

Moral Development to Improve Students' Discipline in Class V at MI Al-Hidayah Makassar

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Abstract

The moral development of each learner should be the most important thing in the educational process in order to create real educational goals. Therefore, this study aims to describe the forms of moral development and obstacles in the implementation of learning in order to improve student discipline. The research method used is descriptive qualitative which focuses on the form of moral development and the constraints experienced in order to improve discipline. The subject was a class V MI Al-Hidayah Makassar. The data collection technique used was observation of the learning process, documentation and interviews with Islamic Religious Education (PAI) teachers, *Madrasah* heads, and several students at random. The data analysis used is descriptive qualitative with a nominal approach. The results obtained indicate that there are several forms of coaching carried out by teachers and other school managers, namely; direction, exemplary, coaching, punishment and reward. Each of these coaching patterns certainly has a positive impact, namely it can minimize the occurrence of indiscipline in students. Obstacles faced by teachers in improving discipline are limited collaboration with parents, guardians of students and environmental influences.

Keywords: *Discipline, Enthusiasm, Education, Student*

INTRODUCTION

Developing human life systems towards a better strategy that can be taken is to improve the quality of education services. According to al-Ghazali, Islam is a source of integrated moral teachings between rational and emotional, reason and heart. Al-Ghazali was the first Muslim philosopher who succeeded in reconciling rationalism

In everyday life people often hear people say that there are students who have high, less, and less disciplined. The high discipline category is usually directed at students who are present on time, obey school rules, behave according to applicable norms, and the like. Conversely, the term student who lacks discipline is usually addressed to people who lack or cannot comply with applicable rules and regulations, whether originating from society (conventional-informal), government or regulations stipulated by a particular institution (organizational-formal).

Students in participating in learning activities at school will not be separated from the various rules and regulations that apply at school, and each student is required to be able to behave

in accordance with the rules and regulations that apply at school Compliance and obedience of students to various rules and regulations The rules that apply are usually called student discipline. Meanwhile, rules, regulations, and various other provisions that seek to regulate student behavior are called school discipline.

Based on the objective conditions at MI al-Hidayah Makassar, it can be seen that students have discipline phenomena, among others, they are rarely found coming to school late, dressed neatly, and politely. It is this phenomenon that makes the writer's fascination to find out what forms of moral development they have so that discipline can be enforced consistently.

METHOD

Based on the problem and its objectives, the research uses a qualitative descriptive research type which aims to explain the problem and obtain authentic information or data in the field. The research location is at *Madrasah* Ibtidaiyah al-Hidayah and the subjects are fifth grade students and guardian teachers and heads of *Madrasahs*. The data collection method used was observation of the learning process and

schooling conditions as well as interviews with predetermined subjects. The data analysis used is data reduction, data presentation, and sequential verification. The focus of his research is moral development to increase discipline.

RESULTS AND DISCUSSION

Based on the results of an interview with the Head of *Madrasah* al-Hidayah Makassar that: actually, there are still violations, however, according to our records, as time goes by the intensity of violations that occur by students decreases. Likewise, the opinion of Rabi'ah, S. Pdi that in everyday life students cannot be separated from violations, and it is the same with class V students at MI al-Hidayah Makassar because they are in a developmental period but it is not too severe.

The two opinions above show that there are still disciplinary violations committed by students. The types of violations include arriving late to school, not completing homework according to the set time, clothes that are not neat, and there are still many whose nails and hair length are according to standards set at the school. Regarding the sanctions given to students who have violated disciplinary rules according to Wa Sitti Zuhijani, S. Ag that the types of sanctions are in accordance with the violations, for example, the length of their nails is ordered for them to scratch their bodies, those who come late are asked to clean the toilet and school yard, and for those who If you don't do your homework on time, you will add heavier homework.

The response from Rabiah, S. Pdi, is that these are the sanctions that we give to students who violate school rules and these violations are generally handled by their respective homeroom teachers. But before that they were given warnings, directions, advice and then given physical sanctions such as picking up trash around the school and or standing in front of the class.

From the responses above, it can be concluded that the school and homeroom teacher have implemented sanctions for students who violate them. The school also applies the moral development method according to Wa Sitti Zuhijani that in fostering student morale and discipline we use a personal/personal approach

by the homeroom teacher, but if serious violations occur then we contact the parents of the students' guardians to come to school and communicate about the child -their children openly and persuasively. Some of the results of the interviews conducted show that the school continues to strive to foster the morale and discipline of students using various approaches. The relationship between parents and guardians of students and teachers or schooling parties is still well established so that the violations that occur are still relatively low and can still be handled properly.

