

Strategies for Implementing the Smart Discipline System in Developing Student Morality in Aqidah Akhlak Subjects at MI Al-Hidayah, Prawoto Village, Sukolilo Pati

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Abstract: *The purpose of this study was to determine (1) The implementation of the strategy for implementing the smart discipline system in developing the morality of students in the subject of aqidah akhlak in MI. Al-Hidayah Desa Prawoto Sukolilo Pati (2) Supporting and inhibiting factors in implementing the smart discipline system in developing student morality in the subject of aqidah morals in MI. Al-Hidayah, Prawoto Village, Sukolilo Pati. This research method uses a type of field research (field research) and the research approach is a qualitative approach. As for the research location in MI. Al-Hidayah, Prawoto Village, Sukolilo Pati. Furthermore, for data collection the author uses the method of observation, interviews and documentation. The results of this study are known (1) The application of this smart discipline system provides a good contribution to the morality of these students. It is proven that students become more disciplined, have good manners, have respect, are honest, responsible, obey and obey the teacher (2). implementation of the smart discipline system in developing student morality in the subject of aqidah akhlak, there are several supporting factors, namely receiving support from various parties, the enthusiasm of students, the existence of examples from teachers. While the inhibiting factors are differences in the character of students, environmental factors of students who are not good, students do not understand and do not think that the smart discipline system is important for directing children to have good behavior, and students' lack of awareness of the importance of having good morals. good and the consequences for doing deviant actions.*

Keywords: *Smart Discipline System, Morality, Aqidah Akhlak*

I. INTRODUCTION

Education in Law no. 20 of 2003 concerning the National Education System 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 needed by themselves, the community, nation, and state (Sudarwan Danim, 2013). Education is a process of guiding, training, and guiding humans to avoid or get out of ignorance and ignorance.

The purpose of education in Indonesia is mandated in Law no. 20 of 2003 concerning the National Education System, that education aims to develop the potential of students to become human beings who believe and have faith in God Almighty, have noble character, are healthy, knowledgeable, creative, independent, and become democratic and responsible citizens. This educational goal can be achieved by the teaching and learning process carried out in the classroom. Learning is a series of mental and physical activities to obtain a change in behavior as a result of an individual's experience in interaction with his / her environment concerning cognitive, affective, and psychomotor activities (Syaiful Bahri Djamarah, 2002).

Education tries to change a person's condition from not knowing to knowing, from being unable to do to being able to do, from not behaving as expected to being as expected. Educational activity is an effort to form a human being as a whole as a whole, complete and integrated. In general and briefly said personality formation (Zakiyah Drajat et al, 1996). Education has an important meaning for human life. Education is recognized as a force that can encourage humans to advance in civilization. In addition, education provides provisions for humans to face a brighter and more humane tomorrow.

Along with the development and social changes, the morality of students is decreasing. There are many deviant behaviors that are carried out by students, not only students from the junior high school level and the high school level and above, but even elementary school age students have committed deviant behavior. Deviant behavior can occur outside and within the school environment. There are deviant behaviors that occur outside the school environment, for example driving a motorbike speeding on the road which can endanger others, smoking, stealing, etc. Meanwhile, deviant behavior that occurs in the school environment is such as not obeying school rules, playing and talking to yourself when the teacher explains the material, skipping class, arriving late, saying harsh or vile, disrespectful, not doing homework, etc.

Some of these deviant behaviors cause students to lack discipline, responsibility, courtesy, honesty, and so on. This is because education only focuses on transferring knowledge to students. Students who are knowledgeable do not necessarily have good morals, there are quite a few people who are knowledgeable but because they do not have

good morals they sometimes use it for negative things. However, it does not mean that knowledgeable people are not expected, but what is really needed is of course someone who is knowledgeable and has good character. In addition, the lack of parental attention and supervision of their children when in the family environment, so that children feel free to do whatever they want.

Many parents think that all child development is the responsibility of the school, so parents don't care about how the child behaves. Such assumption is a very big mistake. Even though children have longer time in the family environment than in the school environment. The education of children should be the responsibility of parents and schools. Lack of communication between the parents of students and the school, makes parents do not know how their children behave when at school or when in class. So that the bad habits of children at home make children do bad things at school. Therefore, it is necessary to have a method used to develop student morality and establish communication between parents and the school. This method is by implementing a smart discipline system.

