chose answer C of 4 students (9%).

As for knowing the data about the formation of behavior, use the following formula:

$$P = \frac{F(\text{Amount of percentage frequency of score value } a(3))}{N(\text{Number of items Percentage})}$$
$$= \frac{87 + 67 + 67 + 76 + 37 + 57 + 44 + 65 + 63 + 69}{10}$$
$$= 63,2 \%$$

So from the calculation and explanation of the above, the obtained data about the formation of behavior with alternative answers A of 63.2% . Behavior forming in Sidoarjo PGRI STKIP otherwise quite good.

Apart from the results of the results of the above percentage, also proven through observation and interviews to students, faculty, staff and leadership of universities. This is shown by the students as where the behavior of the students in terms of manners to friends and elders, and lecturer. In addition, students are more concerned about the environment.

The rules according to Kusuma (2015) is all of rules that must be obeyed in a situation or in a particular life system. The rules according to Langgulun (1986) is their structure and rules in connection piece with something else.

To achieve an orderly situation of an institution of Education, professors often responsible for delivering and controlling the entry into force of regulations. The rules can be run if there is cooperation between faculty and students. But that order can walk then discipline is divided into two: there are applicable to the public (all educational) that is to say, an order that is applied to all people who are in an organization, there are also special (only for class) means that the order is in force for students who do not apply for faculty or employees.

Sanction or penalty is one element of the order, without a disciplinary sanction will not be able to be treated effectively. The punishment normally used to stop behavior that is not in accordance with regulations. punishment is also necessary to avoid any violation of the rules. But it should be noted that the punishment is not the only tool for all rules or regulations. Many types of violations that can be solved in a simple way.

Punishment is something that is not liked by anyone who is affected. However we recognize collective punishment even it is necessary in the field of education because it serves to suppress, inhibit or reduce or even eliminate deviant deeds and make student discipline. So that discipline can be grown and maintained properly then there are 3 (three) factor to note: (1) awareness; (2) model, and (3) enforcement of regulations. With high discipline automatically schools have given social training to learners.

Punishment by Sujanto (1988) is a true sentence must be related to heart. That is due to the punishment should realize the establishment of a positive nature to students, not vice versa. So how where how faculty can bring students with no dispute and not to repeat that mistake again.

Furthermore, Aronson (1995) further suggested that the school made a video that's short 10 minutes to welcome new families to the school, including an introduction, a tour



around the school, part of the "lessons in action," and an invitation to get involved. It aims the introduction of rules from the school to the students to understand the rules and regulations, culture, and school-related.

Also according to Colombo (2004) Cultural differences can also create significant communication challenges if the teacher uses the "lens of their own culture" to interact with parents who have a culture and language. The Colombo (2004) Statement supports the need for pehamaan culture for students who want to study at the school. It would support the creation of rules in accordance with the overall culture for students. However, knowledge of the culture is not enough according Kasahara & Turnbull (2005). It should be noted that these professionals must also try to understand the uniqueness of each family based on the reality of their own in their cultural environment. For example, through the Building Cultures Project.

Message to the people is very possible to happen, it is to provide reports to parents on matters relating to students in schools.

Once the data is presented in order to conclude a match, then the next step is need for statistical analysis using product moment formula.

Having served the acquisition of data about the impact of implementation rules with moral formation of students in STKIP PGRI Sidoarjo, then an analysis of the data using two ways of interpretation, namely:

- a. Provide interpretation of the index number "r" product moment
- b. Provide interpretation of the effect of index numbers "r" product moment.

As in the hypothesis that has been presented in the first chapter, where otherwise there is a relationship between the variables X and Y, then for the purposes of verification of the hypothesis of the influence of the analytical techniques used product moment with the following formula:

$$r_{xy} = \frac{N \cdot \Sigma XY - (\Sigma X)(\Sigma Y)}{(N \Sigma X^2 - (\Sigma X)^2) \cdot (N \cdot \Sigma Y^2 - (\Sigma Y)^2)}$$

$r_{xy}$  = Number correlation index "r"

N = Number of Cases

$\Sigma XY$  = Number by multiplying score x and score y

$\Sigma X$  = The total score variable x

$\Sigma Y$  = The total score of the variable y

Table 22 Work Table influence Product Moment To Know the Rules of Conduct Implementation Effect And The points system Formation of student behavior

No	X	Y	X. Y	X2	Y2
1	22	26	572	484	676
2	26	27	702	676	729
3	27	26	702	729	676
4	29	27	783	841	729
5	28	25	700	784	625
6	30	25	750	900	625
7	30	27	810	900	729
8	30	27	810	900	729
9	30	28	840	900	784
10	30	27	810	900	729





