

DISCIPLINARY INTERVENTION FOR STUDENTS THROUGH WORSHIP

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Abstract

Discipline is one part of educational character that needs to be instilled to the children since primary school. Application of discipline could deliver through various activities, such as entering the class and when performing congregational prayers, obey the agreement rules and orderly in line up. The purpose of this study is finding out the discipline at Ar Raudhah elementary school, how to apply discipline to the students and what factors are causes of indiscipline in this school. This study uses a descriptive qualitative research approach with observation, interviews and documentation as data collection techniques. Miles and Huberman model is the data analysis technique, three steps include, namely: data reduction, data presentation and verification. While the validity test of the data uses triangulation with the same source but use a different method. The result shows us that students had consistently carried out the worship in schools such as memorizing prayers, hadiths and verses of the Quran, Dhuha, and Zuhr prayers. However, there are some students still need to be motivated furthermore they don't play when performing worship. The most common factor for indiscipline is whenever parents still think that learning is in the classroom activity, later on some of parents leave their children lately. Here we need parental involvement in instilling discipline of the students.

Keywords: *Discipline in Elementary School, Islamic School, Worship Discipline*

INTRODUCTION

Discipline is the way society teach the children about the moral behaviors of the group accepts. The goals are telling the children what behaviors are good and which one is bad and encourage them to behave in order to fit the required standards. The role of parents, adult people or teachers to be able to provide stimulation and what intervention to the children are necessary, with the result that children know about the behaviors mentioned above. Rules and laws are an important element of discipline as a guide for good judgment. During the development of childhood morality, the emphasis should be on the educational aspect of the discipline.

However, punishment can only be granted if it is proven that children actually understand what is expected and the child deliberately violates that expectation. It may seem surprising to talk of “discipline” during childhood. To some people, it may seem not a right time to use the word discipline to describe one’s dealing with children, whereas other schools easily use this term to describe the task to start shaping and modifying the behavior and attitudes of their students as soon as possible.

However, discipline is an important aspect that every individual needs to have, because the discipline is very big influence in life, both in private life, community life as well as in nation. People whose have discipline are generally more successful in achieving something compared to those who are less or undisciplined. Thus, it can be said that discipline is the key to success.

Elementary school should instill discipline on every element in the school. The discipline habits implanted to children from an early age will help them to adjust to the rules that exist in the society or new environment to be engage in the future. Discipline is one part of educational character that needs to be implanted in children from an early age. Implementation of discipline can be done through various activities, such as lineup when entering the classroom, queuing when using the sink when take wudhu in time before going to pray. The purpose of this study to determine the application of discipline in Ar-Raudah elementary school.

The cultivation of discipline should not be given by force. Poor understanding of teachers and parents about discipline is the issue of causes of violent cases. They tend to equate discipline with punishment in the form of violence. An improper understanding of the concept of discipline has a profound effect on child development. If a child grows and develops in a family that implements the wrong way of discipline, it will be wrong to discipline. It does not rule out the possibility of violence. Discipline is clearly different from punishment.

Moreover, discipline is an absolute necessity in childhood considering this period is the most effective time for the formation of child behavior. Every child has the potential to understand the rules that develop at every

stage of his life. Discipline is needed to help the child's personal and social adjustment. Through discipline children can learn to behave according to the agreed way and in return they can be easily accepted by their social environment. While punishment is one element of discipline that needed to the child. Other disciplinary elements are rules, rewards and consistency.

Furthermore, in the exercise of discipline of all these elements is must exist. Regulation as the standard of moral concepts used as a guideline of behavior, consistency as a way to teach and implement rules, punishment as a form of deliberate violation of consequences, and rewards for attempts to model the expected or approved behavior. There are certain methods that should be apply or develop discipline in children. For that reason, it is necessary to be careful about the application of discipline for young child so that parents and educators can understand well about the good discipline that can be applied or developed in children as future generations.

