Strengthening Character Education Through Discipline Formation of Students with Santri Backgrounds

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Abstract: In the Presidential Regulation of the Republic of Indonesia Number 87 of 2017 concerning Strengthening Character Education Article 3, Discipline is one of the Pancasila values that is applied through a Character approach. Student discipline is the key to achieving success in achieving learning and educational goals The purpose of this study was to determine the implementation of rules and regulations, to analyze the factors that influence the discipline of students with a santri background and to analyze efforts to shape the discipline of students with a santri background in class X.1 MA Daarul Ma'arif Pasawahan. This study uses a qualitative approach with a descriptive method. With data collection techniques Observation, interviews and documentation. Testing the validity of triangulation data. The theory used in this study is from Tulus Tu'u about efforts to form student discipline that cannot be separated from rules and regulations, consistency, and firmness in the application of rules and maintaining partnerships with parents. The results of this study are (1) the rules and regulations of students which are arranged in the guidelines for manners and student discipline at MA Daarul Ma'arif have adopted educational norms and are religious in accordance with school culture, although there are still shortcomings in its application. (2) Factors that influence the discipline of class X.1 MA Daarul Ma'arif students, namely internal factors, namely student psychology and psychology, as well as external factors including school culture, madrasa and Islamic boarding schools facilities, the accuracy of the madrasa and Islamic boarding school learning activities schedule, teacher competence (3) Efforts made by the school to shape student discipline in class X.1 MA Daarul Ma'arif by compiling and implementing guidelines for manners and rules, maintaining consistency in the application of rules, habituation of disciplinary training, cooperation with the pesantren, parents and between teachers. The teacher's efforts are carried out by providing exemplary, firm rule enforcement, group guidance and counseling to handle and prevent student indiscipline.

Keywords: Discipline, Discipline of Students, Formation of Discipline

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Introduction

Discipline is a situation created by accepting the applicable regulations. Derived from the word discipline, which is an attitude of accepting and implementing applicable rules, norms and values. Discipline is an attitude that shows the quality of humans as a resource in living their lives. (Dakhi, 2020, pp. 6–7) argues that "Discipline is a person's willingness and willingness to obey and obey the norms of the regulations that apply around him." In the Presidential Regulation of the Republic of Indonesia Number 87 of 2017 concerning Strengthening Character Education Article 3, Discipline is one of the Pancasila values that is applied through the Character approach (2017). Discipline is one of the keys to achieving success in everything including learning. The importance of discipline in education is not limited to formal educational institutions because discipline has become one of the requirements for the success of an institution or organization. Ideally, discipline which is one of the characters will be firmly entrenched if it is trained continuously in the environment where the individual lives, in this case students.

The discipline of students in class X.1 MA Daarul Ma'arif who has a santri background is still not embedded as a character. Based on the results of observations that have been made, there are several indications that show student indiscipline, including: student delays when participating in learning, some students skipping lessons during class hours, some students being late in collecting assignments and not even collecting assignments or there are some students who do not follow the uniform rules that have been set determined by the school.

As explained earlier, obedience to the rules is a form of discipline. In any environment, of course, there are rules and policies that aim to create discipline. Schools as educational institutions have rules that apply to all parties in the school environment, including students. Likewise, Islamic boarding schools as Islamic educational institutions have certain policies or regulations as an effort to discipline santri. Regulations in order to instill discipline made by educational institutions, schools and Islamic boarding schools certainly have differences. Although both are within the same scope, namely being in the same foundation. Pesantren regulations which tend to be strict in theory, in fact, have not been able to realize comprehensive discipline.

However, the learning system in Islamic boarding schools at least has advantages that can instill discipline in santri. With learning that takes place within 24 hours and is under the supervision of the management and the kiai, it will certainly be easier to implement the regulations. Every activity that is scheduled and fostered and guided by ustaz and ustazah becomes a habit that disciplines santri. Different learning systems from pesantren and schools certainly have an influence on the discipline that is formed. Discipline of santri as students has a difference from just ordinary students who do not get a boarding school education.