The smart discipline system is a system used to motivate children to behave in accordance with predetermined rules. This system was originally used by parents in America and Canada to motivate their children to want to improve their attitudes and to instill discipline when at home. The smart discipline system has regulations, tasks that must be carried out by students, the consequences of not carrying out tasks, as well as the privileges that students will get if students have obeyed the instructions and did their assignments well. The system is a whole (totality) consisting of various components that carry out their respective functions and are interrelated (dependent) with one another in order to achieve predetermined goals (Rulamhadi, 2014).

According to Hicks, a system is a set of interrelated, interdependent, and interacting elements or a business unit consisting of parts related to one another, in an effort to achieve one goal in a complex environment (Endang Soenarya). , 2000). Smart means smart. According to the Big Indonesian Dictionary, intelligent means perfect development of the mind (to think, understand, etc.). Anita E. Woolfolk explained that intelligence is the ability to learn, the overall knowledge gained, and the ability to adapt to new situations or the environment in general.

Discipline means discipline. According to the dictionary, the word "discipline" has several meanings including punishing, training and developing self-control of the child (Imam Ahmad Ibnu Nizar, 2009). Discipline is a teaching and learning process that leads to order and self-control (Suryadi, 2006). Training and educating children in the regularity of

their daily lives will bring out a disciplined character. Training children to obey the rules is the same as training them to be disciplined. The purpose of discipline is not to curb freedom, but rather to provide freedom in a safe sphere (Alex Sobur, 1986).

Based on the understanding of the system, smart, and discipline above, it can be concluded that the smart discipline system is a set of elements or components that are interrelated and influence in educating and instilling discipline to comply with the agreed regulations in order to achieve the desired goals. The smart discipline system is a system used to arouse children's self-motivation to comply with rules at home and at school (Larry J. Koenig, 2003). Motivation according to Mc. Donald is a change in energy in a person that is marked by the emergence of "feelings" and is preceded by a response to a goal (Sardiman, 2012). The smart discipline system aims to make children's attitudes change from bad to good and to instill discipline in children. Herberts Spencer uses the term attitude to indicate a person's mental status. Individual awareness that determines actual actions and actions that may occur is what is called "attitude". Attitude is also a product of the socialization process where a person reacts according to the stimuli he receives. So the point is by implementing this smart discipline system, children want and want to obey existing rules. Because with a strong motivation in the child, the child will have a lot of energy to be disciplined in obeying the agreed rules. If there is a feeling of dislike, then he will try to eliminate or get rid of that feeling of dislike.

The purpose of using this smart discipline system is so that students behave well when the learning process takes place, have a sense of responsibility when they get assignments, and to instill a disciplined attitude. Discipline is very important in moral development. In developing students' morale, it needs to be taught in all subjects.

II. METHOD

Penelitian 1. Data Collection Techniques

Data collection techniques that will be used by researchers in this study are as follows:

a. Observation

The method of observation is research conducted by observing objects, either directly or indirectly (Mahmud, 2011) Observation as a means of collecting data must be systematic, meaning that the observation and recording are carried out according to certain procedures and rules so that it can be repeated by the researcher. other. In addition, the results of observations must provide the possibility to interpret them scientifically (S. Nasution, 2003).

In this case, the researcher uses passive participation observation (passive participation), in which the researcher comes to the location but is not involved in activities at the research site. With this passive participation, every activity in MI can be observed. Al-Hidayah, Prawoto Village, Sukolilo Pati to obtain data on the geographic location and general condition of MI. Al-Hidayah, the state of the learning room used in the learning process, observing the facilities and infrastructure, observing the implementation of the strategy for implementing the smart discipline system in developing student morality in the subject of aqidah akhlak, and observing educational interactions between educators and students in the learning process aqidah morals at MI. Al-Hidayah, Prawoto Village, Sukolilo Pati.

The observations that the researcher uses are structured observations, meaning that the researcher has known the aspects to be observed that are relevant to the problem and the research objectives by preparing in advance systematically the things to be faced, so that the observation can be controlled and relevant to the problem under study.

b. Interview (Interview)

The interview method is a data collection technique by asking questions to respondents and recording or recording respondents' answers. Interviews can be carried out directly or indirectly with data sources (Mahmud, 2011).

