

Improving Student Discipline through Interaction with PAI Teachers in Class 11 of SMK Muhammadiyah 2 Gresik

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ABSTRACT

Educators play a significant role in improving student discipline. Teachers are not the only party that determines the success or failure of students, but their position and role are vital. Therefore, the teacher must successfully form discipline. The approach used is field research using qualitative methods. Qualitative research is a study that aims to describe or analyze phenomena, events, social activities, attitudes, beliefs, perceptions, and thoughts of individuals or groups of people. By using interview, documentation, and observation methods, the researcher found that the role of teachers in relation to students is influenced by the interactional context they face, such as the formal teaching context and in the classroom, so it is clear that the learning process is different. The interactional between PAI teachers and students has a positive impact on improving student discipline in class XI of SMK Muhammadiyah 2 Gresik.

Introduction

The success of education cannot be separated from the role of the educator himself. Educators are the most important people in helping develop the potential of students. Educators are also the ones who can make students become complete humans and have human qualities (Sibagariang et al., 2021). Therefore, educators must also be willing to learn to realize themselves as good models for students. Educators who want to learn to become true educators can teach and guide children until they reach their maximum potential.

Education is an activity that essentially involves interactions between students, educators, and various educational sources (Rumondor & Sineke, 2020). Interaction between students and educators and educational resources can occur in social situations, teaching, mentoring, training, counseling, and others (Cikka,

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2020). Aspects that effectively develop interactions between students and educators include values, attitudes, interests, motivation, self-control, habits, discipline, etc.

Education is an activity that aims to optimize the development of students' potential skills and personal characteristics. Educational activities aim to achieve specific goals, called educational goals. In learning, interaction is one of the conditions for ongoing activities in institutions and schools. A school is a place or facility for student learning and teaching guided by an educator. Educators play a vital role in improving student discipline (Lubis, 2018). The teacher is not the only party who determines the success or failure of students, but his position and role are vital. Therefore, in order to be successful in forming discipline.

In the world of education, the pattern of interaction between educators and students in the teaching and learning process is very important so that schools can achieve what they want. This encourages educators to encourage educators to reach their maximum potential. Apart from needs that arise from within, there are also basic, social, and integrative needs (Lubis, 2018). In social interactions between educators and students in a formal atmosphere, namely in the teacher's efforts to educate and teach students in class, the teacher must be able to show his authority and authority. This means that educators must be able to control, regulate and control student behavior. If necessary, educators can use their power to force students to study, do their assignments or homework, and follow the rules. Educators use their authority to ensure discipline and ensure the teaching and learning process runs smoothly (Mulat, 2022).

The discipline in question is training students' character always to obey the rules and regulations around them and develop good behavior, especially in the school environment (Muchith, 2017). This discipline is established when educators and students have a good relationship; cooperation ensures that the rules are obeyed and the implementation of existing rules is monitored. So, this research aims to focus on how students' attitudes develop through interactions between students and students through the interaction of PAI teachers in class 11 at SMK Muhammadiyah 2 Gresik.

Method

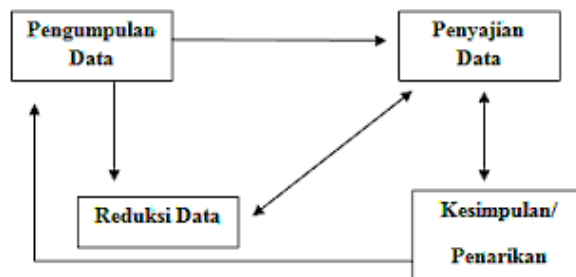


Figure 1. Components of Data Analysis

The data technique used in this research is descriptive analysis using the Miles and Huberman model, meaning that analysis that describes the reality of a phenomenon does not depend on subjective viewpoints in the form of data reduction, data presentation and conclusions (B.Miles et al., 2014). This research uses a field research approach, which is qualitative research. Qualitative research aims to describe or analyze phenomena, events, social activities, attitudes, beliefs, perceptions and thoughts of individuals or groups. In this approach, it is hoped that educators can enable students to improve discipline through interaction in the classroom. Research data was taken at SMK Muhammadiyah 2 Gresik, Jln Raya Kelampok, No 21 Benjeng - Gresik. In this research, the research subjects were selected based on (purposive sampling). The object of the research was the students of SMK Muhammadiyah 2 Gresik class XI, totaling 56 students consisting of 31 men and 25 women.

The data sources are divided into two; the primary data sources are data from PAI teachers and students of SMK Muhammadiyah 2 Gresik. Meanwhile, additional data sources are books or writings that discuss improving student discipline and other things that can strengthen the researcher's arguments. Data collection techniques in this research used observation, interview and documentation techniques. The data technique used in this research is descriptive analysis, meaning that analysis describes the reality of a phenomenon without relying on a subjective perspective in the form of data reduction, data presentation and conclusions.

Result and Discussion

Researchers found that the role of teachers in their relationships with students is influenced by the interactional context they face, such as formal teaching contexts and classrooms, so it is clear that the learning process is different. Even in formal situations and in an atmosphere, the teacher must show his authority in a teacher's efforts to educate and teach children in class. This means that teachers must be able to control children's behavior organize, manage and enforce student discipline. The teaching and learning process is smooth and orderly.

