



PROFILE OF DISCIPLINE FORM OF STUDENTS IN THE LEARNING PROCESS

PROFIL BENTUK-BENTUK DISIPLIN PESERTA DIDIK PADA PROSES BELAJAR

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ABSTRACT

The background of this research were the presence of a late learners attend school, the learners unplug at school lessons, the learners are not neatly dressed to school, the learners are often out of entry hours of instruction of the school, the students wore colorful shoes to school. The purpose of this research were to describe the: 1) Profile forms of discipline the students viewed from the discipline based on the concept of otorian, 2) Profile forms of discipline the students viewed from the discipline based on the concept of permissive, 3) Profile forms of discipline the students viewed from the discipline based on the concept of controlled freedom. This research is quantitative descriptive research that seeks to describe about a situation for what it is. The population of this research are all of students class VII of SMP Negeri 1 Ranah Batahan Kabupaten Pasaman Barat amounted 149 students. Sampling techniques using simple random sampling. The number of samples in the research of 60 people. The instruments that are used document checklist. Data analysis technique used percentage. The results of this research to reveal publicly the profile forms of discipline the learners in class VII of SMA Negeri 1 Ranah Batahan Kabupaten Pasaman Barat are at a very good category. Judging from the respective variables: 1) the profile forms of discipline the students viewed from the discipline based on the concept of otoritarian is at the excellent category, 2) the profile forms of discipline the students viewed from the discipline based on the concept of permissive is on the category either, 3) profile forms of discipline the students viewed from the discipline based on the concept of freedom is restrained on the category very well. Based on the findings of this research researchers recommended to the learners to be able to keep and maintain order and uphold the good name of the school

Keywords: Forms, Dicipline

INTRODUCTION

Education is needed for humans, from birth to the end of life. Through education, a person can better improve the quality of his life in the future. In addition, education can foster human potential. Based on the National Education System Law No. 20 of 2003 Chapter 1 Article 1 Paragraph 1 states that: Education is a conscious and planned effort to create an atmosphere of learning and the learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and skills in themselves, society, nation and state. School is one of the formal institutions which is expected to be a means for developing the potential of students. In schools, it is hoped that the potential of students can develop as optimally as possible. Every human being throughout his life strives to get a decent life according to his nature. Therefore, humans have the right to receive the highest possible education in an effort to prepare themselves to achieve the standard and quality of life that is expected to bring happiness. According to Tulus (2004: 31) "Discipline is a condition that is created and formed through a process and a series of behaviors that show the values of obedience, obedience, loyalty, order or order". Discipline is an effort to control self-control and the mental attitude of individuals or society in developing compliance with the prevailing rules and regulations,

so that they consciously want to implement these rules. Furthermore, according to Imron (2011: 173) student discipline is very important for students, as for the understanding of student discipline is an orderly and orderly condition that is owned by students at school, without any harmful violations either directly or indirectly. against students themselves and to the school as a whole. Discipline means a method used by teachers to educate and shape the behavior of students to become useful and high achievers in the field of learning. Discipline means following the rules that have been made by the leader or people who are authorized in this matter. Discipline is something that has to do with self-control over forms of rules. These rules include all kinds of influences that are intended to help students so that they can understand and adapt to the demands of their environment.

Furthermore Imron (2011: 173) there are three kinds of discipline, namely 1. Discipline based on authoritarian concepts. Where students in school are said to have high discipline when they want to sit quietly while paying attention to the teacher's description while teaching. Students are required to just say yes to what the teacher wants, and must not argue. Thus, teachers are free to exert pressure on students, and indeed have to suppress students. Thus, students are afraid and forced to follow what the teacher wants, 2). Discipline based on the permissive concept. Students must be given the widest possible freedom in the classroom and school. School rules are relaxed and do not need to be binding on students. Students are allowed to do anything as long as it is good, 3). Discipline based on the concept of controlled freedom or freedom of responsibility. Give the broadest possible freedom to students to do anything, but the consequences of that action must be borne by him. School is an educational environment that has a major influence on the social development of students because the school acts as a medium of socialization for students. The atmosphere in school, both social and psychological will affect the process and patterns of adjustment of students. Discipline is something that has to do with self-control over forms of rules. These rules include all kinds of influences that are intended to help students so that they can understand and adapt to the demands of their environment. Concept based discipline authoritarian. Where students in school are said to have high discipline when they want to sit quietly while paying attention to the teacher's description while teaching. Students are required to just say yes to what the teacher wants, and must not argue. Thus, teachers are free to exert pressure on students, and indeed have to suppress students. Thus, students are afraid and forced to follow what the teacher wants, b. Discipline based on the permissive concept. Students must be given the widest possible freedom in the classroom and school. School rules are relaxed and do not need to be binding on students. Students are allowed to do anything as long as it is according to good, c. Discipline based on the concept of controlled freedom or freedom of responsibility. Give the broadest possible freedom to students to do anything, but the consequences of that action he must bear. Handling Disciplinary Violations External control technique, is a technique where the discipline of students must be controlled from outside the students. Students must be continuously disciplined and, if necessary, feared with threats and rewards. Threats are given to students who are not disciplined, while rewards are given to students who have high discipline. The Nature of Discipline In essence, discipline has three aspects, namely; 1) Mental attitude which is an attitude of obedience and order as a result or development of training, mind control and character control. 2) A good understanding of the system of rules of behavior, norms, ethics and standards in such a way, so that this understanding fosters a deep understanding that adherence to these rules is a prerequisite for achieving success. 3) Reasonable behavior shows a seriousness to obey all things carefully and in an orderly manner. (Irmim, 2004: 5).

