The Role of Islamic Education Teachers in Instilling Student Discipline

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Abstract—Education is an effort to develop the potential that exists in humans. Teachers are an integral part of educational resources that explore the educational success. A teacher who plays a role in the intellectual and mental coaching of students is expected to instill discipline and attitude towards students. This study aims to explore the role of Islamic education teachers in instilling student discipline.The method of this study is qualitativeto explore the state of the object of the study. Five of the Islamic education teachers participated in this study. The instrument used in this study is interview protocols. The results of this study showed that Islamic education teachersare competent in carrying out their roles. Likewise in their role in instilling students' discipline, Islamic education teachers are informers, organizers, motivators, initiators, and evaluators.

Keywords—*Islamic education; instilling; discipline*; teachers' role

I.   INTRODUCTION

Education is an effort to develop the potential given by God to humans, such as developing the mind, structuring behavior, regulating human relations with the human God and humans and their relationship with nature[1]–[4]. The goal is for humans to be able to maintain, develop, and utilize the potential that is in themselves well. Education is primarily a conscious effort given by educators in order to bring students to the ideal human being aspired. The ideal human form aspired to be formulated by a nation or a community. For the Indonesian people, the ideal human being who wants to be formed is reflected in the national education goals listed in Law No. 20 of 2003 Article 2.

Education can take place in three dimensions: family, school and community environment[5]. In the implementation of education,several components are interconnected, among others, principals, teachers, and students. Teacher's ability dramatically affects the quality of students. If the teacher can teach and educate professionally, then students are motivated in following the subject matter and adhere to the instructions given by the teacher.Education encompasses the learning process[6] because the education product itself is basically the result of the learning process. Many efforts have been made to improve the quality of learning outcomes in Indonesia, both by experts and education practitioners. However, in reality, we deserve to be concerned that the quality of education in Indonesia is far from what is expected. Although many factors influence these conditions, such as

environmental, social, cultural, facilities, and funds and so on, teachers and students are still very dominant factors in determining the quality of learning outcomes.

The results of the learning process are generally influenced by the learning method variables[7]. There are three learning variables, namely learning conditions, method variables, and learning outcomes. Learning condition variables are factors that influence the effect of methods in improving learning outcomes. Method variables interact with learning conditions variables, which consist of learning objectives, characteristics of the study area, constraints and characteristics of students. Learning outcomes can be in the form of desired results as specified in the learning objectives. This is often called the acquisition of learning outcomes. The conditions of learning or the atmosphere of learning that is fun is one of the variables of learning related to teaching staff and students, so that to realize a pleasant atmosphere of learning is strongly influenced by the two components, namely the teacher and students. Both components are very urgent and influence each other. This means that the competence possessed by the teacher in processing learning is reflected in the condition of students in the learning process.

Characteristics of students in carrying out the learning process are the basic needs needed to create variable learning conditions which are expected to produce maximum learning outcomes. Dick and Carey put the step of identifying the characteristics of students in a crucial position before the selection step and developing a learning strategy[8]. All this shows that whatever learning theory is developed and whatever strategy is chosen for learning needs must be based on student characteristics.One of the characteristics of students who are very urgent in the learning process is discipline in all things both in the learning process and outside of the learning process.

Students are people who are directly involved in the world of education. In its development must go through the learning process. This includes learning to know themselves, learning to know others, and learning about the surrounding environment[9], [10]. This is done so that students can find out and put their position in the midst of society while being able to control themselves.The nature of self-control must be developed in students. Self-control here is intended to be a condition in which a person in his actions can always control himself so that he still controls himself from various overly excessive and excessive desires. Means like self-control contained regularity of life and obedience to all regulations. In other words, the actions of students are always in the corridor of school discipline and discipline. If so, students will develop a sense of discipline always to follow each rule that applies in the school. Complying with all the rules that apply at school is an obligation for every student.

The problem of student discipline becomes very meaningful for the success of a teacher in teaching and the progress of school in fostering students[11]. In an orderly school will always create a fun learning process. In contrast, in schools that are not orderly, the conditions will be much different. The violations that occur are considered ordinary items and to correct such conditions is not easy. This requires hard work from various

parties to change it so that various types of violations of the school discipline and discipline need to be prevented and resisted. Islamic teachings strongly encourage its adherents to apply discipline in various aspects of life, both worship, study and other activities as in carrying out fardhu 'ain in Islam in the form of five daily prayers, fasting of Ramadan and others all that is an exercise or meaningful for self-discipline

Shihab[12] interprets that if someone felt secure from the tragedy that you have experienced and which result in you praying in an emergency, or just returning from a terrible battle, then perform the prayer with *khusyu* back as it usually conforms to the rules and conditions and adhere to the *Sunnah* and the right time. Because the prayer is always from the very beginning until now and until the last day is the tenure that has been established for those who believe, so cannot be neglected.The above description explains the discipline of performing the prayer in any case, because the prayer is a duty that Allah commands to man. In performing prayers, there are elements of discipline because in performing the prayer there are rules, conditions, and principles that must be fulfilled for the perfection of the prayer.