In addition, elementary school is one form of early childhood education in the school education path. Education aims are to help children lay the groundwork for the development of attitudes, knowledge and creativity that students need in adapting to the environment and for further growth and development. Elementary education in conducting learning activities with the aim of helping students develop various potentials both psychic and physical which includes moral, religious values, social emotional, cognitive, language, physical / motor, independence

The results of pre-research at Ar Raudah Elementary school Bandarlampung found that the school has sought various activities to instill discipline to students such as discipline when entering the school, using sink in an orderly manner and especially instill discipline through worship practices such as take wudhu and prayer. In general, children often commit acts of disciplinary offenses like do not orderly when take wudhu, children scrambling while using the toilet and sink, and there are some of children do not use water to clean up before pray. Playing while praying, teachers should pay attention to each student's behavior whether the discipline has been implemented by teachers in school, but teacher has limitations in monitoring every child's behavioral attitude. The number of children is the main factor that limits the teacher's attention so that the lack of maximum in improving the discipline in children, the task of preparing the teacher facilities and preparing the class to make the teacher not pay attention enough to the children, so that children have the opportunity to behave and violate the discipline applied in school. Base on the background above, the researcher examines the "Disciplinary Intervention for Students Through Worship"

LITERATURE REVIEW

The term of discipline, in the Indonesian Dictionary defines the word discipline is inner training and character with the intention that all children always obey the rules in school. Poerwadarminta (2005: 28) Comes from the word discipline, meaning someone who learns from or voluntarily follows a leader. This is a parent or teacher who is obliged to teach children about moral behavior that is agreed by their community groups. in Latin, it is *disciplina* and *discipulus* which means commands and students.

Moreover, Webster's The New World Dictionary defines discipline as an exercise to control yourself, character and circumstances in an orderly and efficient manner. (Indonesia Dictionary). There are three meanings of discipline, namely orderliness, obedience, and field of study. Based on the opinions figures above, it can be concluded that discipline is an inner training and character with the intention to control people's character and circumstances in an orderly manner.

Discipline Characteristics

Purwanto (1998: 270) student discipline can be seen in 3 aspects, namely: a). The discipline aspect of students in the family environment, the meaning of family discipline is the regulation at home teaches children what to do and what can be done at home or in relationships with family members. Family discipline is important due to the children learn immediately in terms of behavior. The family is often called the first environment in education and that very important in setting up a child's personality pattern, because in the family the child is first acquainted with the values and norms. Aspects of discipline in the family environment, including: Doing homework at home and preparing school tools at home. b). Aspects of student discipline in the school environment, what is meant by school discipline is the rules for students, what should be and what should not be done during school time. If the school discipline become a daily habit as well as worship, then the students really think that worship is a necessity, not only as an obligation or pressure.

Aspects of student discipline in the school environment include: a) Attitudes of students outside and inside class b) Attendance of students c) Carry out discipline in school activity. Aspects of student discipline in the social environment. The regulation when using school facilities such as prayer rooms, toilet and classroom. The regulation also regulates group behavior. The regulations here have educational values, because the rules introduce to children. Behavior agreed by group members. Aspects of student discipline in the social environment.

Affecting Factors of Learning Discipline

Purwanto & Eltin suggested there are influence actors to learning is divided into two groups: (1) factors due to exist in the individual, and (2) factors from outside the individual or social factors. Which includes individual factors. Factors of maturity, growth, intelligence, training, motivation, and personal factors. Whereas those that include social factors include family factors, housing conditions stairs, teachers and teaching methods, tools used in learning teaching, environment, and available opportunities, and social motivation (Eltin, et al 2009: 7).

The factor of parents in paying attention to the child's growth and psychological development are the duty of parents. In term of discipline will not be carried out if there are no support from parents and teachers or guidance, furthermore it becomes habit to lead to discipline.

In guiding discipline in children can help children avoid feeling guilty and shame due to wrong behavior. That is why discipline is very necessary for children because children will understand about concepts are permissible and which should not be done, so that children have good personal and social adjustments and good self-control.

Children's Discipline at Primary School

Discipline can be carried out continuously in forming habits so that children will easily do it as an example: if there is a child who is always educated to wake up at 5 am every day to perform morning prayers, then it will become habit and the child will not feel heavy in carry out these activities. Likewise, children are educated to wake up at 5 o'clock on the morning so going to school is not too late. In essence, discipline in elementary school children is a self-control of behavior, in accordance with the provisions that apply (can be in the form of values, norms, and rules in any house in the school). There are two things that parents and teachers are trying to do with the character of discipline for children, namely educating children to behave well and educating children to avoid bad behavior.