Discipline Principles. According to Tulus (2004: 28) the principles of discipline are as follows: a. Discipline includes not only mere obedience, but also self-confidence, self-

control, initiative and freedom of action, b). Good discipline developed based on politeness and respect between leaders and subordinates, c). Good discipline is with meaningful activities according to the results of joint planning, d). Good discipline is the result of joint supervision, e). Encourage each subordinate to participate in planning, f). Explain all the rules so that they are well understood. Discipline Function. Discipline is very important and needed, for each student. Discipline is a prerequisite for the formation of attitudes, behaviors and disciplined living arrangements, which will lead students to be successful in learning and later when they work. School Discipline Strategy. a. Priority, School discipline should be a priority in school programs prepared by the principal with the teachers. There are goals to be achieved by developing school discipline. For example, the goal of a school discipline program: the discipline of students to increase, or the school to become a highly disciplined school, or discipline to become part of the character of students, or students to become ordinary in the discipline. b. Ask for support, In the development and implementation of school discipline, it is necessary to have strong support from various parties. The parties that need to be asked for support are teachers, parents and the students themselves. Requests for parental support were conveyed during a meeting with parents, who were specially invited at the beginning of the school year to explain school programs. Requests for student support are conveyed in a flag ceremony. c. Approval, School regulations that have been prepared by the school are conveyed to students and parents. They are asked to study it well. After that, students sign a statement that they have read, understood, agreed and are willing to implement. If one day violates the applicable provisions, be willing to accept disciplinary sanctions given by the school. d. Be consistent and consistent, The rules that have been conveyed to participants and parents as well as teachers in schools must be implemented properly. This means that all parties are encouraged to carry out in accordance with what is written in the school discipline sheet. If there is someone who violates the rules the person concerned must be responsible. This responsibility is in the form of willingness to accept disciplinary sanctions imposed by the school. The sanctions need to be in accordance with the applicable regulations. e. Agreement, School rules are made and arranged with the aim of helping students become more independent and responsible. School discipline becomes an educational tool for the development of a more mature personality. If there are students who violate, they are given educational sanctions. If someone violates repeatedly, he will be given heavier sanctions. f. Discipline team, To design, implement, supervise and evaluate school disciplinary activities, the principal needs to form a school discipline team. This disciplinary team is given the task and authority by the principal to carry out all the development of school disciplinary activities and is accountable to the principal. g. Guidance and counseling teacher and homeroom teacher. Students who violate school discipline consist of students who have problems within themselves and with their families. Therefore, help needs to involve BK teachers and homeroom teachers. h. School motto Schools can create a school motto with regard to school policy. Schools can also create a school motto with regard to the development of school discipline.

METHODS

This type of research is a quantitative descriptive study that describes a symptom, event and incident, in other words, descriptive research takes a problem or focuses research on the actual time that exists at the time the research was carried out. Regarding this method, it can be seen in Arikunto's (2002: 142) explanation that descriptive research is not to examine certain hypotheses, it only describes what it is about a variable of symptoms or circumstances. Descriptive research can be defined as a conscious solution by describing or describing the current state of the object of research based on the facts that appear as they are

without the intention of compressing them. This study will describe how the profile of the disciplinary forms of students in class VII SMP Negeri 1 Ranah Batahan, West Pasaman Regency.

According to Arikunto (2006: 130) the population is the entire research subject. Furthermore, Sugiyono (2013: 117) population is a generalization area consisting of objects or subjects that become certain quantities and characteristics that are applied by researchers to be studied and then draw conclusions. The population in this study were all class VII students of SMP Negeri 1 Ranah Batahan, West Pasaman Regency, totaling 149 people. According to Yusuf (2005: 160). "The sample is a portion of the population studied to obtain the necessary data and is representative of that population". In this study, the sampling technique used was simple random sampling, which was a random sampling technique (Yusuf, 2005: 191). According to Yusuf (2005: 187), the size of the sample should consider the tolerable level of sample error and the accepted level of confidence statistically. then the researcher determines in a random way. The research sample chosen was class VII.1 and VII.3, totaling 60 respondents.