This method the researchers used for primary data sources, namely the head of madrasah, educators who taught the subject of aqidah akhlak and students regarding strategies for implementing the smart discipline system in developing students' morality in the subject of aqidah morality at Madrasah Ibtidaiyah Al-Hidayah, Prawoto Village, Sukolilo Pati.

c. Research location

Determining the locus in this study, first the suitability of the need for information sources related to the research problem, namely the key informant network being interviewed, namely the head of madrasah, educators who teach the subject of aqidah akhlak, and MI students. Al-Hidayah. The location of this research is in MI. Al-Hidayah, Prawoto Village, Sukolilo Pati.

III. RESULT

Learning at MI. Al-Hidayah, Prawoto Village, Sukolilo Pati, starts at 07:00, which is indicated by a ringing bell. Students enter the class and then continue with each other reciting the prayer before studying and then reading Asma'ul Husna. Meanwhile, educators

prepare tasks to be carried out.

Before the learning process begins, educators first prepare and make learning administration, including syllabus, Prota, Promes, RPP, and evaluation tools. In accordance with what was said by the aqidah akhlak teacher, Mrs. Sholihatu, S.Pd.I, as follows:

"My preparation before the teaching and learning process was the same as what other teachers did, namely compiling a Learning Implementation Plan (RPP), Prota, and Promes".

To increase the morality of students, a creative, innovative, and unconventional impression is needed. So far, to improve the morality of students, many educators have done so by giving punishments that even exceed the limit, so that the results of students are far from what is expected, even if there is it because of the factor of fear of punishment given by educators. Therefore, it should be started how to use strategies on how to increase the morality of students through various strategies so that it can provide motivation for students to always behave well.

One of the creative and innovative strategies in improving the morality of students is by implementing a smart discipline system in learning aqidah akhlak. The strategy for implementing this smart discipline system intends and aims to discipline and to improve student behavior. In accordance with the expression of Mrs. Sholihatun, S.Pd.I, as a teacher of aqidah morals at MI. Al-Hidayah, Prawoto Village, Sukolilo Pati, as follows:

"In my opinion, the smart discipline system is a system used to educate children to obey the rules without the need for arguments, fights, or screams".

Aqidah akhlak teachers try their best to improve the morality of students, so that in implementing the smart discipline system, there are several steps taken by the aqidah akhlak teacher, namely: identifying children's bad behavior, making rules, choosing consequences (privileges in the form of values), making tables smart discipline, and the last one is explaining how the smart discipline system works to students. where the identification of bad behavior, rules, and these consequences is written on paper and pasted on the class wall paper, and for the smart discipline table is given to students for autographs from their parents after being filled in by the teacher. As stated by Mrs. Sholihatun, S.Pd.I, as the MI aqidah akhlak teacher. Al-Hidayah, Prawoto Village, Sukolilo Pati, as follows:

"For the application of this smart discipline system, I applied it to the subject of aqidah akhlak, mas, which I had previously taken. First, I identify the bad behavior that children often do, and then write them down on a piece of paper. Second, I set the rules. This rule intends for children to obey it and the behavior that children often do can be

reduced and until they do not have the bad behavior. Third, I choose the right consequences for my child. This consequence is in the form of privileges in the form of values and praise. Children can get marks if they obey the rules and do their job well. Fourth, I created a smart discipline table, which contains the tasks that must be done by the child. I wrote the assignment on a piece of paper which is usually called blank smart discipline. The last step is then I explain to the kids how this smart discipline system works. For papers that contain identification of behavior, rules, and consequences I put them on the class wall. And for this blank smart discipline, I will share it with the children after I fill it in to ask for autographs from their parents”.

From the statement, that in implementing the smart discipline system there are several steps, namely identifying children's bad behavior. Where bad behavior will be corrected by aqidah akhlak teacher in grade IV such as being late to class, untidy when wearing uniforms, never shaking hands with teachers, talking and playing alone during lessons, and often cheating on friends' answers.

Aqidah akhlak teachers make specific class rules based on discipline and problem identification of students. Teacher-made rules are a development of madrasah rules and adjustments to student behavior in class. The implementation of this rule is made so that problems that occur in class can be reduced. The rules applied in grade IV which are in accordance with the identification of student behavior are that students must enter class before the lesson starts, must be neat when wearing uniforms, must shake hands with the teacher, must not speak and play alone when the lesson is taking place, must not imitate or cheating on a friend's answer while doing class assignments.