Discipline Elements

According to Tulus (2004: 33) states the elements of discipline are as follows: a). Follow and obey the rules, values and laws. b). an obedience mainly arisen because of self-awareness that it is useful for their good and success. It can also arise because of fear, pressure, coercion and external encouragement. c). As an educational tool to influence, change, foster and shape behavior in accordance with the values determined or taught. d). Penalties are given for those who violate applicable regulations, in order to

educate, train, control and improve behavior. e). Regulations that apply as guidelines and measures of behavior.

Types of Discipline for Students

Discipline is the way parents and teacher teach moral behavior to the children who can later be accepted by the surrounding environment. Most of parents uphold discipline for children to teach their children about good behavior and manners to encourage children to be able to behave according to existing standards in accordance with applicable norms and good morals. There are three types of discipline applied to children by the environment

1. Authoritarian discipline. This is a form of traditional discipline. In an authoritarian discipline, other parents and adult person establish rules and inform the children to obey these rules. There is no effort to explain to the child, why the child must obey and they haven't given the opportunity to express opinions about the rules, whether the rules make sense or not. If the child does not follow the rules, the child will be punished by cruel and violent which is considered a way to prevent violations of the rules in the future. Children who have obeyed the rule do not need to be given a prize because gift are seems as encouraging children to expect something of what their obligation.

2. Weak discipline. Weak discipline develops as a process of authoritarian discipline that occur to many adult experiences in their childhood. Children are not taught by regulations, children are not punished for deliberately passing regulations, there are no gifts for children who behave well.

3. Democratic discipline. The tendency to like discipline based on democratic principles now is increase. Such as principle suppresses the right of children to know why regulations are made and they have the opportunity to express their own opinions if they consider the order is unfair. Children try to understand what these rules mean and why the social group expects the child to obey the order. In a democratic discipline

In this case, the adjusted by mistake in the sense that the punishment is sought given in connection with his wrongdoing, no longer given body punishment. Appreciation of efforts to adjust to the social expectations embodied in the regulations is shown through gift giving especially in the form of praise and social recognition.

Benefits of Discipline for Students

a.) Grow sensitivity. Children more sensitive / delicate and believe in others. Attitudes like this will make it easier for them to express his feelings to others, including his parents. As a result, children will easily dive into other people's feelings as well. b.) Grow awareness. Children become concerned about the needs and interests of others. Discipline makes children have

integrity, besides being able to take responsibility, be able to solve problems well and easily learn something. c.) Teach regularity. Children have a regular lifestyle and can manage their time. d.) Grow confidence. This attitude grows when the children are given the trust to do something. f.) Grow independence. With independence the child can be relied on to be able to fulfill his own needs. Children can also explore their environment well. Discipline is guidance for children to be able to make wise choices. g.) Grow familiarity. Children become familiar and friendly to others, because their ability to adapt. h.) Helping children who are "difficult", for example children who are hyperactive, late development. By applying discipline, children with special needs will be able to live better. i.) Grow compliance. The real result of applying discipline is compliance. Children will obey the rules applied by parents on their own willing.

Tulus (2004: 97) says that discipline is essentially a statement of mental attitude of individual and society that reflects a sense of obedience, which is supported by awareness to fulfill tasks and obligations in order to achieve goals. In addition, Learning discipline is a mental attitude to comply with the rules and at the same time control themselves adjust to the rules that come from outside even if they are restrained and show awareness of responsibility for duties and obligations.

Furthermore, habituation at primary school is one of the most important education for a child's skills, because at this age the child has not realized what he or she said and did, good or bad. Children also do not have obligations that must be done like adults in general, but children already have rights, such as the right of protection and the right of education.

The long term for the development of self-control children direct themselves without influence and outside control, meaning the children can behave in accordance with religious norms that have been embedded in themselves and accepted by their environment. Self-control means mastering their own behavior based on norms and rules that have become self-owned. Rusdinal (2005: 45) suggests that the purpose of discipline in children is preparation for their adulthood, to be came self-discipline. Hopefully, self-discipline will make children live happily, successfully, and lovingly. In the behavior of children, a sense of loyalty, obedience to the order of life or the rules of daily life are instilled. The discipline applied to children are expected to teach behavior and morals that are acceptable to the community.

