

Management of Discipline Culture of High School Students in Eastern Indonesia

Sherly Ersinta Lawa^{1)*}, Bambang Budi Wiyono²⁾, Achmad Supriyanto²⁾

¹⁾SMA Karanu Waikabubak

²⁾Educational Management-Universitas Negeri Malang

Jl. Kodaka-Waikabubak, Sumba Barat, Nusa Tenggara Timur- 87211, Indonesia. E-mail: sherlylaw214@gmail.com*

Abstract: This study aims to determine the management process of disciplining the culture of high school students. This study used a descriptive qualitative design with a multi-site study design. Collecting data through observation, interviews, and documentation studies. Data were analyzed by stages of data condensation, data display, and conclusions, verification. The results of the study show that: (1) discipline of students emphasizes time discipline, dressing, appearance; (2) discipline is applied so that students can become quality and superior people; (3) discipline is built by disseminating rules and sanctions for violations, cooperation with parents; (4) the strategy of building a culture of discipline is to enforce order, punishment, morning ceremonies, spiritual activities; (5) constraints faced by personal learners and parents, the solution taken is to provide guidance and punishment for violating students, as well as building good cooperation and communication with parents; (6) the results of the implementation of disciplinary culture have gone well.

Key Words: discipline cultures, middle school students, Sumba culture

Abstrak: Penelitian ini bertujuan untuk mengetahui proses manajemen budaya pendisiplinan peserta didik di Sekolah Menengah Atas (SMA). Rancangan kualitatif deskriptif desain studi multi situs digunakan dalam penelitian ini. Data dikumpulkan melalui observasi, wawancara, dan studi dokumentasi. Data dianalisis dengan tahapan kondensasi data, *display* data, dan kesimpulan, penarikan/verifikasi. Hasil penelitian menunjukkan bahwa: (1) pendisiplinan peserta didik ditekankan pada disiplin waktu, berpakaian, berpenampilan; (2) disiplin diterapkan agar peserta didik dapat menjadi insan berkualitas dan unggul; (3) disiplin dibangun dengan mensosialisasikan tata tertib dan sanksi pelanggaran, kerjasama dengan orang tua; (4) strategi membangun budaya disiplin ialah memberlakukan tata tertib, hukuman, apel pagi, kegiatan kerohanian; (5) kendala yang dihadapi dari pribadi peserta didik dan orang tua, solusi yang dilakukan, yaitu memberikan pembinaan dan hukuman bagi peserta didik yang melanggar, serta membangun kerja sama dan komunikasi yang baik dengan orang tua; (6) hasil penerapan budaya pendisiplinan sudah berjalan baik.

Kata kunci: budaya disiplin, siswa SMA, budaya Sumba

INTRODUCTION

Education is a process of humanizing humanity, meaning that an individual is educated and directed to do under the talents, morals, capacities, and feelings. The ultimate goal of education is the realization of perfection of the quality of life, by mastering and implementing appropriate strategies in daily life as a habit. In the process to prepare students as good human beings, it needs participation from teachers as educators.

In-Law Number 14 of 2005, the role of an educator is to educate, teach, guide, direct, train, assess, and evaluate students. Teachers as educators must know and have a strategy in dealing with and educating students, especially when facing adolescents. Children aged 15-18 years (age of high school students) are commonly aggressive since they are in the search for identity (Erickson, in Feist & Feist, 1998). The application of a culture of discipline is essential to avoid their aggressive behavior.

Every individual must have self-discipline. Discipline is a behavior where individuals obey the rules that apply and regulate daily life based on mutual agreement with community members. The school has an important role in building a culture of student discipline. School principals and teachers are the spearheads of the application of student discipline in schools. This means that the principal and teacher as the organizer of education in the school have an important role to help students to be prepared as noble and proficient individuals (Mulyasa, 2011). This is similar to what was stated by Nawawi (2015) that the role of a teacher as an adult is to provide a good education and set an example for students. This is in accordance with what was stated by Fitria (2017), who argued that the principal as a leader has a role in developing strategies to shape student discipline in the school and oversee the course of the program designed, while the teacher has to apply the strategy to students. The same thing was also stated by Marijayanti (2013) that the principal as a leader must take steps in the management process to implement the school discipline run well. The teacher plays a role in upholding discipline in the school by setting a good example for students and socializing it to parents. Kagoiya and Kage-ma (2018) in a study conducted in Kenya with a sample of 91 teachers and 13 principals stated that principals and teachers have a strategy in disciplining students in schools.