At first, glance when hearing the word discipline is always imagined to stifle, control and hold. Though not so, because discipline means training, educating and organizing or living orderly[13], [14]. This means that the discipline does not contain the meaning of restrictions, but also practice. That is why discipline is necessary in order to improve an orderly life and increase achievement in learning because of its regulating and educating nature. Of the many successful people it feels that none of them are disciplined, the discipline embedded in each activity leads to success.

This discipline attitude was tried by teachers of Islamic Junior High school of Muhammadiyah, especially teachers of Islamic Religious Education. After school, the teaching and learning process is in the religious nuance based on the aim of the Muhammadiyah community. Religious Education materials are not only two hours of perpendicular as in public High School, but 10 hours of perplexing include *Al-Qur'an-Hadits*, *AqidahAkhlak*, *worship*, and *history of Islamic culture and humanity*.The student's family background is very diverse regarding education, ethnicity and family economy. The average background of students from the economic community is middle to lower. This is indeed a challenge, and it is highly demanded the role of teachers, especially teachers of Islamic Religion in educating students. Islamic Education Teacher at Islamic school has a dual role because, in addition to carrying out the obligation to teach in the classroom, it also acts as a spiritual teacher. Therefore, based on this background, the author is interested in exploring the role of Islamic education teachers in instilling students of' discipline.

II. METHOD

This study is a qualitative method. The qualitative studycould involve observation and interview to understand their language and interpretation of the world around them. Qualitative research is research that intends to

understand the phenomenon of what is experienced by the subject of research such as behavior, perception, motivation, action, holistically, and by way of description in the form of words and language, in a specific context natural and by utilizing various scientific methods. The qualitative research attempts to describe objects as they are. The qualitative method is a research procedure that produces descriptive data in the form of written and oral words from people and behavior that can be observed and directed to the background of the individual holistically[15]. Thus, this study views participants as part of a whole. Based on this view, this study provides an overview of the peculiarities of a qualitative study.

The author drawseight participants; they consist of four teachers and four students of Islamicreligious education teachers of Islamic Junior High School of Muhammadiyah, South Sulawesi, Indonesia. This study used the instrument as the essential elements since it serves as a tool to help the study activities run in a systematic and structured manner. Therefore, to obtain data that is relevant to the problem being explored, the study instruments that are considered appropriate to use ourinterview protocols. The interview protocol is a form of communication or conversation with participants who aim to obtain data/information. Also, interview protocols include the guidelines of the interview process. The guidelines are consideredcrucial for improving eyewitness during the interview process [16].

III. Results and Discussion

In the teaching and learning process, the teacher plays an essential role as a director or actor, which means that the teacher is responsible for planning school teaching. The teacher is required to have professional skills to carry out tasks and responsibilities for school improvement [9]. Therefore the teacher is always required to increase knowledge, ability in order to carry out his professional duties. Likewise, the teacher in Islamic Junior High School of Muhammadiyah, especially the teacher in the field of Islamic Education. Teachers always make improvements in carrying out their duties and responsibilities. Professional skills are needed in realizing the ideals of Muslims who want their students to become knowledgeable and devoted people. Thus, students are expected to achieve the prosperous life of the world and the happiness of living in life.

School discipline is a prerequisite for the formation of a conducive educationalenvironment to education activities and processes[17]. Therefore, principals, teachers and parents need to be involved and responsible for building student discipline and school discipline. By that involvement and responsibility, students are expected to be successfully fostered and formed into superior and successful individuals. Excellence and success are realized because schools succeed in creating a disciplined environment in every educational activity and process. Students are encouraged to be more orderly and orderly and to optimize their potential and achievements. Overcoming the problem of discipline that occurs in schools can be done through preventive, repressive and curative stages.

More preventive measures to encourage students to implement school rules. Giving persuasion that the rules are good for school development and success. Good individual discipline supports the improvement of learning achievement and the development of positive behavior[18]–[20]. Repressive measures have dealt with students who have violated school rules. These students are fostered so as not to violate further, by the way, advice, warning or disciplinary sanctions. Curative steps are an effort coaching and mentoring students who violate the rules and have given disciplinary sanctions. This effort is a recovery step, repair, straighten, cure wrong behavior and not good.