This is in accordance with what was expressed by Mrs. Sholihatun, S.Pd.I, as a teacher of aqidah morals at MI. Al-Hidayah, Prawoto Village, Sukolilo Pati, as follows:

"What I value in grade IV is 1) being present on time in learning, 2) orderly in uniform, 3) shaking hands with the teacher, 4) paying attention to the lesson, 5) not imitating (cheating) when doing class assignments. Now for the items that are orderly in uniform and pay attention to the lessons, I will add them again because the children still cannot obey or implement them properly. I make these items gradually, if there are items that are still not working well, I will add them again until the children can do it well. And the items they have done well, I will replace them with new items”.

In implementing the smart discipline system, a method is also needed so that its implementation can run well. The method used by aqidah akhlak teachers in implementing the smart discipline system is by observing students during the learning process and sometimes also asking other teachers for help to observe students during the teaching and learning process in subjects taught by each teacher. This is to ensure that students not only behave well during the teaching and learning process in aqidah morals, but also in other subjects. In accordance with what was expressed by Mrs. Sholihatun, S.Pd.I, as the MI

aqidah akhlak teacher. Al-Hidayah, Prawoto Village, Sukolilo Pati, as follows:

"For the method, I observe them during the learning process, for example whether when I explain a lesson, the children pay attention or not, when I give homework whether they do it at home or have just cheated from friends, like that, sis. Sometimes I also ask other teachers for help to observe the children during lessons taught by each teacher. Do the children do the task only in the subject of aqidah morals or in other subjects too?"

Apart from the method, there is also the media used in implementing the smart discipline system, namely paper. This is in accordance with what was expressed by ibi Sholihatun, S.Pd.I, as a teacher of aqidah akhlak at MI. Al-Hidayah, Prawoto Village, Sukolilo Pati, as follows:

"The medium is very simple, the medium is only paper. Where the paper is in the form of blank smart discipline which contains tasks that must be done by the children.

Methods and media are support for the implementation of the assessment in implementing the smart discipline system. The method for assessing the application of the smart discipline system is to put an "X" in the "YES" or "NO" column for each task item, and the "DESCRIPTION" column is filled with the children's behavior during lessons. In accordance with what was expressed by Mrs. Sholihatun, S.Pd.I, as a teacher of aqidah morals at MI. Al-Hidayah, Prawoto Village, Sukolilo Pati, as follows:

"The assessment is like this, I will give an " X "mark for each item of the children's assignment in the" YES "or" NO "column. For example, today A is not doing homework, so in the "NO" column I will give an "X" mark, as well as for other items. Then in the column "DESCRIPTION" I will fill in about the child's behavior within one month whether the children are behaving better, getting better, or even vice versa. After that I will distribute it to the children to ask for autographs from their parents ”.

The benefits of implementing a smart discipline system are that children have positive confidence in themselves, children will behave well without having to scream, and the relationship between parents and children is getting better. As expressed by Mrs. Sholihatun, S.Pd.I, as a teacher of aqidah morals at MI. Al-Hidayah, Prawoto Village, Sukolilo Pati, as follows:

"There are many benefits, bro, the children will behave according to the rules without having to overly order them. Children who are given praise for their good behavior will have positive confidence in themselves, because implementing this smart discipline system requires praise for the child's good behavior. In the blank smart discipline there is also a "DESCRIPTION" column, this child will get information about himself. Now that will make children have confidence in themselves. In addition, parents of students will also know the child's behavior when in the classroom so that parents can control the child's behavior and it can make the relationship between parent and child better ”.

The purpose of implementing the smart discipline system is to develop student morality, namely so that students have an attitude of discipline, manners, have respect or respect for others, are honest, responsible, and obey the teacher. In addition, so that there is communication between the parents of students and educators or the school. In accordance with what was expressed by Mrs. Sholihatun, S.Pd.I, as a teacher of aqidah morals at MI. Al-Hidayah, Prawoto Village, Sukolilo Pati, as follows:

"The goal can be seen from the item written in the blank smart discipline IV, which is to be present on time in learning and orderly in uniform so that children have a disciplined attitude, while shaking hands with the teacher and speaking well aims to make children have a polite attitude. Heed this lesson so that children have respect or respect for others. Not imitating a friend's answer (cheating) aims to make children have an honest character, doing homework so that children have an attitude of responsibility because they have been given assignments. And for those who do the teacher's orders, I usually ask them to read books before I deliver the lesson, here so that the children have obedience or obey the teacher. In essence, the implementation of this smart discipline system is so that children become more disciplined and behave not only at school but also at home and in the community, and the output of this madrasah becomes moral students. In addition, there is also communication between parents and teachers.

