

Fostering Students' Discipline in Boarding School toward Industry 4.0

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Abstract. This study focused on the school's strategy in fostering students' discipline in boarding schools. These strategies are: (1) fostering discipline and education in state defense, (2) religious formation, and (3) evaluation of its fostering activities. This study uses a qualitative approach with a type of case study — data collection techniques were collected through observation, interviews and documentation. Data analysis was done by reducing data, presenting data and drawing conclusions. The results of this study indicate that: (1) the strategy for improving discipline of students' is to adopt a military system, which involves personnel of the Indonesian military and police (TNI and POLRI) as trainers for fostering the student's, habitual to give greetings and respect when meeting older people, habituation in eating manners, inherent supervision and formation and activation of the student organization, (2) a strategy in religious formation that adopts a quasi-Islamic boarding school coaching, for example, is obliged to pray five times in congregation, following Islamic religious obligatory activities, such as Qur'an reading, lecturing, praying in Friday, visit study, Friday sermon and celebrate forty days and working with third parties in conducting religious guidance and (3) evaluating the development of a reward and punishment system that gives an impact to each student.

Keywords: fostering, school strategy, students.

1. Introduction

Education is the key to improving human resources quality that contributes to the advancement of a nation. Transferring knowledge to students is not sufficient in developing the abilities and shaping the character of a nation for a better intellectual life of the nation. A comprehensive guidance program is needed to develop the values of the discipline of students. This program allows the students to develop their self-potential as well. The values of discipline are realized in the real-life context; this can be observed from the implementation in several institutions. One of the examples of conceptualization of such values is the establishment of rules in a school.

Rules are a formalized guideline explaining points that are allowed and not allowed in a particular area. Establishment of rules is a process of law enforcement that specifically defines the expectation of a teacher regarding the students in a school. Identifying and understanding rules are essential for the students. This is to comprehend everything that is allowed to do and some sanctions for violating the rules. Understanding this concept may result in the awareness of the students to abide by the law.

SMA Terpadu Wira Bhakti (Integrated Senior High School SMA Wira Bhakti) is among the best schools in Gorontalo. This school provides extensive discipline programs in its educational system through the implementation of the rules of the institution. Furthermore, the school is also an Islamic boarding school where religious values are integrated into all of its activities. This is among the strategies in embracing the industrial revolution 4.0. SMA Terpadu Wira Bhakti Gorontalo is a unique educational institution for reasons, such as 1) the school is among leading private schools under the supervision of a foundation; 2) the school focuses on providing student services, this is represented by the efforts of the institution in the provision of quality learning resources; 3) prioritizing the values of discipline and religious; 4) the guidance programs implemented facilitate the development of students by designing priority or superior programs that allow the learners to excel in both academic and non-academic activities. The above discussion urges the researcher to analyze the strategies of guidance programs of students in embracing industrial revolution era 4.0 that focuses on promoting good mental and spiritual character with well-mastery of technology and information skills.

2. Theoretical framework

Guidance program is a set of activities that is effectively and efficiently implemented. Student's guidance programs refer to the provision of service for students during or outside school hours that are aimed to promote the awareness of the students regarding their position as a learner. This also helps the students to gain awareness of their tasks (Rohiat, 2008). According to Fathurrohman (2013), guidance is an effort, behavior, and activity that is efficiently and effectively to attain the best outcome.

According to Article 1 of the Regulation of the Ministry of National Education of the Republic of Indonesia Number 39 of 2008 considering students guidance, the objective of guidance program encompasses (1) optimum and integrated development of students' potential, this program covers the development of students' talent, interest, and creativity; (2) improving students' personality to develop resilience in school as an educational environment, this is also to stay away from negative influences that contradict with the target of education; (3) realizing the students' potential in attaining best outcome according to the talent and interest of the students; (4) preparing students with good characters that respect the principle of democracy and human rights to create a civilized society.

2.1 Discipline Guidance in the Industrial Revolution Era 4.0

Prijodarminto (1994) defines the term discipline as a condition created from a set of processes representing several behaviors that represent the values of obedience, loyal, and orderliness. Once the values of discipline have been embodied within a person's mindset, performing the attitudes of discipline is no longer a burden for the person. In fact, the person considers that behaving differently from the norms oppresses the individual. It is expected that the attitude of discipline raises the students' awareness in following the school rules by which it optimizes the teaching and learning processes. This condition leads to the attainment of the target of education. On that ground, the students need a guidance program to understand whether a behavior violates the rule or not and to identify behavior that they need to promote an effective teaching and learning process (Gordon, 1996).