The recapitulation data of class V MI al-Hidayah students who violated can be seen in the following table:

Table 1. Types of Violations Class V students

No	Name	Type of Violation	Information
1	Renaldi	Not wearing uniform	Briefing
2	Muh. Iksan Jamil	late for school	briefing
3	Muh. Ilahm	late for school	briefing
4	Achma di Wahid	Not wearing socks	briefing
5	M. Fatur Rahman	The length of the nails	warning
6	Ahsan Ali	Not doing homework	warning
7	Fitra Maulana R	Not doing homework	Warning
8	Muh. Irfan Efendi	Long hair	Warning
9	Muh. Agus Saputra	wandering	warning
10	Abdullah Tajuddin	Not neat	briefing

Source of data: Homeroom teacher of class V MI al-Hidayah Makassar

From the table above, it shows that the violations that occurred were minor violations so that they were given directions and warnings, if they violated repeatedly, they were given

physical warnings such as picking up trash, cleaning the school yard and toilets.

To find out the obstacles experienced by the school according to Wa Sitti Zuhijani that students sometimes underestimate and do not pay attention to the existing rules and even ironically even though they have received physical sanctions they still act as if it is normal and has no deterrent effect. Therefore, it is rare to contact their guardian parents.

From the results of interviews with the head of the *Madrasah* and the class V homeroom teacher, it can be concluded that the obstacles they face include:

1. Students sometimes underestimate and do not pay attention to the existing rules
2. There is still a lack of support from the family
3. Families of students often give reasons because they are busy so that face-to-face meetings with their parents are a bit sluggish or not running smoothly.

Some students who violate and do not repeat it again because they are afraid of sanctions means that the sanctions have a chilling effect and some of them still violate it, so it is concluded that they must receive special attention from their families. As for the response from one of the students, namely Agus Saputra, whom we had interviewed, said: that I try not to violate school rules because I am afraid of punishment and fear of being found out by my parents. In line with Abdullah Azzam that discipline in schools should be obeyed because it makes us disciplined, from this student's opinion it can be concluded that he already has an awareness of the importance of having discipline. Another opinion from Nurmilah is that we are afraid of being punished and we actually have to be disciplined if we receive rules from the school. The opinion of these students was that they were afraid and really wanted to be disciplined students.

From the opinion of students who try to be disciplined children, it can be concluded that the sanctions they make still have a positive impact because there are still students who think that discipline is very important. Therefore, *Madrasahs* should continue to apply methods that have a chilling effect as currently applied. The results of an interview with Abdullah Azzam

argue: the obstacle in fostering morals and discipline is a trait that is imitated which is then followed by his friends. However, I see that when there are friends who violate them, they are given sanctions or punishments. This expression from Abdullah Azzam is that there is influence from the environment, especially from friends around, so that this becomes an obstacle in the development of morals and discipline. However, educators are trying hard to overcome these problems. Another opinion from Muh. Reyhan said that the obstacle to coaching was curiosity about new things that they saw so they wanted to try them and if they were found out they would be subject to sanctions. This is not an obstacle but a challenge for the *Madrasah* that there are students who have excessive curiosity. Precisely this kind of thing to watch out for.

Teachers and school principals and even some of the students said that there were many things that became a challenge for fostering the discipline of students in schools, including what was influential was the presence of social media in their lives. This is the main concern for the *Madrasah* and also the family at home. It can be concluded that there are three factors that influence students' indiscipline towards discipline at school, namely;

1. Influence of friends around (environment)
2. social media
3. Family

Therefore, each of these influencing factors needs attention from each party. First, the influence of friends around us needs to give direction to students that they should be careful in choosing friends, secondly, in social medicine, there needs to be a companion in using social media so that they don't easily become victims, and thirdly, families should take the time to give warmth and harmony to children. they.

According to Rabi'ah, S. Pd. I have provided guidance on how to improve discipline towards students, including:

1. Special coaching for students with problems
2. Warning given to students who often commit violations
3. Giving reprimands to students who are too lazy to participate in religious activities at school, such as: congregational midday prayers and enlightenment of the heart. So,

they were given sanctions to clean the school yard, toilets and even stand in front of the class.

Based on this explanation, it can be concluded that the *Madrasah* does not stop paying special attention to offenders and seeks to improve student discipline. What should be appreciated in this *Madrasah* is that there is no bullying, such as smoking and bullying. This illustrates that the *Madrasah* Ibtidaiyah al-Hidayah Makassar can foster students to be moral or develop as they should.

CONCLUSION

Based on the research data that has been collected and analyzed qualitatively, it can be concluded that the *Madrasah* has carried out coaching efforts to improve student discipline in the form of awards, warnings, imposition of physical sanctions, namely cleaning the school's toilet yard, and standing in front of the class. The obstacles are environmental factors, the presence of social media, and family, but all of this can still be minimized by communicating with students and the families of students. The types of violations that occurred were only minor violations such as; not doing homework, not wearing uniform properly, long fingernails, hair and having to come to school. Therefore, it can be concluded that *Madrasah* Ibtidaiyah al-Hidayah Makassar has a pattern of positive moral development.

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