The application of this smart discipline system indeed contributes well to the morality of students in MI. Al-Hidayah, Prawoto Village, Sukolilo Pati, grade IV, students are polite in speaking, responsible for their duties, disciplined and obeying school rules without having to fanfare to order him. This is in accordance with what was said by Mrs. Sholihatun, S.Pd.I, as a teacher of aqidah morals at MI. Al-Hidayah, Prawoto Village, Sukolilo Pati, as follows:

"The moral has changed, bro, students who initially lacked politeness in speaking with the teacher, now have started using krama even though one or two words in speaking to the teachers. Students who used to lack responsibility towards their duties, for example when they were given homework, they did it not at home but at school when lessons were about to start, but Al-hamdulillah now they understand their respective responsibilities and such habits have been lost. They are now more diligent in doing their homework, politeness increases, and students are more disciplined ”.

Therefore, there are several things that become supporting and inhibiting factors or problems in implementing the smart discipline system. According to Mrs. Sholihatun, S.Pd.I, as a teacher of aqidah morals at MI. Al-Hidayah, Prawoto Village, Sukolilo Pati, as follows:

"The supporting factors are getting support from the head of madrasah and teachers and parents, and students' enthusiasm for the implementation of the smart discipline system. While the inhibiting factor is the different character of students, there may be one or two children who still feel unhappy about the implementation of the smart discipline system. So that when given blank smart discipline to ask for autographs from parents, they were even given their own signatures, sometimes not even asked for. In

addition, the environment of students who is not good also has an effect, especially the family environment. Family has a big influence in increasing children's morality, maybe in behavior habits, thinking patterns and so on. Family has a big role for children, bad behavior at home must be bad behavior at school because it has become a habit of bad behavior at home, students do not understand and do not think that the smart discipline system is important to direct children to have behavior good, and students' lack of awareness of the importance of having good morals and the consequences of doing deviant actions.

Based on the data above, it can be seen that the supporting factors of the strategy for implementing the smart discipline system in developing student morality in the subject of aqidah akhlak at MI. Al-Hidayah, Prawoto Village, Sukolilo Pati, which received support from various parties, namely the principal, the educators in MI. Al-Hidayah as well as the support from parents of students, enthusiasm of students and role models of aqidah akhlak teachers. While the inhibiting factors are the differences in character that students have, where there are students who are less willing to accept the implementation of the smart discipline system, the environmental factors of students are not good, students do not understand and do not think that the smart discipline system is important for directing children children have good behavior, and students lack awareness of the importance of having good morals and the consequences of doing deviant actions.

IV. CONCLUSION

Based on a discussion of the Strategy for the Application of the Smart Discipline System in Developing Student Morality in the Subject of Aqidah Akhlak in MI. Al-Hidayah, Prawoto Village, Sukolilo Pati, the following conclusions can be drawn: 1). Strategies for Implementing the Smart Discipline System in Increasing the Morality of Students in Aqidah Akhlak Subjects in MI. Al-Hidayah, Prawoto Village, Sukolilo Pati, according to the results of the study that the application of the smart discipline system made a good contribution to the morality of students, this was evident from the attitude of students who were disciplined when entering class and always wearing neat uniforms, manners when speaking with words. the teacher and shaking hands with the teacher, having respect or appreciation can be seen by the participants who listen when the teacher explains the lesson, honestly does not cheat when doing class assignments, is responsible when given homework, is obedient or obedient to the educator when instructed by the teacher to always carry it out, and there is communication between parents of students and educators. 2). Supporting and inhibiting factors of the Smart Discipline System Application Strategy in Developing the Morality of Students in Aqidah Akhlak Subjects in MI. Al-Hidayah Desa Prawoto Sukolilo Pati, the supporting factors are the support of the principal, other

teachers and parents of students, the enthusiasm of students and the role of teachers of aqidah akhlak. While the inhibiting factors are differences in the character of students, factors The environment of students is not good, students do not understand and do not think that the smart discipline system is important to direct children to have good behavior, and students lack awareness of the importance of having good morals and the consequences of doing deviant actions.

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