RESEARCH METHODS

A. Type of research is a qualitative research with descriptive method. This research will describe the phenomenon of disciplinary implantation in Ar-Raudah elementary school Bandarlampung. This is based on the consideration that the researcher wants to understand, examine and expose it

in this paper about the school's efforts in disciplining for students through worship activities as well as problems found and alternative solutions. Because of these objectives, it is relevant if the research is conducted with a qualitative approach. Opinions Bogdan and Taylor (in Moleong: 1988: 2) explain that "Qualitative research as a research procedure that produces descriptive data in the form of written words or oral or behavioral society that can be observed. This approach aims at the background of individuals holistically (whole) So in this case it should not isolate the individual or organization into a variable or hypothesis but need to see it as part of the whole. Based on the explanation, this research is expected to illustrate the application of discipline to students in Ar-Raudah Bandarlampung elementary school. This study finds out data related to the facts, phenomena that occur, obstacles and efforts to overcome them.

B. Research Sites In accordance with the title that researchers make the research at Ar Raudah.

C. The research informant are the Persons who are used to provide information about the situation and condition of the research background (Moleong 2000: 97). The informant are the persons who really knows the problem to be studied. In this study that became informants are: teachers and principal elementary at Ar Raudah Bandarlampung.

D. Data Collection Techniques and Tools In collecting data in this study, used data collection techniques as follows: 1. Interview. In collecting data about student discipline is conducted interviews with the relevant sources such as teachers and principal 2. Documentation. In this case the researcher sought and studied the documents relating to the focus of the problem under study.

E. Data Validity

In order for the data to be obtained more clearly and have the strength of validity and reliability, the authors conducted interviews with teachers and principals, based on information collected by researchers, what efforts are currently done in school. the technique of validity of this research is triangulation technique. The triangulation technique is the examination beyond the existing data, for checking purposes or as a comparator for data and also for enriching the data.

RESULTS AND DISCUSSION

Research result

This research was carried out at SD Ar-Raudhah Bandrlampung. Researchers conducted interviews with principal and teachers, documentation and field notes. Based on the results of observations it is known that the disciplinary behavior of students at SD Ar-Raudhah Bandrlampung shows that disciplinary behavior is classified as exalent that is, the observation results are reinforced by the results of interviews with several informants. That disciplinary behavior carried out at SD Ar-Raudhah Bandrlampung is that children have entered class on time, but there are still some children who are come late. In disciplined behavior most of the children have obeyed the rules / regulations that are in school. According to Mrs Dewi, the disciplinary behavior of students at Ar-Raudhah Bandrlampung Elementary School was carried out even though there were still some children who had to be guided by the teacher. In disciplined behavior, the children enter the class at 7:15 the children are lined up neatly, when they are late, the school gate is closed. Based on the results of interviews conducted with informants, the researchers concluded that disciplinary behavior of students was shown by complying with the agreed rules. Based on interviews obtained results that the way teachers instill discipline behavior at SD Ar-Raudhah Bandrlampung is the school rules, the teacher introduces disciplinary behavior during in the classroom or after congregational prayer. The teacher gives examples of how to behave well, provide motivation, get used to and provide direction and guide children to obey every rule that has been set at school.

The results of the interview with the teacher are obtained by the way the teacher instills discipline behavior in the child, for example every day the teacher familiarizes the child to behave well for example children arrive at school on time. Children are accustomed to shaking hands with the teacher, then before starting the lesson, begins with the dhuha prayer congregation for the first, second and third grades, however, for the fourth, fifth and sixth grades praying alone and reading short letters. The activity is carried out every day and repeatedly so that children are directly formed by their disciplinary behavior in worship. The results of this interview are also reinforced by observations that show that in instilling teacher discipline behavior repeatedly or every day always familiarizing children to behave discipline in school.

Based on the interview with Mrs. Dewi, it was obtained the results that how to overcome the violation of behavior dissipated in Ar-Raudhah

Bandrlampung elementary students that the teacher could communicate with the child who committed violations talking about the rules that had been agreed upon, then the teacher gave a warning. If the warning is not heard and is violated, the teacher gives a mild sentence. Violations committed by children, for example, children do not participate in the Dhuha prayer because it is too late, the way the teacher overcomes the child, by asking him to pray alone and there is also a short letter deposit before joining the class. After the teacher calls, then gives advice, but if the child still does not change, the teacher takes action, calling the parents. (Interview on Friday, September 2018).