The application of disciplinary culture in each school and region is different. It is adjusted to the typology and characteristics of the people in the area. The application of the culture of disciplining students on Sumba Island is carried out firmly; usually, the punishment is given in the physical form. This is considered reasonable by the community since Sumba culture is commonly represented as a strict community culture. This is proven by the existence of ceremonial activities that shed blood. Besides that, the physical of the Sumba community is also quite strong because they are already familiar with the geographical condition of the island which is filled with hills and rocks.

The two secondary schools that were taken as the locations of the study, were Karanu Waikabubak Private High School and Wee Karou Christian High School. These two high schools apply similar disciplining culture and they have similar students characteristics and problems. Most students who attend the two schools are transfer students from other schools because they had issues and expelled from their previous school. Therefore, in these two schools, the principal and the teacher must work hard to resolve a stu-

dent's discipline issues. This study aims to find out how the culture of disciplining student management in two schools in Eastern Indonesia.

METHOD

This study used a descriptive qualitative model to describe the management process of a disciplinary culture of students which consists of a culture of discipline description, the background, the process, the strategy, the obstacles and solutions provided, and the results of the application of the culture of school discipline. This research was a multi-site study conducted at Karanu Waikabubak Private High School and Wee Karou Christian High School, West Sumba Regency, East Nusa Tenggara Province. Both schools have almost the same background and character of students. The research data was obtained through non-participant observation, in-depth interviews, and documentation studies. Interviews were conducted with the school principal, deputy headmaster for student affairs, school counselors, and class teachers, as well as students. Observation and documentation studies were carried out to support the data obtained at the interview. Information and data obtained during the study are used to answer the problem by describing it according to the focus of the study. Descriptive analysis techniques were used to reveal the success of the management process of disciplining student's culture in the two secondary schools. Data analysis techniques consisted of steps of data collection, data condensation, data presentation, conclusion, and verification (Miles, Huberman, & Saldana, 2014).

RESULTS

The findings of this research are the description based on the observation conducted in the two sites Karanu Waikabubak Private High School and Wee Karou Christian High School. The findings were explained based on the research focus.

Single-Site Research Findings

The findings on site I show that the depiction of discipline in Karanu Waikabubak Private High School is as follows: students must wear the school uniforms that have been determined; students must follow the learning process which starts at 07.00 WITA; students must follow the morning ceremony every day and during the morning ceremony session, the gate is

closed; students and teachers who are late must wait until the ceremony finishes at 07.15 WITA; students who are late receive penalties such as cleaning up the school environment; punishment aims to provide a deterrent effect on students. A culture of discipline is also applied to all school members such as teachers and staff (must attend the morning ceremony every day).

The school considers that the culture of discipline is a major asset for students in the future. Besides, the school also considers that most students came from families with a lack of discipline awareness. Thus, schools have a moral obligation to build a good culture of discipline.

The process of school discipline culture is designed at the end of each school year and begins at the beginning of the new school year. The school provides information on school regulations along with sanctions given to students for growing responsibility. Besides, the school also establishes communication with students' parents to establish good cooperation. The school also cooperates with the village apparatus in developing the culture of school discipline.

The application of discipline in schools begins by giving examples of discipline to students, this is a strategy adopted by the principal and teachers. Good communication is always established between the principal and the teacher, in dealing with students who have problems. The punishment given is a mutual agreement and in accordance with the degree of a mistake committed. Advice, reprimand, and punishment in physical form are also given to those who violate. Morning ceremony activity aims to train the time discipline of students.

The obstacle is a weak understanding of the importance of discipline and education. They tend to prioritize traditional events and work. Children often do not go to school because they help parents work in the fields, or even take part in traditional ceremonies. To overcome these problems, the school gives punishment to students and if they remind breaking the regulation, the school invites parents and gives an understanding of the importance of parent participation in shaping the personality.

The application of a culture of discipline in the Karanu Waikabubak Private High School has run quite well. The presence of students in schools increased significantly, the surrounding community were also more positive towards the school. Every year the number of new students enrolling the school increases.