The above idea corresponds to the opinion by Fachrudin (1989) that the basic purposes of promoting discipline are to (1) help students be more mature and responsible where they can overcome the attitude over-dependent and irresponsibility, (2) help students to cope with the problems of discipline by which it creates a favorable learning

environment (as the students already follow the rules). Incorporating discipline in schools is essential due to the needs of the students' learning. This effort is also necessary to avoid every issue that obstructs the students' success. Being disciplined in following rules promote the sense of being secured for the students as they are able to identify which one that should or should not they do. In addition, this effort enhances the learning process, resulting in a satisfying learning outcome of the students.

Tu'u (2004) mentions factors affecting the development of discipline: (1) giving a good example or model. Students find it easier to imitate people they consider as a role model; this is if they see the people directly rather than listening to what the others say about the role model. In other words, a positive example regarding discipline by a superior, principal, teachers and administration staff influences the students' discipline. (2) disciplined school environment. In comparison to another environment that yet to incorporate discipline, disciplined school environment significantly influences the development of discipline attitude of the individual within the area. (3) practice positive discipline. Cultivating discipline can be done through practices and habits. Suharno (2008) argues that schools are responsible for providing students with assistance. This is to help the students in dealing with their problems in academic, emotional and social by which it effectively improves the students based on their potential. The application of an educational discipline attitude is not an act of restraint or limitation of student freedom. This is, however, nothing more than an effort to foster an attitude of responsibility to promote quality life. In other words, students do not consider the attitude of discipline a burden but a necessity in carrying out their daily tasks.

2.2 Religious Guidance

Religious education contributes to shaping the religious virtues within students' mind. This education emphasizes cultivating habitual actions that are in line with the teaching of religion. The objective of Islamic education is to shape the morals and manners of students. In addition, the implementation of Islamic education is also useful in directing students to attain their goals according to norms; this is also to develop strong-willed character. Students can understand the meaning of their obligation to respect human rights in which it allows them to distinguish positive and negative behaviors. As a result, the students always remember God in every work (Al-Abrasyi, 1970).

Religion-based education is constituted in the Government Regulation No. 55 of 2007 considering Religious Education and Religion-based Education asserts that 'Religious education shall be intended to mold learners to become a human being who is faithful and pious to the One and Only God, and who has morals and noble characters with the capability to maintain peace of interfaith relation. Nasution (2010) mentions religious guidance as among the guidance strategies. The implementation of religious guidance consists of (1) religious approach, i.e., a complex integration between knowledge, feeling, and religious behavior of an individual. (2) Practicing habits. Family engagement in education should focus on cultivating religious and moral values which shape the behavior of students. This allows them to develop their self-potential effectively, to start incorporating religious values and norms by introducing the symbols of religion, the performance of praying (salah), Qur'an recitation, and prayers. Parents are expected to promote the habit of salah, reciting Qur'an and seven words of *thayyibah* (good sayings). (3) Role model. A role model is essential to promote religious virtues. Parents should give a model to children firstly. This can be done by, for example, giving a model of praying in congregation. A person functioned as a role model should interact with children directly. (4) Rewarding and punishment. Rewarding and punishment is also necessary for religious education.

Boarding school is a school where the students reside during their study (Suharsono and Ana, 2009). In this school, the students live and study in the school environment by which it promotes an orderly and comfortable learning atmosphere. Teachers are always available to provide guidance for students who want to consult their academic life, including subjects that the students do not understand. Students can also ask for other advice from the teachers or dorm counselors. The curriculum of a boarding school is designed to produce students with positive characters.

Systems in a boarding school are intended to produce graduates with some characteristics, such as (1) students who are faithful, righteous, independent, healthy, and disciplined; (2) outstanding students in academics with competitiveness quality; (3) students who have the skills to support their lives; (4) students who are independent, creative, and innovative with the spirit of an entrepreneur. A boarding school has its regulation for the students. The implementation of academic activities is maximally executed as the teachers continuously motivate the students to keep aims for the best and to be competitive.