No	X	Y	X.Y	X <sup>2</sup>	Y <sup>2</sup>
11	30	29	870	900	841
12	30	27	810	900	729
13	20	25	500	400	625
14	19	22	418	361	484
15	28	26	728	784	676
16	25	28	700	625	784
17	30	21	630	900	441
18	28	27	756	784	729
19	25	26	650	625	676
20	22	26	572	484	676
21	18	25	450	324	625
22	16	22	352	256	484
23	22	29	638	484	841
24	21	24	504	441	576
25	22	27	594	484	729
26	20	28	560	400	784
27	25	25	625	625	625
28	27	27	729	729	729
29	25	25	625	625	625
30	24	27	648	576	729
31	27	26	702	729	676
32	26	24	624	676	576
33	30	21	630	900	441
34	27	28	756	729	784
35	21	24	504	441	576
36	24	23	552	576	529
37	24	25	600	576	625
38	25	24	600	625	576
39	23	22	506	529	484
40	23	26	598	529	676
41	27	21	567	729	441
42	26	22	572	676	484
43	24	27	648	576	729
44	21	21	441	441	441
45	26	21	546	676	441
46	25	25	625	625	625
	1158	1161	29 309	29754	29 543

Known :

$$\Sigma XY = 29\ 309$$

$$N = 46$$

$$\Sigma X = 1158$$

$$\Sigma Y = 1161$$

$$\Sigma X^2 = 29754$$

$$\Sigma Y^2 = 29\ 543$$

With the formula product moment correlation  $r_{xy}$  can be seen the results as follows:

$$r_{xy} = \frac{N \cdot \Sigma XY - (\Sigma X)(\Sigma Y)}{(N \Sigma X^2 - (\Sigma X)^2) \cdot (N \cdot \Sigma Y^2 - (\Sigma Y)^2)}$$



$$r_{xy} = \frac{46.29309 - (1158)(1161)}{\sqrt{(46.29754 - (1340964)) (46.29543 - 1347921)}}$$

$$r_{xy} = \frac{3776}{\sqrt{27720 \times 11057}}$$

$$r_{xy} = \frac{3776}{\sqrt{306500040}}$$

$$r_{xy} = \frac{3776}{17507.142}$$

$$r_{xy} = 0.3413$$

So the correlation coefficient is 0.3413

#### A. Interpretation It Simple

From the above calculation results have been obtained at 0.3413 rxy if we look at the index number obtained not negatively influence this means the influence of variables x and y are unidirectional relationship.

Further, if the amount of r xy which the authors obtained (0.3413) apparently located between .20 to .40. The writer states that the influence of variables x and y variables are low or weak influence.

#### B. Interpretation Using Table Values "r" Product Moment

Based on the calculations above, it can be seen that the value of r xy = 0.3413 while to find out if Ha (Working Hypothesis) stating that there is a relationship or received, and conversely Ho (Hypothesis nil), which states there is no relationship or rejected. So in this case should be comparing the "rt" is looking for the "df" or "db" formula as follows:

$$Df = N - nr$$

Known

$$N = 46$$

$$nr = 2$$

$$df = 46 - 2 = 44$$

Df = 44. So the outcome of that number were consulted on the table "r" product moment, it can be seen df at 44, when consulted on a significant level of 5% = 0.304 at significant level of 1% = 0.393.

From the results of significant 5% and 1% can be seen that r xy is greater than "rt" can thus be said that the hypothesis (Ha) states the effect of the implementation of the order of the points system on the formation of student behavior in STKIP PGRI sidoarjo accepted.

And the null hypothesis (H0), which states there is no influence between the points system implementation rules on the formation of student behavior in Sidoarjo PGRI STKIP rejected.

Thus the implementation of the order of the points system on the formation of student behavior in STKIP PGRI Sidoarjo is in the range from 0.20 to 0.40. So the results of statistical calculation results were found low or weak relationship



#### IV. Conclusion

Implementation of the order of the points system in Sidoarjo PGRI STIP goes well. This is proven by the results of the analysis by percentage, obtained 64.6%. the data is in range 56% - 75%. It is also associated with observations and interviews to students, faculty, staff and Chairman of Higher education. This is shown in the application of disciplinary points system applied in STKIP PGRI sidoarjo goes well is proven by the absence of a gross violation that resulted in the issuance of a student of the institution, not the student doing a deliberate mistake by repeated or more than one ,

Formation of student behavior in Sidoarjo PGRI STKIP quite enough. It is based on analysis by percentage, obtained 63.2%, which means pretty.

This is proven based on the data analysis done by using product moment formula yields  $r_{xy}$  roomates value equal to 0.3543 if  $r_{xy}$  value is consulted with the value of the product moment coefficient table at the significant level of 5%: 0.304 and significant level of 1%.

Apart from the results of the results of the above percentage, also proven through observation and interviews to students, faculty, staff and university leaders Appeal. This is shown by the students as where the behavior of the students in terms of manners to friends and older people, including the lecturer.

Suggestion, overall need for cooperation between the academic community colleges so that the rule can be applied optimally. Moreover, the example of the leadership, faculty and staff will adhere to the regulation is the main thing

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