In this study the data that the authors use is interval data. Interval data according to Yusuf (2005: 225) is measurement result data that can be sorted on the basis of certain criteria and shows all the properties of ordinal data. So the data interrupted in this study is the profile of the disciplinary forms of students in Class VII of SMP Negeri I Ranah Batahan, West Pasaman Regency. According to Arikunto (2006: 128) that the source of research data is "the subject from which data can be obtained". Based on this, the data sources in this study were direct data obtained from the object used as the research sample, class VII students totaling 60 students, while secondary data was obtained from the administration of SMP Negeri 1 Ranah Batahan, West Pasaman Regency. The instrument used in this study was a questionnaire. According to Riduwan (2010: 71) "The questionnaire is a list of questions given to other people who are willing to respond according to user requests". The questionnaire is arranged in the form of a stratified scale based on the principles of the Likert scale. The questionnaire contains statements about the profiles of disciplinary forms of students in class VII SMP Negeri 1 Ranah Batahan, West Pasaman Regency.

The questionnaire used in this study is a closed form. According to Riduwan (2010: 72) a closed questionnaire is a questionnaire that is presented in such a way that the respondent is asked to choose one answer according to the characteristics of each respondent. According to Yusuf (2007: 302) the Likert scale is a respondent who only gives approval or absence of the item. The answer for each item using the Likert scale has a gradient from very positive to negative.

RESULTS AND DISCUSSION

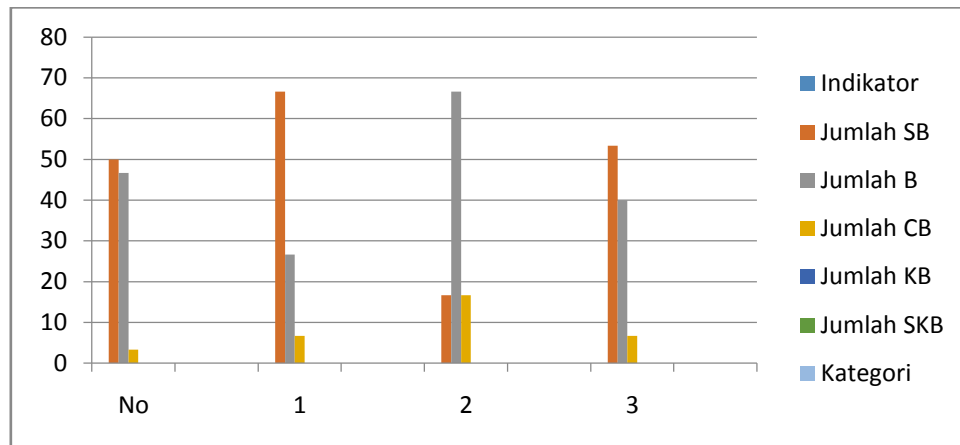
Based on the data that has been collected regarding the forms of discipline of students in class VII SMP Negeri I Ranah Batahan, West Pasaman Regency, it can be stated in table 1 below:

Tabel 1: *Frequency Distribution of Data Processing on Classification Profiles of Discipline Forms of Class VII Students of SMP Negeri I Ranah Batahan, West Pasaman Regency*

Klasifikasi	Kategori	F	%
< 101	Sangat Kurang baik	0	0,00
102-146	Kurang Baik	0	0,00
147-191	Cukup Baik	2	3,33
192-236	Baik	28	46,67

≥ 237	Sangat Baik	30	50,00
	Σ	60	100,00

Resource: Sample



Gambar 1. Profiles of Discipline Forms of Students in Class VII of SMP Negeri I Ranah Batahan, West Pasaman Regency

Based on the results of the analysis of Table 1 above, it can be seen that the profile of the forms of discipline of students in class VII SMP Negeri I Ranah Batahan West Pasaman Regency is in the very good category of 30 people with a percentage of 50.00%. In the good category with a frequency of 28 people with a percentage of 46.67%. The category is quite good with a frequency of 2 people with a percentage of 3.33%. Meanwhile, there are no good and very poor categories. For more details, it can be seen in Figure 2 below.

Table 2: Recapitulation of Research Results, Classification Profiles of Student Discipline Forms in Class VII SMP Negeri I Ranah Batahan West Pasaman Regency

No	Indikator	Jumlah					Kategori
		SB	B	CB	KB	SKB	
	Deskripsi Hasil Penelitian	50,00	46,67	3,33	0,00	0,00	Sangat Baik
1	Konsep Otoritarian	66,67	26,67	6,67	0,00	0,00	Sangat Baik
2	Konsep Permissive	16,67	66,67	16,67	0,00	0,00	Baik
3	Konsep Kebebasan Terkendali	53,33	40,00	6,67	0,00	0,00	Sangat Baik

Based on table 2 above, it can be seen that the profile of the disciplinary forms of students in class VII of SMP Negeri I Ranah Batahan, West Pasaman Regency, as a whole is categorized as very good.