2.3 Assessment

Students' activities in a dorm are monitored and assessed by a teacher or a dorm counselor. This present study found that teachers give reward and punishment during learning. Djamarah (2008) defines the word 'reward' as presenting gifts to an individual as an acknowledgment for his or her efforts. Further, Hamalik (2009) points out that reward is intended to raise students' interest. It should be noted that the provision of reward should not be a target for students during working on their tasks. The tenet of rewarding is that a learner will be acknowledged for his or her achievement in learning by which it encourages them to do independent learning. The reward can be regarded as the way teachers motivate their students (Sudirman, 2007). From the above ideas, the term reward is simply defined as presenting a gift for acknowledging students' achievement to keep them motivated in aiming for the best.

Teachers have several approaches to giving rewards for students. Some of the examples are (1) complimenting students to boost their learning motivation; (2) presenting gifts as it can motivate some students; (3) pray for students, such as "may Allah bless you with great success"; (4) acknowledgment remarks as a commemoration of students for their achievement; (5) parent report, i.e., reporting students' achievement to their parents (Arief, 2002). The reward can take in the form of material and nonmaterial reward. The example of material rewards is paying students for good grades and presenting students with gifts, such as stationaries and trophies. Non-material rewards refer to teacher's gesture, such as nodding for confirming students' correct answers as well as teachers' motivational compliment, prayer, and good marks for the students.

Baharuddin (2010) defines punishment as the imposition of an unpleasant outcome to reduce misbehavior. Furthermore, Majid (2013) argues that punishment in education is something undesirable; it is considered a negative education medium. However, this approach is able to motivate students in learning. Purwanto (2011) explains that punishment is penalty inflicted (by parent or teacher) to students for their misbehavior. From the above definitions, it can be concluded that punishment functions as a penalty for misconduct or violation of the students; punishment is considered undesirable or negative encouragement. However, teachers can benefit from giving punishment to the students if its implementation is carried out properly.

According to Ormrod (2009), punishment is categorized into two, such as (1) effective punishment, such as 'just' punishment that effectively reduces students' misbehavior during the class. Some of the examples of this punishment are verbal

warnings, fines, and suspension from schools. (2) ineffective punishment, i.e., corporal or psychological punishment.

3. Research methodology

This research was conducted in integrated senior high school SMA Wira Bhakti Gorontalo. This case study employed a qualitative approach. It focused on collecting the data of the guidance program in a boarding school which emphasized (1) discipline, (2) religious aspect, and (3) evaluation of students' guidance. The data were from the interview with the school principal, vice principal of student affairs, vice principal of curriculum, religious advisors, trainers, and students. Observation and documentation method were also applied in generating the data. Furthermore, the data were analyzed in some steps, such as data reduction, data display, and drawing up conclusion or verification.

4. Results and discussion

The results reveal that discipline guidance procedures in SMA Terpadu Wira Bhakti incorporate some military elements. The guidance program is intended to manage the students' guidance program where it directs the students to behave in school or outside the school environment. Cultivating discipline is done by incorporating the attitude in habitual action. The monitoring process was done by the school principal directly and continuously. Furthermore, the implementation of discipline guidance is stipulated in the student regulation. This program also incorporates the elements of state defense to produce disciplined students who are loyal to the Republic of Indonesia. Some examples of such integration are the implementation of basic leadership training for a week which is organized with the Indonesian National Armed Force or *TNI*.

Religious guidance program in the research site adopts a system in an Islamic boarding school. As a result, the school accepts Moslem students only. Teachers of SMA Terpadu Wira Bhakti always integrate the subject with religious teaching from Al Qur'an and hadith. Furthermore, the students are also directed to pray in congregation and to perform other sunnah prayers (optional or supererogatory *salah*) as their habits. Other religious activities are studying *aqidah* (creed), *fiqh* (human understanding of Islamic law), *siroh* (prophetic biography), *akhlak* (virtue, morality, and manners) and *hadith* (record of words by the prophet Muhammad), *Tahfidz Qur'an* (Qur'an memorization), *Tadarus Qur'an* (Qur'an recitation), *Muhadoroh* (public speaking), *manasik haji* (rites and ceremonies that have to be performed by Islamic pilgrims in and around Mecca), *imam and iqro*, *khutbah Jumat* (Friday's sermon) and *khutbah Jumat keliling* (primary formal occasion for public preaching in the Islamic tradition in Friday). The featured program is Al Qur'an Memorization Training (AMT) where the students memorize Qur'an for 40 days.