At least santri and students have something in common, namely a term for students who are objects in education. Santri as students in Islamic boarding schools and students as students in schools. One of the characteristics of pesantren is learning which emphasizes more on education, not just teaching that takes place throughout the day. One of the advantages of pesantren, whether recognized or not, is the ability to instill habits. From Manfred Ziemek's point of view, the purpose of pesantren is to shape personality, strengthen morals and equip it with knowledge (Qomar, nd, p. 4). With a strong aim to shape the personality, in general,

pesantren is still believed to be a potential educational institution in guiding, educating and building the personality of its santri (Qomar, nd, p. 85).

Pesantren regulates the rules for santri and makes a schedule of santri activities within 24 hours with coaching, supervision which further aims to train the personality of santri and directly or indirectly instill the habit of obeying the rules as one of the character of discipline. However, unlike pesantren, schools have limited time for learning. On the one hand, santri as students who receive pesantren education should be able to apply the discipline that has been formed through pesantren. But in reality, santri when carrying out their duties as students often ignore school rules.

Even though the order and order created from compliance with regulations is the main characteristic of discipline that can be the key to success, because someone who is successful in his business, succeeds in school, succeeds in educating and other successes can usually be achieved by people who have high discipline in living their lives.(Prijodarminto, 1993, p. 3). As a bridge to success, discipline is certainly an attitude that needs to be instilled in all spheres of life. Likewise, the world of education, both formal and non-formal educational institutions, requires discipline to achieve the success of achieving educational goals. In the world of education, discipline is an attitude that seeks to be formed in order to achieve the success of educational goals for students. Therefore, discipline that has not been properly embedded in students can cause various kinds of problems in the continuity of the educational process.

Literature Review

The word "discipline" comes from the Latin "discipline" which means training or education of decency and spirituality and development of character." Judging from the definition according to the language, discipline can be said to be one part of education (Dakhi, 2020, p. 2). Meanwhile, according to Maman, discipline is an effort to control oneself and the mental attitude of individuals or communities in developing obedience and obedience to rules and regulations based on the encouragement and awareness that arises in their hearts (Tu'u, 2008, p. 32). The meaning of discipline here can be understood in two ways, namely efforts to direct and guide disciplinary behavior carried out on a person or group of people by developing an obedient and obedient attitude to applicable rules and regulations. The compliance in question is built from self-awareness of the importance of discipline and understanding the reasons for obeying the rules and regulations that are solely designed to achieve success so that the discipline carried out is based on the willingness of conscience.

Romalina (Wahab, 2015, p. 18) said that learning is essentially an activity carried out consciously by a person that produces changes in behavior in himself, both in the form of new knowledge and skills as well as in the form of positive attitudes and values (Wahab, 2015, p. 18). From the explanation of the definition of discipline and learning, learning discipline can be interpreted as an attitude or behavior of students who are obedient and obedient to the regulations that apply in their environment based on awareness of their conscience. This happens because students consciously believe that discipline is one of the attitudes that can lead to success and success in learning.

In line with the definition of discipline, one of the characteristics of student discipline at school can be seen from the extent to which he obeys and follows the applicable rules and regulations. Discipline of students in schools can be seen from the indicators of discipline achieved by students. The indicators of discipline that characterize disciplined students in schools are: first, students obey school rules; second, students are accustomed to preparing things needed to study at school; third, paying attention to learning activities through an attitude of listening, paying attention and taking notes on the teacher's explanations; Fourth, students complete assignments on time (Susanti, 2018, p. 32).

The purpose of discipline in schools is to create a conducive school atmosphere for learning activities and provide support for a calm and orderly environment(Tu'u, 2008). Discipline, according to Tulus Tu'u, has several functions, including managing life together, building personality, training personality, coercion, and creating. School rules are one tool that can be used by school principals to train students so that they can practice discipline at school (Fadlilawati, 2017). In the school rules and regulations compiled by the disciplinary team, the following points must be considered:

1. The rules are based on the idea of positive student behavior that is expected to occur in schools.
2. School rules can adopt other school rules that are considered good
3. The contents of the rules must be detailed and understandable.
4. Sentences used in the order should be positive sentences.
5. The main part of the code of conduct covers the demands that students are expected to make. The second part is in the form of disciplinary sanctions if there is a violation (Tu'u, 2008, pp. 119–120)t .