The findings on-site II show that the depiction of discipline in Wee Karou Christian School is as follows:

student must wear the determined uniform and does not allow to wear unnecessary attribute; the student must come to school before 07.00 WITA; the student must attend morning ceremony and morning prayer. The student who comes late should make a line and the teacher will put their name on the note and give them punishment. The school considers that discipline is the key to be a civilized individual. Discipline is an important element of an individual's character.

Discipline culture in Wee Karou Christian School starts at the beginning of the academic year by conducting an annual meeting with parents and school members. The meeting discusses school regulation, sanction, and punishment given to students. The school involves parents to discuss whether they accept certain punishment or not. It is to avoid any complaint in the future from the parents when the students are being punished and to provide a better understanding of the responsibility of the student.

To enforce school discipline, the school obliges teachers and staff members to give a good example to students such as wearing appropriate uniforms, an example on the attendance, and common appropriate behavior. The school principal also directly observe how the implementation of school discipline. Both teachers and school principals are strict with the implementation of school regulations. They both establish good cooperation to enforce discipline culture. Also, the teacher who has inappropriate conduct is guided by the school principal. When students disobey or perform inappropriate conduct, the student's affair board will guide them and their conduct will be written in the student's discipline book. The school also conducts a scouting activity to enforce discipline among students every Friday evening and conduct a religious activity every Wednesday evening.

One obstacle is that students who are used to loud reprimands tend not to receive gentle reprimands and often threaten the teacher. Besides, the lack of understanding of students and parents about education and discipline is also a major obstacle. To overcome these obstacles, the school gives strict punishment to students and gives understanding to parents about the importance of education and culture of discipline.

The results of the application of the culture of discipline at Wee Karou Christian High School have been going well. It is evidenced by an increase in the quality of student's achievement; winning several competitions such as sports and science olympiad. The community considers that Wee Karou Christian High School is getting more disciplined and have a good quality of education. The number of new students

enrolling in Wee Karou Christian High School also continues to grow each year.

Cross-sites Research Findings

Cross-site findings in this study indicate that in general the culture of discipline in both sites is a process of habituating the applicable rules and giving penalties according to the violation committed, as well as the adoption of a strict discipline culture. Cross-site findings can be seen in Figure 1.

School discipline management at two sites found that: (1) the culture of discipline at the two secondary schools was illustrated by the discipline of time, dress, and appearance; (2) school background in building a culture of student discipline is because discipline is the main capital for students for the future; (3) the process of building a culture of discipline is done through the socialization of discipline to parents and students at the beginning of each new school year and collaborating with parents of students; (4) in its implementation, schools provide punishment, conduct morning ceremonies, scouts and religious activities; (5) the obstacles are those of students and also from family or parents. The culture of disciplinary management at the secondary school run well and resulted in improvements in the quality of students and also teaching and learning activities.

DISCUSSION

In accordance with the results of research in the field, in this discussion, the researchers relate the data to theories of school discipline culture management to obtain accurate data. The discussion was adjusted to the focus of the study: (1) a description of the culture of school discipline; (2) the reason in instilling school discipline; (3) the process of developing a disciplined culture; (4) strategies adopted by school principals and teachers; (5) obstacles and solutions provided; (6) the results of the application of the culture of school discipline.

Description of The Culture of School Discipline

Based on research results, the school has implemented a culture of discipline in accordance with the opinion of Semiawan (2010). The culture of the discipline is as follows: (1) Discipline of time that regulates the arrival and return of students on time; (2) Discipline in dressing that regulates uniform clothes according to the provisions and does not use attributes that are not related to the completeness of the school; (3) Discipline appearance that regulates the appearance of students such as male students must have short hair.

The formation of student characters is needed at school every day. With the application of discipline,