Profiles of Discipline Forms of Students in Grade VII of SMP Negeri I Ranah Batahan, West Pasaman Regency seen from the Discipline Based on Authoritarian Concepts. Based on the results of the analysis above, it can be seen that the discipline based on the authoritarian concept is in the very good category with a frequency of 40 people with a

percentage of 66.67%. In the good category with a frequency of 16 people with a percentage of 26.67%. The category is quite good with a frequency of 4 people with a percentage of 6.67%. Meanwhile, there are none in the poor and very poor categories. Based on the above opinion, in accordance with the opinion of Imron (2011: 173) states that discipline is based on the authoritarian concept, namely. Where students in school are said to have high discipline when they want to sit quietly while paying attention to the teacher's description while teaching. Students are required to just say yes to what the teacher wants, and must not argue. Thus, teachers are free to exert pressure on students, and indeed have to suppress students. Thus, students are afraid and forced to follow what the teacher wants. The purpose of the above opinion is that students must be ready to receive lessons that have been determined by the school, and students during school hours are prohibited from leaving school without the permission of the school principal. Discipline is very important for students, therefore students must be instilled continuously in students. If discipline is instilled continuously, the discipline will become a habit for students.

Profiles of Discipline Forms of Students in Class VII SMP Negeri I Ranah Batahan West Pasaman Regency seen from Discipline Based on Permissive Concepts. Based on the results of data analysis on the profile of disciplinary forms of students in class VII SMP Negeri I Ranah Batahan, West Pasaman Regency, it is seen from the discipline based on the permissive concept in the good category with a frequency of 40 people with a percentage of 66.67%. In very good category and good enough with frequency 10 people with a percentage of 16.67%. Meanwhile, the conditions are not good and very unfavorable. Based on the information above, it is in accordance with Imron's (2011: 173) opinion that the discipline is built based on the permissive concept. According to this concept, students must be given the widest possible freedom in the classroom and school. School rules are relaxed and do not need to be binding on students. Students are allowed to do anything as long as they think it is good. So that students can discipline themselves. Students are made aware of the importance of discipline. After realizing students will be introspective and try to discipline themselves. The purpose of the above opinion is that students must be given the widest possible freedom in the classroom and school. If students are late for class after recess because they are engrossed in playing or buying snacks. In my opinion, teachers should not scold these students, we as educators should first give advice to students, on the grounds that if you don't go to class with your mother, you don't understand the lessons given by your mother. And students can understand what is being said.

Profiles of Discipline Forms of Students in Class VII SMP Negeri I Ranah Batahan West Pasaman Regency in View of Discipline Based on the Concept of Controlled Freedom. Based on the results of the analysis of the profile data on the forms of discipline of students in class VII of SMP Negeri I Ranah Batahan, West Pasaman Regency, it was seen from the discipline based on the concept of controlled freedom in the very good category with a frequency of 32 people with a percentage of 53.33%. In the good category with a frequency of 24 people with a percentage of 40.00%. In the fairly good category with a frequency of 4 people the percentage of 6.67%. Meanwhile, the condition is very good and not very good. Based on the information above, it is in accordance with Imron's (2011: 173) opinion that discipline is based on the concept of controlled freedom or responsible freedom.

Give the broadest possible freedom to students to do whatever they want, but the consequences of that action must be borne by them. According to this concept of controlled freedom. Discipline that is built on the concept of controlled freedom or responsible freedom. Such discipline gives the learner the widest freedom to do anything, because he who sows, he also reaps. Students are indeed given freedom, as long as they do not abuse the freedom given, because there is no absolute freedom in this world, even in liberal countries. There are

certain limits that must be followed by a person in the framework of social life, including community life in a school setting. The purpose of the above opinion is that students can do anything, but the consequences must be borne by them, such as students carrying camera cellphones to school but using them wisely, so discipline is an orderly situation where students who are members of an organization are subject to the rules. happily existing regulations.

CONCLUSION

Based on data analysis and discussion, it is concluded as follow :

1. The profile of the disciplinary forms of students in class VII SMP Negeri I Ranah Batahan, West Pasaman Regency, seen from the discipline based on the authoritarian concept, is in the very good category.
2. The profile of the disciplinary forms of students in class VII of SMP Negeri I Ranah Batahan, West Pasaman Regency, seen from the discipline based on the permissive concept, is in the good category.
3. The profile of the disciplinary forms of students in class VII SMP Negeri I Ranah Batahan, West Pasaman Regency, seen from the discipline based on the concept of controlled freedom, is in the very good category.

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