There are two kinds of factors that influence student discipline, namely internal factors and external factors. Intrinsic factors that can affect learning discipline are as follows: 1) Psychological factors which include interests, talents, motivation, concentration and cognitive abilities. 2) Psychological factors which include hearing, vision, physical fitness, fatigue, malnutrition, lack of sleep and illness (Suryabrata 198:249) (Fatonah, 2009, p. 32).

The external factors are environmental factors that affect student discipline. Therefore, external factors can arise from the family environment, school environment and community environment. The family environment is one of the factors that need to be considered because it has implications for children's discipline. (Ningsih & Widiharto, 2014, pp. 79–80) Dodson mentions five important factors in the formation of child discipline, namely:

1. Family background and culture.
2. Attitude and character of parents.
3. Educational background and socioeconomic status of the family.
4. Integrity and harmony in the family.
5. Ways and types of parental behavior

According to (Dakhi, 2020, p. 3)Discipline in schools can be influenced by the following: a) School Culture. School culture which refers to values, belief systems, norms and ways of thinking of members in the school organization itself is a mutual agreement and which gives birth to the commitment of all personnel in the school and is carried out consistently. b) Teacher competence. Teacher competence is the feasibility of carrying out the task, the

feasibility and quality of the teacher is seen from the four competencies that must be possessed by the teacher. These competencies are pedagogical competence, personality competence, professional competence and social competence. c) School facility. Everything that can support and facilitate the implementation of educational activities. d) Principal leadership. The role of the principal is important in determining work operations that can solve educational problems in schools (Dakhi, 2020, p. 3).

Furthermore, the educational environment outside of school in this case is the pesantren environment (Qomar, nd, p. 2). Pesantren is a place of education and teaching that emphasizes Islamic religious lessons and is supported by dormitories as a permanent residence for students. The community environment is everything that is around children, both social interactions and natural events that occur (Mahjuddin, 2018, p. 126). The community environment in question will also later affect the discipline of students. If you are in a disciplined environment, a person can be carried away by that environment (Tu'u, 2008, p. 49). In addition, other factors that can affect the formation of one's discipline in this case students are as follows: a) Model. Actions and actions have more impact than just words in influencing student behavior. Therefore, all educators and education personnel such as school principals, teachers and administrative staff need to provide models of disciplined behavior because students will find it easier to follow what they see than just follow what he hears. This imitation of good things makes an important role model and is very influential in the formation of student discipline. b) Disciplined environment. The environment as a place for students to grow and develop has an important role in influencing their discipline. If the occupied environment is a disciplined environment, students can be carried away by that environment. Because humans have the ability to adapt to the environment they live in. d) Disciplined practice. Doing discipline repeatedly and getting used to it will form discipline as a student habit (Tu'u, 2008, pp. 49–50).

A school can create a conducive atmosphere for the educational process as long as school management is developed with good planning, implementation and evaluation. This means that a conducive atmosphere created due to school discipline can be formed if school management is carried out in the following stages: First, planning on programs, rules and regulations that will be enforced to create school discipline. Second, implementation, namely the implementation stage or the application of the previously planned rules and regulations. Third, evaluation is the process of evaluating the implemented rules and regulations (Tu'u, 2008, p. 19).

School discipline, if it is developed and applied properly, consistently and consistently, will have a positive impact on the lives and behavior of students(Tu'u, 2008, p. 35). This discipline will encourage students to behave positively and avoid negative behaviors that deviate from the rules and regulations which are basically arranged based on good values in various norms. Bohar Suharto mentioned three things about discipline, namely discipline as an exercise, discipline as a punishment, and discipline as an educational tool (Tu'u, 2008, p. 32). Efforts to establish discipline that can be carried out by schools can be done by: 1) establishing rules of conduct, 2) consistency in the application of rules and regulations as a means of disciplining students, 3) maintaining partnerships with parents (Tu'u, 2008, p. 26). There are several efforts that teachers can make in shaping student discipline, including:

1. The teacher sets a good model
2. Teachers are required to give homework to students with the aim that lessons at school are repeated.
3. Teachers must be firm with students who commit undisciplined actions, especially students who often violate student rules.
4. The teacher works with parents to control and direct students to be disciplined (Dakhi, 2020, pp. 8–9). In the case of students with a santri background, the teacher or the school must cooperate with the Islamic boarding school in directing and guiding students to be disciplined.