Islamic Religious Education Teachers use various teaching methods, such as lectures, discussions, questions and answers, assignments, exercises and so on, rather than just one method when teaching material, demonstrations and good media. Establishing rules and regulations is part of the school's and teachers' efforts to know and measure student behavior standards related to disciplinary issues. By making rules and regulations, the level of indiscipline must be reduced to as low as possible or minimized.

Schools have a relationship between the principal and teachers, teachers and teachers and students. Sometimes it is very boring if teachers have to deal with many students every day. However, interacting with students is exciting for teachers, mainly because it helps students find solutions to their learning difficulties. Teachers are expected to be able to handle the class if the atmosphere is not conducive when learning is taking place. Based on the findings made by researchers, there is a form of implementation of interaction between PAI teachers and students to increase student discipline in class XI at SMK Muhammadiyah 2 Gresik, including in terms of habituation. Habituation here is one of the school's efforts to improve student discipline. Through this habituation, it is hoped that students will be trained and accustomed to behaving more disciplined.

One of the habituation activities carried out is praying together in class. As stated by Mr. Haris, students tend to imitate what they see more efficiently than they hear. So, it dramatically influences student discipline by being a good role model for teachers. Next is an example: students tend to imitate what they see more quickly than they hear. So, it greatly influences student discipline by being a good role model for teachers.

Discussion

The research results show that the interaction between PAI teachers and students improves student discipline in class. Education is an interaction between teachers and students to achieve a specific goal in a specific environment. This environment also ensures that all activities carried out by students, especially

matters related to student discipline, are always regulated and supervised so that all learning activities inside and outside the classroom are internal (Cikka, 2020).

Education functions as a means to help students develop their personalities, develop their potential, and train their skills and abilities. It also plays an important role in developing their personalities. The roles teachers play toward their students are different in the interactions teachers face in formal or informal situations during the classroom learning process. In this formal situation, teachers try to educate and teach students while they are in the classroom. Therefore, teachers must regulate and control students' behavior and attitudes. In contrast, informal environments allow teachers to loosen relationships and maintain the social distance that typically limits student interactions (Sugian Noor, 2020).

This must be done because, whatever the formal format, students generally prefer teachers who can have close contact with students at certain times. Therefore, teachers need to adapt to the social situations faced by all students and understand their role as teachers. This role can be expanded to mean that teachers must be able to become a bridge for social communication with students and their environment (Futaqi, 2023).

If a teacher interacts with students and that interaction is related to discipline, students will automatically behave in discipline because this dialogue is critical in shaping what students want to develop, creating discipline for students. The teacher's job is not only to carry out learning activities in the classroom but also to interact outside the classroom. Such as overcoming difficulties students face during learning and resolving other problems that cause students to be lazy about studying. This kind of process also affects student discipline.

When teachers consciously or unconsciously interact with students, habits will be created, including discipline. There are as many PAI teachers as there are people who teach, supervise and evaluate the discipline of students. A disciplinary culture is formed by teachers with the hope that students can carry out the expected disciplinary behavior. It is hoped that disciplinary behavior will not only be effective at school but can be applied to students wherever they are.

Close interaction between teachers and students is beneficial in student discipline. This closeness does not mean that students have good character towards their teachers, but rather that it is like closeness to their own parents, perhaps even more than closeness to their parents. Teachers can study each child's character and explore the child's potential, both positive and negative. This search makes it easier for teachers to educate students according to the school's vision and mission. PAI teachers build closeness with students to observe student behavior, both what they know and based on student reports.

Conclusion

The interaction between Islamic Religious Education (PAI) teachers and students has a positive impact on increasing student discipline in class XI at SMK Muhammadiyah 2 Gresik. The research uses interview, documentation and observation methods to explore the role of teachers in interactional contexts with students. It was found that this interaction was strongly influenced by context, such as the formal atmosphere in the classroom teaching process. Teachers are expected to be able to demonstrate authority and manage student behavior to ensure a smooth teaching and learning process. Even though there are obstacles, such as a lack of class hours, PAI-teacher interaction can still be implemented well.

PAI teachers use simple language when teaching is considered adequate, especially for students who rarely speak or tend to remain silent. Teachers use various teaching methods, such as lectures, discussions, questions and answers, assignments, and exercises, which provide variety and positively impact student discipline. The survey results show that PAI teachers apply one teaching method and use various methods to increase learning effectiveness. Apart from that, focusing on habituation and example is an effective strategy for shaping student behavior.

Student discipline is recognized as necessary in the educational environment, and PAI teachers tend to approach students with concern. Establishing rules and regulations, together with teacher actions in overcoming learning situations that are not conducive to learning, is an integral part of efforts to improve student discipline. PAI teacher interactions occur in the context of formal learning in the classroom and outside the classroom. Teachers actively solve problems between students and assist students who experience learning difficulties. It is hoped that the closeness of teachers and students can form an influential disciplinary culture.

Based on these findings, implementing interaction between PAI teachers and students through habituation, example, and active support in solving student problems is the key to forming student discipline at SMK Muhammadiyah 2 Gresik. In conclusion, positive interactions between teachers and students play an essential role in achieving educational goals, especially in forming student character and discipline.

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