A. The Pattern of Disciplinary Guidance

Based on the results of the interview with teachers and students, the authors explored the pattern of disciplinary guidance as for the role of Islamic education teachers. He teacher of Islamic Education in Islamic Junior High School of Muhammadiyah implemented five aspects in instilling students' discipline. The pattern consists of giving advice, doing habituation, giving an example, giving a reward to students and give punishment or sanction to students who violate.

1) Advice

One that is done by Islamic Education teachers in instilling discipline towards students is by giving advice, words that touch students' hearts in the form of suggestions, invitations, persuasions about the importance of discipline related to Islamic Religious Education. Discipline is the key to achieving success and is also emphasized in the teachings of Islam. What if the attitude of discipline has been embedded in students, then the way of learning will be organized, and of course, the results of learning will be even more satisfying.

Student discipline is a concrete manifestation of the material taught in our Islamic school. In the Muhammadiyah, discipline is the key to success in achieving life's goals. This is also reflected in the Surah Al-Ashr that Allah swears by the time that humans are truly in loss except those who use this lifetime to believe in Allah and always do well. This is what we instill in students here. (Teacher 1)

Islamic education teachers always do this kind of advice in instilling discipline towards students.

The teacher is indeed a hero without tiring because every day he does not get tired of advising us every day to always study well, always discipline regularly in learning. Even not only with words but with guidance and accompanying us in learning. (Student1)

From the results of the interview above, it gives us an understanding that Islamic education teachers always give advice to students both verbally and in action so that they are always disciplined, obeying the rules and diligently in learning as a form of realization of the subject matter that has been taught, so that students will become superior human beings achieving at school and outside school.

2) *Habituation*

Habit is a certain behavior that is automatic without being planned in advance and acting just like that without thinking. By habituating education, it gives students the opportunity to practice their religious teachings, both individually and in groups in their daily lives. Starting from habituation that students get used to obeying and obeying the rules that apply in the midst of people's lives, planting good habits is not easy, often takes a long time, but if it is difficult to change it.Habit is a behavior or activity that is carried out routinely and continuously by the PAI teacher to students.

> *Students are accustomed to reading the Qur'an or memorizing short Surah before learning begins in the first hour, this activity must be applied by all Islamic Religious Education teachers and general teachers. Familiarize students for prayer in the congregation of each Zhuhurand Asharat school, familiarizing students to say hello when meeting with teachers inside and outside of school, familiarizing students to use their time well, for example during breaks students are invited to the library. (Teacher 3)*

From the description above, teachers reflected that intense habituation is done by Islamic education teachers and cooperates with other teachers. This is a programmed or not habituation that is carried out at all times that have been determined or at leisure.

3) *Exemplary*

The next teaching pattern carried out by Islamic education teachers to instill student discipline is by giving examples. The teacher gives examples of good behavior and habits to students as a form of application or a tangible manifestation of the theory taught to the class.

> *As for my judgment, the example exemplified by the teachers of Islamic Religious Education to us is that before we were ordered to perform the prayer, he had already performed ablution and arranged the position in the Mashallah. So he was ready before we were ready. (Student 2)*

> *The condition given by the teacher is to arrive early, at 7:15 usually standing in front of the fence. Moreover, the Counselling and Guidance teachercame early this morning had arrived even though his house was far away. (Teacher 4)*

Islamic education teachers always give good examples to students because the teacher was encouraged and imitated. For example, polite greetings, congregational prayers at the school Mushallaand earlier coming to school, especially on Monday, all teachers are required to attend the ceremony. There is even a special bonus budget for teachers who are diligently provided by the school. The emphasis on discipline is devoted to Islamic education teachers because this school is a charity effort of Muhammadiyah. Teachers also reported that example is the best method applied by the teacher in teaching students because students tend to imitate faster than giving a theory.

The Islamic education teacher in instilling discipline for students by giving examples or examples of good behavior to students by the meaning of the teacher imitated. This means that the theory taught in class is directly practiced in real activities in the hope that later students can imitate them.

Also, the impression of religious nuances trying to be highlighted in this school is by the goals of Muhammadiyah's business charity.

4) *Reward*

Giving gifts as a reward to outstanding students or students who can do the work well could trigger the student's enthusiasm to improve learning motivation. Withthese prizes, the teacher encourages students who pretend to be at the same time to stimulate other students to participate actively in the study. The form of the prize given is various and not always in the form of objects, but in the form of smiles, words of praise and flattery.