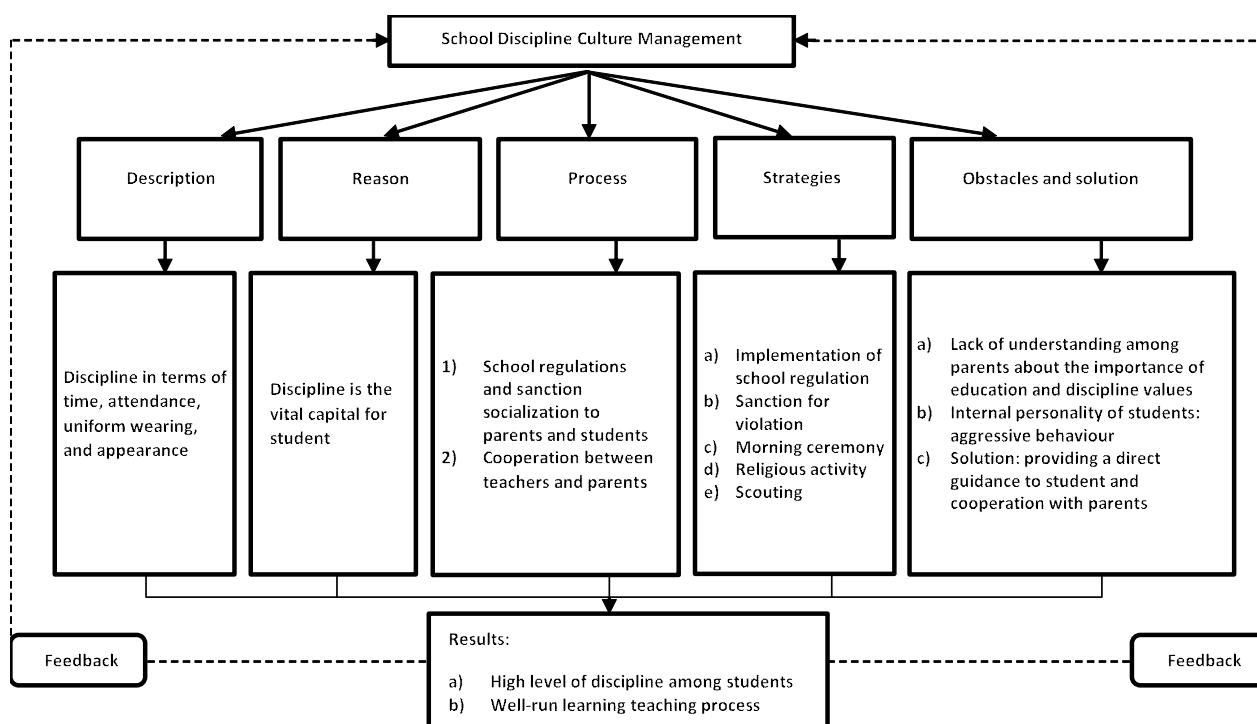


Figure 1. Cross-site Research Findings on Student Discipline Culture Chart

students will be orderly behaved and know their obligations, and are able to be independent in carrying out their duties without direction from other parties. This is in accordance with the theory of Mustari (2011).

The culture of discipline in the two secondary schools applies the theory of learning behaviorism, wherein the learning process needs a stimulus given by the teachers. Students will respond or act on the stimulants provided. Principals and teachers provide good advice to cultivate student discipline. This is done continuously and repeatedly as a habit.

The Reason in Instilling School Discipline

The reasons underlying the school are in accordance with what was stated by Gunawan (2010) about the behavior that is expected to be formed by each student. The school considers that the application of a culture of discipline to students is very important as the main capital in building its character in the future. By building a culture of discipline, students' bad habits can be corrected and students will become independent individuals in the future. This is consistent with what was stated by Marijan (2012).

The cultural background of the disciplines in the two schools is in line with research conducted by Omote et al (2015), Eshetu (2014), and Tikoko and Bomett (2011). They suggest that by instilling high discipline values in students, it can foster responsibility for students.

The Process of Developing a Disciplined Culture

Enforcing the discipline of students cannot be conducted by the principal only. There must be participation from other school members, such as teachers, staff, students, parents and the surrounding community. Hurlock (2002) states that parents and teachers are examples for children, and children follow everything that is exemplified by teachers and parents. Then it can be concluded that discipline is a step taken by the community to teach children to behave and act according to the rules.

In this study, the process of building a culture of student discipline is as follows: (1) socialization of the rules and sanctions to parents and students at the beginning of the school year; and (2) establishing cooperation and good communication with parents. This is similar to what stated by Omote et al. (2015), that in instilling high disciplinary values in students, collaboration is needed between parents, teachers, and stakeholders to enforce a responsibility among students.

Strategies Adopted by School Principals and Teachers

The strategy of applying discipline culture is a vital element. This is in accordance with the opinion of Marijayanti (2013) that to create good discipline in schools, the principal must take steps in the management process. The teacher plays a role in upholding discipline in the school by setting a good example for students and giving understanding to parents. Parents are tasked with reprimanding their children if they commit violations at school.