The evaluation of student guidance program is done by scoring or giving points; this evaluation also considers the rapport score. It implements the plus-and-minus point for the scoring. Students score will be penalized for every misconduct while the others with outstanding achievement receive more point (plus). The result of this research serves as a material for further guidance program. The school also applies a rewarding and punishment system. The punishment is corporal punishment or social punishment which is more educational in nature.

The finding of this study is illustrated in the following Figure 1.

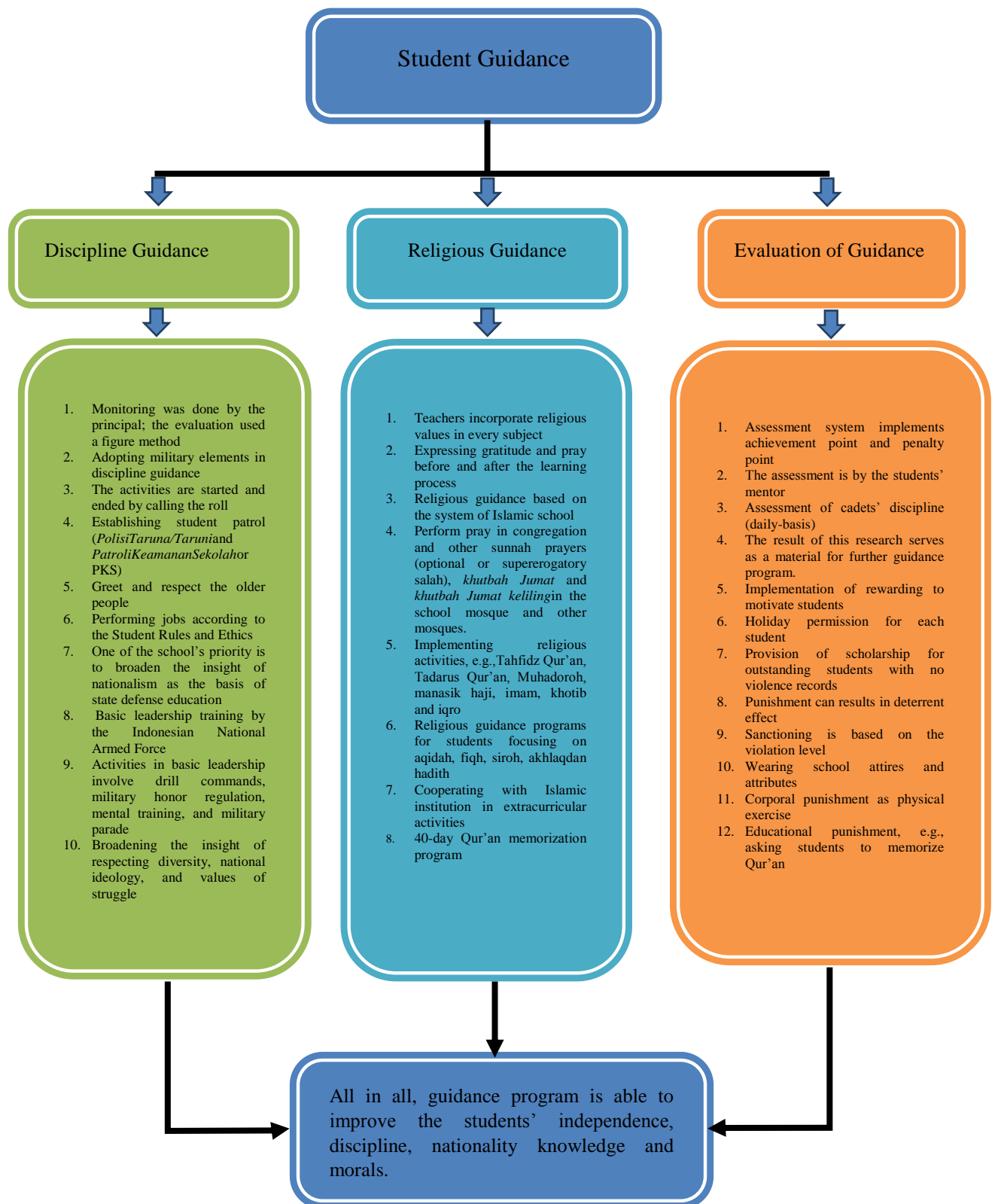


Figure 1. Students Guidance in an Islamic Boarding School

4.1 Discussion

4.1.1 Discipline Guidance

Discipline guidance programs in the research site adopt some elements of those in military education. This is aimed at cultivating the behavior of students based on the student rules and ethics to ensure an effective and quality learning in school and dormitory. According to Prihatin (2011) mentions three approaches in discipline guidance, such as (1) Inner Control approach. This approach raises awareness regarding students' ethics. This cultivates students' self-discipline. (2) External Control approach. This approach cultivates students' discipline. External control requires monitoring (also extensive supervisor that should also incorporate sanctioning for every violation). (3) Cooperative control approach. In this approach, teachers and students cooperate with each other to monitor every misconduct.