> *From experience, giving praise or flattery or just a sincere smile to students is more effective in increasing their enthusiasm for learning than giving gifts in the form of objects if they do the job well. Because the praise directly touched his heart, it was easy to be cheaply lively and visible changes on the face of the student spontaneously he would be more active and feel proud. If it is an object, it usually doesn't last long. (Teacher 2)*

Islamic education teachers talked that every report card receipt always gets a prize from the teacher, as well as every class assignment usually always get praise so that they are more eager to learn. From the data above, it can be understood that the teacher often gives gifts to students who do the tasks well and students who excel in the form of objects or the form of praise so that they are more active in learning and become stimuli for other students to be more active in learning.

5) *Punishment*

In addition to giving prizes, teachers also apply sanctions or penalties to students who commit violations as punishment. This is done to warn other students and the deterrent effect on students who violate. The punishment weight given is by the classification of the level of violations committed by the student. Sanction for classification of severe violations is returned to parents after two violations and are welcome to apply for school transfer. Sanctions for violators must support the enforcement of discipline in a regulation. The severe violations that have ever existed in this school are drug cases, sucking glue and pornographic movies on cellphones. All violators were immediately expelled from school.

> *I once made a fake sick license, at that time there was a friend's birthday program. However, finally found out because his homeroom teacher came to visit the house. Finally given a warning letter and a statement to parents. (Teacher 4)*

The data above provides an illustration that teachers in enforcing discipline, applying sanctions or punishment for students who violate. Classification of violation rates is divided into three, namely minor, moderate and severe violations. The weight of the sanction given is by the level of violation committed. The sanctions applied start from giving warnings, making statements, calling parents and being expelled from school for serious violations.

B. The Role of Islamic education Teacher

The observations of this studyrevealed that students'discipline is played by the teacher of Islamic education, not the counseling and guidance teacher. Therefore, the school formed a religious counselor who was divided into two teams which were responsible for students who entered the morning and entered the afternoon. This religious advisor consists of four Islamic education teachers who are responsible for each team. In addition to acting as a counseling teacher, this religious counselor is also responsible for student order in the school environment.

> *This religious advisory team is in charge of handling student orderliness such as neatness of clothes and hair, crafts, providing guidance to students who are skipping or having problems, arranging prayer schedules in congregation students who enter the morning prayer before returning home and students entering the afternoon are required to attend Asharprayer, even this team approached the parents of students under the guidance of their children. (Teacher 1)*

> *To support the smooth role of religious counselors in fostering students, Islamic education teachers seek to build synergy or cooperation with other teachers. For example, involving general teachers in school religious activities. Likewise, building cooperation with parents/guardians of students to participate in controlling the development and discipline of their children in school. (Teacher 2)*

Based on the results of the interviews above, it shows that teacher of Islamic education in MuhammadiyahJunior High School has a critical role in disciplining the students. In addition to teaching in class, as a teacher of subject matter, Islamic education teacher also acts as a student mentor in almost all activities in school.

For this reason, Islamic education teachers build cooperation with other teachers and invite parents to take part in controlling the development of their children's discipline. The details of the role of Islamic education teachers are presented in the following themes based on the interview results. The roles are an informer, organizer, motivator, initiator, and evaluator.

1) The Islamic education teacher is an Informer

The teacher as the informer is the teacher as a source of students to get information regarding formal activities and other non-formal activities. For example, in learning activities in the classroom, the teacher provides information about new vocabulary. In this role, Islamic education teacher also provides information in field practice studies, information in laboratory practices, and information about findings new research results. Therefore, the Islamic education teacher must have broad insight.

Especially for Islamic education teachers, the role of providing information to students, for example, the verses in the Qur'an concerning the virtue of discipline, make the best use of time. Islamic education teacher also should be knowledgeable on thehadiths about the disciplined virtues and history or the history of the apostles and the tabi'in who have istiqamah attitudes and are consistent in Islam.

> *Many new things that we get from the lessons given by the teachers. Information that is very valuable for our future provisions, for example, concrete evidence of*

the discipline of a friend of the apostle, Bilal who holds his faith firmly and leads him to success and becomes one of the inhabitants of surge without reckoning. (Student 3)

The interview above shows that students feel Islamic education teachers often provide information to students. Islamic education teacher should emphasize to provide information about discipline in the firm adherence to the Islamic Religion. However, Islamic education teacher also a source of information where students ask something new.