The strategies adopted by principals and teachers in the two secondary schools are (1) enforcement of rules for all school members; (2) imposing sanctions; (3) conducting morning ceremony every day; (4) conducting spiritual activities; and (5) conducting scout activities. This is similar to what was stated by Fajerin (2013).

To foster discipline in students, schools provide penalties for those who violate and rewards for those who comply with the rules. The punishment given is according to sex and also the violation. For example, female students were given the penalty of cleaning up the school grounds and male students were given the punishment of cleaning school toilets. In addition, the teacher cuts the long hair of male students. If female students skip the class, then they have to kneel while if male students skip the class then they have to do push-ups or squat jumps.

The strategy adopted by the school is in line with research by Kagoiya and Kagama (2018) who found that the strategy of disciplining students was carried out in several ways such as conducting counseling guidance and physical form punishment. Hurlock (2002) also argues that the strategy adopted in building a culture of discipline must include the following four main elements: rules as a benchmark for action, penalties for violators of the rules, rewards for those who act in accordance with the rules, consistent rules and ways used to implement the regulations.

Obstacles and Solutions Provided

Reinforcing the culture of discipline is not an easy task. Some of the obstacles experienced by schools are students' parents or families do not understand the importance of education and are more concerned with cultural events. Besides, parents allow children to work during school hours. More importantly, personal factors of students who often disobey and show aggressive behavior are the main obstacles. This is in

line with Temitayo et al. (2013), Amoah et al (2015), Idu and Ojedapo (2011) that parents or neighborhoods, political, social and economic systems, school curriculum, school environment, and friends are the triggers of discipline issues.

Related to obstacles in the application of discipline, Gitome (2013) states that in instilling discipline in students, parents play an important role. Pratama and Suwanda (2013) also found that there are five obstacles experienced by schools in the application of discipline through the implementation of discipline: student's personality, the influence of the neighborhood and social environment, lack of discipline and supervision habits of parents, lack understanding of discipline, bad interpersonal relationship of the school counselors and the classroom teacher.

The Results of The Application of The School Discipline Culture

The application of the culture of discipline has gone well. This is indicated by the positive assessment of the surrounding community, increasing student discipline, and quality, as well as learning activities that run in an orderly manner. Similarly, Marjiyanti (2013) states that the student disciplinary program was assessed in terms of the quality and quantity of students. In terms of quality, it can be seen from the level of student achievement such as learning outcomes. While in terms of quantity, it can be seen by increasing interest in students who enroll at the school.

CONCLUSION

Based on the findings and discussion above, several points of the conclusion can be drawn as follows. Firstly, the culture of the discipline in the school is as follows: (1) Discipline of time that regulates the arrival and return of students on time; (2) Discipline in dressing that regulates uniform clothes according to the provisions and does not use attributes that are not related to the completeness of the school; (3) Discipline appearance that regulates the appearance of students such as male students must have short hair. Secondly, the school considers that the application of a culture of discipline to students is very important as the main capital in building its character in the future. By building a culture of discipline, students' bad habits can be corrected and students will become independent individuals in the future. Thirdly, the process of building a culture of student discipline is as follows: (1) Socialization of the rules and sanctions to parents

and students at the beginning of the school year; and (2) Establishing cooperation and good communication with parents. Fourthly, The strategies adopted by principals and teachers in the two secondary schools are (1) Enforcement of rules for all school members; (2) Imposing sanctions; (3) Conducting morning ceremony every day; (4) Conducting spiritual activities; and (5) Conducting scout activities. Then, some of the obstacles experienced by schools are students' parents or families do not understand the importance of education and are more concerned with cultural events. In addition, parents allow children to work during school hours. More importantly, personal factors of students who often disobey and show aggressive behavior are the main obstacles. Last but not least, The application of the culture of discipline has gone well. This is indicated by the positive assessment of the surrounding community, increasing student discipline, and quality, as well as learning activities that run in an orderly manner.

This paper recommends to the Office of Education of East Nusa Tenggara to provide a reward to schools that reinforce discipline to the students and thus the other schools will follow. Second, the school principals could use this research to improve the school's regulation in instilling the discipline and conduct a more creative approach to reinforce student's discipline. Third, it suggests to teachers to be more intense to control student's behavior, to have good cooperation with parents. Fourth, it is expected for students to understand their responsibility. Fifth, it is suggested for future research to take these findings as an additional reference to provide further research regarding school discipline culture with a different context.

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