Methodology

This study uses a qualitative method approach. Qualitative research method is a research method that examines the condition of natural objects by collecting qualitative data and more qualitative analysis (Sugiyono, 2014, p. 14). In this study, the author wants to use a qualitative approach. The researcher chose this qualitative approach with the intention of revealing the phenomena that occurred related to the research theme on the research subject. Through a qualitative approach, the researcher conducted research in the discipline of santri as students in class X.1 MA Daarul Ma'arif Pasawahan which is the primary data source or direct data in this study.

The type of data used in this study is based on two sources of data, namely primary data in this study is direct data obtained from the research location, namely in MA Daarul Ma'arif Pasawahan. The primary data source is the result of interviews with various parties related to the discipline of santri as students in schools at the research location, such as: students, teachers and pesantren administrators. As well as data obtained through direct observations made by researchers at the research site. Then the secondary data in this study is information and data obtained through library research, namely by collecting data from various sources such as books, e-books, journals, theses and other scientific works. In this study, data collection was carried out by several techniques, namely interviews, observation and documentation. With qualitative data analysis techniques according to Milles and Huberman which consists of three stages, namely data collection, data reduction, data presentation, conclusion drawing (Sugiyono, 2020, pp. 134–141).

The validity of the data in this study was carried out by extending observations, increasing the persistence of researchers in research, triangulating sources, techniques and time, and using references, namely supporters to prove the truth of the data that has been found by researchers.

Findings & Discussion

    1. Student Rules and Regulations

School rules and regulations are a form of guidance in applying the values that must be adhered to by students in order to cultivate a disciplined attitude. From the research results that have been described previously, the rules and regulations of students at the MA Daarul Ma'arif are in accordance with the applicable regulations of the Ministry of Religion such as matters related to learning loads, provisions for student uniforms and values that must be

instilled in education according to the National Education System. According to the Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System in article 12 paragraph 2 states that students are obliged to maintain educational norms to ensure the continuity of the process and success of education (2003).

Madrasah Aliyah Daarul Ma'arif has guidelines for school rules and regulations called the etiquette and rules of conduct for students at Madrasah Aliyah Daarul Ma'arif. The guidelines consist of: general provisions, social manners, student discipline, cleanliness, neatness and order in the madrasa environment, student council and extra-curricular activities, sanctions and others. The student code of conduct and discipline is prepared on the basis of government regulations. Then it is aligned with the values, culture and conditions that exist in this madrasa, namely the madrasa in the Islamic boarding school environment which has some students from santri backgrounds. In the process of drafting these rules and regulations, three stakeholders are involved, namely the madrasa, the head of the Fatahillah Islamic Boarding School and the head of the foundation. The rules and regulations that have been compiled in the form of guidelines for the manners and rules of the MA Daarul Ma'arif students are carried out in several stages. These stages include the steps of socialization, supervision, application of punishment/sanctions and rewards.

First in advance, the madrasah conducts socialization of the regulation to students, teachers, staff and parents or the boarding school which is the guardian of students with a santri background. However, the socialization process carried out is still not optimal, where researchers still have not found written written rules of conduct in classrooms, madding rooms, teachers' rooms and others in the madrasa environment. *Second*, the monitoring stage. At this stage, the madrasah supervises students with a santri background involving the administrators of the Islamic boarding school. Supervision of students who are late for entry or matters related to violations of student dress rules and time discipline also involves student councilors who are tasked with recording and recapitulating the data.

