

PREFERENCE FOR BOARDING SCHOOL STUDENT DISCIPLINARY REGULATIONS VIOLATION: QUALITATIVE STUDY OF SMART EKSELENSIA INDONESIA HIGH SCHOOL STUDENTS

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Abstract

Various violations are often found in the world of schools, especially boarding schools. Boarding schools have regulations that bind students 24 hours a day. There is a need for a study to determine the motivation of students when committing violations in boarding schools. This case study examines the preference of disciplinary system violation in one of the boarding schools located in Bogor regency. This research was conducted by semi-structured interviews of two students, who are got through a purposeful sampling strategy and did an internal document analysis from the school's coaching department. With coding and categorization of respondents' answers, it was found that violations such as smoking, escaping, being late for school, absenteeism, and illegal goods were still common despite the strict rules. The factor that plays a role comes from student self-control manifested in poor motivation and perception of these rules. In addition, it also needs to pay attention to implementing student discipline, especially in the involvement of all elements of the school, including students, in formulating rules. It is also essential to pay attention to the implementation of the rule consistently. The existence of a gap between expectations and the reality of its implementation needs further evaluation. This case study examines the preference of disciplinary system violation in one of the boarding schools located in Bogor regency. This research was conducted by semi-structured interviews of two students, who are got through a purposeful sampling strategy and did an internal document analysis from the school's coaching department. With coding and categorization of respondents' answers, it was found that violations such as smoking, escaping, being late for school, absenteeism, and illegal goods were still common despite the strict rules. The factor that plays a role comes from student self-control manifested in poor motivation and perception of these rules. In addition, it also needs to pay attention to implementing student discipline, especially in the involvement of all elements of the school, including students, in formulating rules. It is also essential to pay attention to the implementation of the rule consistently.

Key words: adolescent, boarding school, disciplinary system

INTRODUCTION

Education is a conscious and planned effort to create a learning atmosphere and learning process. Students actively develop their potential to have religious-spiritual strength, self-control, personality, intelligence, noble character, and the skills needed by themselves, society, nation, and state (Act). -Law Number 20 of 2003 Article 1, in Ristekdikti, 2020). Furthermore, article 3 states that education aims to develop students' potential to become human beings who believe and fear Allah S.W.T. noble character, healthy, knowledgeable, capable, creative, independent, and become a democratic and responsible citizen. From these two things alone, the school, one of the facilitators of the continuity of education, needs to realize these ideals through the programs it makes.

Efforts to achieve education have a complex and dynamic system (Najmuddin; et al., 2019). Schools need programs to address students through an assessment of differences in children's intelligence, skills, learning outcomes, attitudes, habits, knowledge, talents, personalities, ideas, needs, interests, patterns and tempo of development, physical characteristics, and the environment (Najmuddin; et al., 2019). One of the programs pursued by the school is to create disciplinary rules for its students.

Student disciplinary rules should ideally be in line with the vision set by each school and linear with how the goals and nature of education are contained in the Act. In shaping student behavior following the school's vision, the school provides all the rules and regulations along with sanctions on students so that students have a personality with character (Puspitasari & Roesminingsih, 2014).

In Indonesia, academic units are organized by the government (state schools), and academic units are organized by the private sector (private schools). Of the 13,776 high school schools, around 93% hold regular education, and the rest hold a boarding school pattern (Awalia; et al., 2018). Of course, both traditional schools and boarding schools have their characteristics in realizing the nature of education following their respective visions.

A boarding school is a school where most or all students live school while studying at the school (Awalia; et al., 2018). This concept is not new in the world of education. In Indonesia itself, this dormitory model has been known for a long time by various names: *internat*, *pondok*, college, or Islamic boarding school (Awalia; et al., 2018).

The management of education in boarding schools is undoubtedly different from the management of education in boarding schools. The reason is, it is not only fixated on the demands of the curriculum at school but also needs to consider the parenting pattern applied in the dormitory environment (Awalia; et al., 2018). With these demands, boarding schools positively impact creating adequate learning spaces, creating a more independent education system, and adapting to diversity. No wonder boarding schools are known to have strict and disciplined standards to realize these demands.

One example of implementing a boarding school is SMART Ekselensia Indonesia (SEI), located in Bogor Regency, West Java. The school has a national reach with students from all over the country. This school adheres to the All Boarding School system, where this type of school requires all students to live in dormitories by integrating all learning at school with the daily lives of students in dormitories (Awalia; et al., 2018).

Like other schools, SMA SEI also has a distinctive disciplinary system to realize its vision as a school that produces a generation of leaders. Based on searches through interviews and school document literacy, SEI SMA has a disciplinary system that involves all elements in the school and the dormitory. Rules are made by documenting them in writing, complete with clear indicators with consequences presented in the form of a disciplinary matrix. In addition, the consequences determined are not only punitive but also constructive patterns such as coaching that is carried out measurably to raise awareness for those who violate the rules.