2) Islamic education teacher as an organizer

Islamic education teacher as organizers of all school activities. Islamic education teachers could organize academic activities and the continuity of the teaching and learning process in the classroom, especially in the field of Islamic education. For example, making a syllabus, arranging students to schedule activities, creating religious activities programs, directing students to be more active and organized in learning. Thus, learning objectives can be achieved. This is certainly much related to the discipline of students in following the teaching and learning process.

In particular, the role of Islamic education teachers as organizers about the teaching profession is making syllabi, making enrichment, doing remedial, developing talent development programs and conducting evaluations. In the classroom, the teacher regulates the order of students to make a schedule of activities and the completeness of student learning and regulate the order of prayer in the congregation of students who enter the morning or enter the afternoon. (Teacher 3)

Islamic education teacher talked that this school is indeed the one who has the responsibility to regulate the rules and activities of students in the school. Islamic education teacher is a religious guidance teacher who also acts as counseling teacher. Becoming an Islamic education teacher, she/he has to be capable of beingan organizer.

3) Islamic education teachers as motivators

The teacher as a motivator is a teacher providing stimulus to students, encouraging and providing stimulation in increasing the spirit of learning. Motivation is a very important aspect of learning. Without motivation, it is impossible for students to have the will and enthusiasm to study hard. Therefore, generating motivation is one of the roles and tasks of educators in each learning process.

Giving motivation or stimulation to students will make students earnest, full of passion and enthusiasm for learning and carrying out school activities. For example, giving a comparison of the reward of praying in congregation is more than praying alone or Allah lifting the degree and more glorifying the people with knowledge above those who do not know.(Teacher 3)

After learning more prayer in the congregation than praying alone, they were more disciplined to attend congregational prayers at school and in the mosque near the house. (Teacher 4)

The potential of a student cannot be used if there is no stimulation or encouragement. Therefore, students must be motivated so that creativity or the work they have can be realized. This is where the role of Islamic education teachers in providing motivation and stimulus from the religious side to further increase students' awareness and ability to do better. Islamic education teacher at MuhammadiyahJunior High School has always been a motivator for students to be more active, more orderly and more focused in learning so that the dreams dreamed can be achieved.

4) *Islamic education teacher as Initiator*

The teacher as the initiator is the teacher as the originator of ideas, giving suggestions to students giving good examples followed by students. As the originator of ideas, of course, a teacher must always seek and develop the abilities and insights of his knowledge. Especially Islamic education teachers as initiators, specifically become a reference for students in solving problems faced in the learning process in the subjects of Islamic religious education. In general, Islamic education teachers become mentors or provide solutions or initiatives from the constraints of students in carrying out school activities.

> *The teacher became a place I asked if there was a problem I faced, not just a problem at school but a problem at home too. As the teacher advises us to make a reading card for Al-Qur'an reading so that the reading at school and home can be controlled. (Student 4)*

The reading achievement card referred to by the student is a kind of control card used to write until the verse and surah are read by students and signed by the teacher or parent. This control card is used at school and home and must be filled every day so that students must read the Koran every day. With creative ideas like this, students are expected to be more motivated to learn and more contradicted, of course.

5) *Islamic education teachers as evaluators*

Islamic education teacher as an evaluator is a teacher assessing students as a barometer of the achievement of learning objectives. In particular, Islamic education teachers have the authority to provide an assessment to their students. Teacher evaluation of students in the field of academic achievement and daily behavior. The results of this evaluation will later become a measure of the success of teachers and students during school activities. PAI teachers also provide corrections to student learning outcomes. Then each teacher supervises all activities carried out by students so that they continue to run by applicable regulations. Islamic education teacher evaluation forms cover three aspects, namely written, verbal and behavioral.

> *Special agreement of PAI teachers that aspects of assessment or evaluation of students are carried out with three types, namely writing in the form of daily tests, mid-semester, and end of the semester. Then oral tests in the form of the practice of recitation, prayer and Thaharah, and the last is behavior in the form of presence, neatness, and politeness.*

From the interview data, it can be concluded that the Islamic education teachers often do evaluations to measure student learning outcomes. The aspects evaluated include cognitive, affective and psychomotor students. The

results of this evaluation would become a reference and become a barometer to improve further the quality of learning in the future.

IV. CONCLUSION

Based on the results of the interview with teachers and students, the authors explored the pattern of disciplinary guidance as for the role of Islamic education teachers. Islamic education teacher in Muhammadiyah Junior High School implemented five aspects in instilling students' discipline. The pattern consists of giving advice[21], habituation[22], exemplary[10], [23], reward, and punishment[24], [25]. Moreover, the details of role of Islamic education teachers are includes informer, organizer[26], motivator[27], initiator[28], and evaluator[27], [29].

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