Third the implementation of rules and regulations at the MA Daarul Ma'arif is the application of sanctions/punishments or rewards. In the application of sanctions or punishments for violations of student etiquette and discipline, according to the previous guideline document, it is carried out in a persistent manner and adjusted to the level of the violation committed. However, in its implementation it is still not fully carried out optimally, where the application of sanctions is carried out more flexibly while taking into account the gradual aspects that are adjusted to the type of violation. Sanctions in this madrasa are in the form of reprimand, giving warning letters and calling parents, advice or warning three times, punishment for reading prayers or memorizing letters, push ups, raids, haircuts. The class teacher sanctions in the form of not being given an entry permit,

The application of sanctions has been carried out, however, for some conditions, concessions are still applied so that the implementation of these sanctions or punishments has not been comprehensive. Then according to him, every teacher also has different procedures in handling students who are late but still in the same stages as starting from asking the reason, considering the reason then giving sanctions in the form of reprimand or memorization and reading prayers, short letters or other educational punishments. Regarding the application of rewards or prizes for students who are disciplined by obeying and

implementing school rules and regulations at Madrasah Aliyah Daarul Ma'arif, in general, the deputy head of the curriculum explained that there are two forms, namely verbal appreciation with praise and appreciation by giving a certificate of appreciation.

These rules and regulations are needed because they can describe the school's values and culture held by the madrasa. As a school that has a dominance of students with a santri background, the rules and regulations of students at MA Daarul Ma'arif are prepared by involving various related parties which aim to maintain the harmony of learning activities in madrasas and Islamic boarding schools. This is in accordance with one of the objectives of the establishment of school rules and regulations, namely to maintain the implementation of teaching and learning activities (Fatonah, 2009, p. 32).

The guidelines for student etiquette and discipline at MA Daarul Ma'arif also include positive behaviors that must be obeyed by students and prohibitions for negative behavior. This is in accordance with the function of the rules and regulations according to (Again, 2019, p. 247) the function of school rules and regulations is to introduce good behavior to students while preventing students from deviant things or behavior. Similar to what was said (Fadlilawati, 2017) that school rules are one of the tools that can be used by school principals to train students so that they can practice discipline at school. In the school rules and regulations compiled by the disciplinary team, the following points must be considered:

1) The rules are based on the idea of positive student behavior that is expected to occur in schools.
2) School rules can adopt other school rules that are considered good
3) The contents of the rules must be detailed and understandable.
4) Sentences used in the order should be positive sentences.
5) The main part of the code of conduct covers the demands that students are expected to make. The second part is in the form of disciplinary sanctions if there is a violation (Tu'u, 2008, pp. 119–120).

However, the formation of student discipline does not only require well-recorded rules and regulations. But it also requires consistent and consistent implementation and enforcement of regulations. Based on the research that has been done, the enforcement of rules and regulations at the MA Daarul Ma'arif still has some leeway in the application of sanctions for violations of student discipline. The enforcement of regulations that have not been optimal has led to the emergence of other violations committed by students.

2. Factors Affecting Student Discipline

Furthermore, in general, there are two kinds of factors that influence discipline, namely internal factors and external factors. Internal factors that can affect student discipline according to (Afiati, 2018, p. 18) namely the student's physical condition, development and psychological. Self-awareness is also an internal factor that affects student discipline (Tu'u, 2008, p. 48).

In MA Daarul Ma'arif there are 2 internal factors that can affect student discipline, namely psychological and psychological factors. As stated by (Fatonah, 2009, p. 32) that psychological factors include such things as interests, talents, motivation, concentration and cognitive abilities. While the psychological factors include physical fitness, lack of sleep and fatigue. From the results of the research, psychological factors that affect student discipline

are the personality of students who have not been sensitive to the importance of school discipline, the character of students who do not want to be restrained and the lack of interest and motivation of students in school. According to the psychology of children aged 12-20 years is the stage of character formation and religious education, where at this stage the child experiences a transition period, namely the phase when the child is in doubt between institutionalized societal norms that are deemed incompatible with his life so that the child wants to break free from the shackles the norm to find his identity (Ijudin & Munawaroh, 2018, p. 154). The psychological factor that affects the discipline of class X.1 students is the physical condition that lacks sleep because the time of the boarding school activities is late at night, causing them to be unprepared for school on time and late for class.