Efforts to foster awareness of discipline are carried out at the beginning of the base period. This is to improve students' understanding of a certain system by which they are able to implement the system. The values of discipline are cultivated in practicing drill commands and is done in a group. SMA Terpadu Wira Bhakti implements a strict supervision method in monitoring its students. The school responds to any issues immediately. Furthermore, the students also participate in managing their peers by establishing student patrols which function to foster students' discipline and maintaining safety in the school.

SMA Terpadu Wira Bhakti incorporates basic leadership training managed by Indonesian National Armed Force to produce students that prioritize the values of discipline and leadership with a broad knowledge of nationalism. This school also implements state defense education to improve the students' ideology of nationalism. This is in line with the opinion by Subagyo (2015) that state defense should be taught to every citizen to raise the awareness of the importance of prioritizing nation's interest over self or group interest. State defense education should be taught continuously to all citizen in strengthening the value of nationalism as well.

4.1.2 Religious Guidance

Tafsir (2005) defines Islamic education as teachings of Islamic value to individuals. A boarding school adopts the system of Islamic boarding school. Integrating the system of Islamic boarding school functions to renew the system of this school to keep up with the modernity, especially for the dynamics of Moslems. Anhari (2006) points out that integrating religious teaching into subjects taught is able to develop students' personality comprehensively. The educational and guidance activities of a boarding school take place in a student dorm 24/7; the program has its timeline as well. In developing Islamic education and gaining in-depth knowledge for students regarding this matter, religious programs should be incorporated in both intra and extracurricular activities. The intracurricular programs are scheduled on weekdays. These programs start from 07.00 to 15.00. Furthermore, promoting religious values is not only the responsibility of religion teachers. Other teachers should partake in this role as well.

SMA Terpadu Wira Bhakti obliges its students to perform 5 obligatory prayers in congregation. The school also implement other religious programs mentioned in the previous figure. In this year, the school also conducts a program called *Daurah 40 hari* (40-day Qur'an memorization program) in *Al Qur'an Memorization Training Makassar*. It

is expected that religious guidance programs in intra and extracurricular activities are able to improve the students' knowledge in terms of worship, moral, and Islamic studies.

4.1.3 Student Guidance Evaluation

Student guidance programs in class and outside the class are assessed. The assessment is from the student rapport and the accumulation of the students' point (from the reward point and penalty point system). Outstanding students are given points ranging from 1 to 20; the school will give these students a reward; this is aimed to motivate the students. On the contrary, those who violate the rules will get penalized score, meaning that they will get a minus point (minus 1 to minus 20) and will receive a punishment. It is expected that such punishment has a deterrent effect on students. Corporal punishment, i.e., by asking the students to do a push-up or to make a student runs a lap. The school also implements social sanctions for the students.

Prihatin (2011) points out that reinforcement has a significant impact on the students rather than punishment. In other words, teachers should reinforce the students, i.e., extending the students a reward for their achievement. This is because the students consider that the teacher acknowledges their performance. Purwanto (2011) argues that the reward can take in the form of certificate and scholarship depending on the school, specifically the curriculum and/or students affair board. Giving the students the award will be held during the morning parade. The sanctioning depends on the school principal or the result of teachers' forum.

5. Conclusion

It can be concluded that SMA Terpadu Wira Bhakti incorporates some elements of an Islamic boarding school; the elements are integrated into military-based education. This program also incorporates the elements of state defense to produce disciplined students who are loyal to the Republic of Indonesia. Religious guidance program in the research site adopts a system in an Islamic boarding school. The school also cooperates with other stakeholders, involving Islamic supervisor or clerics. The evaluation of student guidance program is done by scoring or giving points; this evaluation also considers the rapport score. The result of this research serves as a material for further guidance program. The school also applies a rewarding and punishment system which is intended to motivate the students.

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