Finally, the following are the results of discussions on observations and interviews with principals and elementary school teachers Ar-Raudhah Bandrlampung. Discipline behavior of child have been able to obey the rules that have been agreed, such as entering class on time, using uniforms according to the time, tipped in the toilet and pray Dhuha and Zuhr prayers.

In addition, to worship in school, children are also given the obligation to pray five times and fill out a prayer book which is checked by parents. According to Wibowo (2012: 100) stated that "In children, getting used to being on time, getting used to obey the rules. Kohlberg (in Sujiono 2005: 36) explains the level of development of the discipline into 5 stages that develop along with the development of the child, these levels are, 1) that is discipline because they want to get pet and fear of being punished. 2) disciplines if pleasure is fulfilled. 3) disciplines because you know there are demands in the environment. 4) disciplines because there is an orientation towards authority. 5) discipline because it has carried out social values, rules or principles. For this reason, proper teaching is needed in developing discipline behavior in children, likewise that children are expected to be better in the future. So, based on observations and interviews conducted that elementary school students Ar-Raudhah Bandrlampung have shown disciplinary behavior. The Teacher's Way To instill disciplinary behavior from the beginning to the end of learning is complete. It seems the teachers are doing habituation or have planted disciplinary behavior to the children and seen that the children have shown their discipline behavior by obeying the rules or rules in school.

How to behave well. According to Wibowo (2012: 103) the way the art of disciplining children is to give rules to children, instill the perception that discipline is important, the explicit recognition of what is right and what is wrong, the importance of motivation. Give praise to the child if the child does something according to the slightest order. According to Sujiono (2005: 34) "In applying discipline parents and teachers should use methods that can motivate children to behave well. Furthermore, according to Wiyani (2013: 108) The motivation of parents and teachers, age children become aroused to

do good things. Giving punishment to a child is certainly not in the form of physical punishment such as hitting, pinching, etc., but a mild form of punishment, for example by reading a verse, prayer if the child does not pray. According to Hurlock (in Sujiono 2005: 47), the most effective form of punishment is relationship with action directly. The form of punishment is first, the action involves physical pain. Second, length and weight and penalties can vary. These three actions have a long period of time between action and punishment so that there is no opportunity for the child to feel tortured or plan a countermeasure.

CONCLUSIONS AND SUGGESTIONS

Conclusion are based on the results of this research and discussion that has been done by the researcher, it can be concluded that: SD Ar-Raudhah Bandrlampung has instilled disciplinary behavior by setting rules that must be obeyed by every child at Ar-Raudhah Bandrlampung Elementary School. (1) The disciplinary behavior shown to elementary school students Ar-Raudhah Bandrlampung is in the form of being present on time, being tapped at the time of prayer and congregational prayer and children accustomed to performing worship at home means that they already have the ability to behave discipline. The way the teacher instills discipline behavior in SD Ar-Raudhah Bandrlampung is the teacher accustoms the child to adhering to the school rules accompanied by providing direction and guidance to the child, the teacher gives motivation to the child in the form of praise as soon as possible and avoids punishment, the teacher as a model / example for children In addition, the teacher also introduced disciplinary behavior through conversations to children during learning in class, at the mosque and during the ceremony. The way teachers deal with violations of disciplinary behavior in children is by communicating directly with children to talk about mutually agreed rules and through gentle warnings and light sentences.

Based on the results of the research and the conclusions that have been described above, the researchers want to provide some suggestions that can be used as consideration for those who have an interest in instilling disciplinary behavior that the researchers propose at the end of this research. the following: (1) It is expected that the teacher will give punishment to the child consistently. (2) In instilling discipline behavior in children, it is hoped that the teacher can become a model / model for children. For example, the teacher gives an example of a child by throwing trash in his place, then when performing prayers in congregation the teacher should also join together with the child, and other forms of behavior that can trigger the child to get used to discipline children. (3) It is expected that the teacher will actively involve parents because there are still some parents who lack attention to the time of

entry, so they only come when the gate is closed. (4) No matter how small the child's actions are good, the teacher should give praise or reward.

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