The external factors are environmental factors that affect student discipline. Therefore, external factors can arise from the family environment, school environment and community environment. The family environment is one of the factors that need to be considered because it has implications for children's discipline (Ningsih & Widiharto, 2014, pp. 79–80). Dodson mentions five important factors in the formation of child discipline, namely:

a) Family background and culture.
b) Attitude and character of parents.
c) Educational background and socioeconomic status of the family.
d) Integrity and harmony in the family.
e) Ways and types of parental behavior

In MA Daarul Ma'arif external factors that affect student discipline are environmental, family and school factors. As for the discipline of santri as students, the environmental factors that influence it are the educational environment of madrasas and pesantren. In it the association of class X.1 students with students outside the boarding school is also a factor that affects student discipline. For example, in obeying the manners of speaking politely which is influenced by the language of friends, as explained by Mr. Mahmudin.

Besides that (Dakhi, 2020, p. 3) argues that discipline in schools can be influenced by the following things, namely a) School Culture. School culture which refers to values, belief systems, norms and ways of thinking of members in the school organization itself is a mutual agreement and which gives birth to the commitment of all personnel in the school and is carried out consistently. b) Teacher competence. Teacher competence is the feasibility of carrying out the task, the feasibility and quality of the teacher is seen from the four competencies that must be possessed by the teacher. These competencies are pedagogical competence, personality competence, professional competence and social competence. c) School facilities, namely everything that can support and facilitate the implementation of educational activities. d) Principal leadership (Dakhi, 2020, p. 3).

From the observations that have been made, the school culture at MA Daarul Ma'arif tends to hold religious values or Islamic values. This was also expressed by the guidance and counseling teachers and Al-Qur'an Hadith teachers who explained that the madrasa environment which was in the same environment as the Islamic boarding school had a significant impact, especially on students who were students of santri. This Islamic school culture factor affects student discipline, especially in obeying Islamic values and norms. Therefore, based on an interview with the deputy head of student affairs, it was stated that the

violations committed by class X.1 students tended to be about violations of time discipline only, so that they did not lead to other violations such as manners,

Next din terms of inadequate facilities and infrastructure such as the limited available bathrooms that are not in accordance with the needs of santri. This causes a queue of santri when preparing to go to school, causing student delays.

In implementation even though learning activities the schedule of Islamic boarding schools and madrasas has been adjusted but in practice there is still an overlapping schedule between learning activities in madrasas and learning activities in Islamic boarding schools. This is because there is a miscommunication that still often occurs between the pesantren and the madrasa which ultimately causes several problems regarding the discipline of santri as students at school. Disciplinary problems, such as in the case of madrasa admission hours, which have been determined in the regulations but are often violated by class X.1 santri who are students at the Fatahillah Islamic Boarding School.

As for kteacher competency at MA Daarul Ma'arif quite good in terms of relation to disciplining students. The teacher's consistency in keeping time is part of the personality competencies that can affect students' views of school discipline.

Furthermore, the educational environment outside of school in this case is the pesantren environment (Qomar, nd, p. 2). Pesantren is a place of education and teaching that emphasizes Islamic religious lessons and is supported by dormitories as a permanent residence for santri. The community environment is everything that is around children, both social interactions and natural events that occur (Mahjuddin, 2018, p. 126). The community environment in question will also later affect the discipline of students. If you are in a disciplined environment, a person can be carried away by that environment (Tu'u, 2008, p. 49). In addition, other factors that can affect the formation of one's discipline in this case students are as follows:

a) Model

Actions and actions have more impact than just words in influencing student behavior. Therefore, all educators and education personnel such as school principals, teachers and administrative staff need to provide model of disciplined behavior because students will find it easier to follow what they see than just follow what he hears. This imitation of good things makes an important role model and is very influential in the formation of student discipline.

b) Disciplined environment

The environment as a place for students to grow and develop has an important role in influencing their discipline. If the occupied environment is a disciplined environment, students can be carried away by that environment. Because humans have the ability to adapt to the environment they live in.

c) Disciplined practice.

Doing discipline repeatedly and getting used to it will form discipline as a student habit (Tu'u, 2008, pp. 49–50).

3. School Efforts in Shaping Student Discipline

A school can create a conducive atmosphere for the educational process as long as school management is developed with good planning, implementation and evaluation. This means

that a conducive atmosphere created due to school discipline can be formed if school management is carried out in the following stages: First, planning on programs, rules and regulations that will be enforced to create school discipline. Second, implementation, namely the implementation stage or the application of the previously planned rules and regulations. Third, evaluation is the process of evaluating the implemented rules and regulations (Tu'u, 2008, p. 19).

School discipline, if it is developed and applied properly, consistently and consistently, will have a positive impact on the lives and behavior of students (Tu'u, 2008, p. 35). This discipline will encourage students to behave positively and avoid negative behaviors that deviate from the rules and regulations which are basically arranged based on good values in various norms. Bohar Suharto mentioned three things about discipline, namely discipline as an exercise, discipline as a punishment, and discipline as an educational tool (Tu'u, 2008, p. 32).

The school's efforts in shaping the discipline of students with a santri background at MA Daarul Ma'arif are:

a) Develop rules by coordinating and communicating with the boarding school. In its preparation, it has been confirmed with the pesantren, but in its implementation there is still an overlap in the time of pesantren and madrasa activities due to pesantren activities that are not on schedule.

b) Implementing punishment in the form of a reprimand, writing a statement, push ups, memorizing a surah or prayer, providing additional assignments through remedial and other actions tailored to the violations committed by students.

c) Holding the habit of reading Asmaul Husna, praying, praying in congregation as an exercise to form student discipline, namely by doing positive behavior repeatedly so that it becomes a habit.

d) Creating coordination and communication between teachers and guardians of students (boarding school administrators). This effort is still trying to be carried out by holding dialogue or deliberation even though there are still some obstacles or miss communication in it.

e) Collaborating internally with madrasah, namely by coordinating subject teachers, homeroom teachers, students, counseling guidance teachers and madrasah heads in order to deal with student discipline problems.

According to (Dakhi, 2020) In shaping student discipline, teachers can make several efforts including: a) Teacher model, b) Teacher firmness in enforcing student rules and regulations, c) Cooperation between teachers and parents in controlling and directing students to be disciplined, and d) Providing character education lessons to students. Based on the research that has been done by the teacher in shaping student discipline in MA Daarul Ma'arif this has been carried out by several PAI subject teachers. The teacher's efforts to shape the discipline of class X.1 students include:

a) Provide exemplary. The teacher sets an model for students by attending class on time as a form of time discipline, dressing neatly according to the provisions, and behaving in accordance with the positive values applied in the rules and regulations.

b) Teachers are firm in enforcing rules and regulations. This is done by some teachers such as explicitly not allowing students to enter class if it does not match the time set by the rules. Or the teacher ignores the presence of students but still allows students to listen to the delivery of the subject matter. Provide action and punishment for violations committed by students.

c) The teacher instills the values of the character of discipline in learning activities by integrating them into the learning material in relation to the importance of discipline. The education is poured in the form of stories that can inspire and motivate students to study discipline and school.

d) Teachers give rewards in the form of praise or guarantees of high grades if students are disciplined in time and learning activities.

e) The teacher cooperates with the boarding school management in dealing with disciplinary problems for class X.1 students.

The teacher conditions a conducive classroom by using teaching skills in providing reinforcement and mastering the classroom. The types of reinforcement that can be given can be in the form of verbal, symbol or gesture and also through eye contact to get to know and understand students more deeply.

This is in accordance with what was conveyed by (Tu'u, 2008, p. 26) Efforts to establish discipline that can be carried out by schools can be carried out by: 1) establishing rules of conduct, 2) consistency in the application of rules and regulations as a means of disciplining students, 3) maintaining partnerships with parents. There are several efforts that teachers can make in shaping student discipline, including:

a) Teachers set a good model

b) Teachers are required to give homework to students with the aim that lessons at school are repeated.

c) Teachers must be firm with students who commit undisciplined actions, especially students who often violate student rules.

d) The teacher works with parents to control and direct students to be disciplined (Dakhi, 2020, pp. 8–9). In the case of students with a santri background, the teacher or the school must cooperate with the Islamic boarding school in directing and guiding students to be disciplined.

The purpose of discipline in schools is to create a conducive school atmosphere for learning activities and provide support for a calm and orderly environment (Tu'u, 2008). Discipline, according to Tulus Tu'u, has several functions, including managing life together, building personality, training personality, coercion, and creating.

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