According to the law, the regulation was made as a medium to achieve the school's vision, which is also in line with the nature of education. It is hoped that students can obey in an orderly manner, thus facilitating the transfer learning process to produce output in quality graduates. However, in reality, violations committed by students continue to occur. Based on reports of coaching carried out by students and Counseling Guidance, cases of student violations against school rules continue to occur.

Even some of them are cases committed by the same perpetrators (recidivists).

Adolescence is a period of development, where one of its developmental tasks is to develop a scale of values and morals that are in line with their social environment (Havighurst in MacDonald, 1999). Based on this statement, adolescents should begin to show behavior due to moral thinking related to good and bad juxtaposed with social expectations. However, in reality, many factors influence the behavior of every teenager, so it takes the right stimulus so that the behavior displayed can be in line with the expectations of the environment.

According to Kohlberg (in Santrock, 2012), the development of the value scale in adolescents is in the realm of moral development. His research on moral reasoning states that adolescents tend to be at level 4 or the conventional stage, which emphasizes that the rules and standards of adolescent norms are still based on rules that come from external to themselves (Kohlberg, in Santrock, 2012). It means that teenagers tend to obey environmental rules when someone else is watching them. If there is no supervision, they tend to follow their standards (Santrock, 2012).

Apart from morality, the violations committed by teenagers can also be discussed through the concept of conformity. Conformity changes individual behavior caused by actual or imaginary group pressure (Myers, 2010). Adolescents who engage in behavior due to negative conformity can be seen, such as using perfunctory language, stealing, scribbling, and playing games with parents and teachers. In contrast, a conformity that leads to positive behavior can be seen from behavior such as dressing. Peers gather in the community, spend time together, and raise money for the right cause (Santrock, 2012). It was in line with research conducted in Indonesia regarding the development of student discipline that student associations both inside and outside the dormitory participate in shaping the behavior of these students (Trisnawati, 2013).

Previous research conducted in Ghana stated that good disciplinary rules need to involve students to increase a sense of ownership of the rules. Students feel they have the same responsibility to enforce these rules (Amoah; et al., 2015). In practice, it is also necessary to replace the term punishing by encouraging students to enforce these rules to realize excellent and ideal adolescent qualities (Amoah; et al., 2015).

Consistency in enforcing rules can also lead to unfavorable perceptions of students, thereby weakening the strength of the regulations made (Najmuddin, 2019). In line with this, the research conducted by Trisnawati (2013) also states that there is a need for concern, firmness from all elements to enforce these rules. Nevertheless, what is no less important is how there is socialization and student involvement in formulating these rules so that a contract is created that creates shared responsibility.

Based on the explanation above, the researcher wants to know the cause of the high preference for violation of regulations in one of the boarding schools in the Bogor Regency area. The results of this study can be used as a reference in applying an effective disciplinary system following the expectations of managers and students.

METHODS

This study uses a qualitative approach. Qualitative research is an empirical research approach that relies on collecting qualitative data as primary data (Christensen; et al., 2015). The qualitative data in question is non-numeric, such as words, photos, or pictures (Christensen; et al.). The type of qualitative research used is case study qualitative research. This type of research allows examining an event or a program in a particular location setting (Creswell, 2007). In this study, the case or program studied by the researcher is a program for fostering and disciplining students at one of the boarding schools located in Bogor Regency, West Java.

Participants were selected from boarding schools that were the target of this study using the principle of a purposeful sampling strategy. It means that researchers choose individuals as research objects because they are considered able to provide data according to the topics and phenomena to be studied (Creswell, 2007). In this study, the criteria for participants were active students at SEI SMA who had a record of violations that were quite severe and repeated. One of the obstacles in selecting participants is that not all students are present in the dormitory considering the pandemic situation is still being monitored. It makes the participants involved in this study limited. From the results of the selection of student documents and BK records, it was obtained 2 participants who had quite a lot of violation intentions. The background of the respondents is presented in the following table:

Table 1. Description of Respondents

No	Respondent	Grade	Native
1.	AB (16 years old)	Final Year	NTB
2.	RA (16 years old)	Final Year	Yogyakarta

The data in this study uses the results of semi-structured interviews, documents for recording student violations, and notes on student coaching by Guidance and Counseling. A semi-structured interview means that the researcher can probe the participants' answers so that answers are obtained that explain a phenomenon under study (Creswell, 2007).

The technical implementation of the research starts from tracking samples that are following the characteristics of the research, then conducting

interviews with predetermined respondents. From the results of the interviews, the researchers changed the interview data into verbatim transcripts. From the transcript, the respondent's answers were then coded, resulting in specific themes. This process is called open coding (Creswell, 2007).

Furthermore, from the results of coding answers, the categorization of the themes that have been determined is carried out. These categories will then be discussed together with the theoretical concept chosen by the researcher. The type of analysis carried out in this research is case study analysis using the embedded analysis method. It means that researchers only analyze specific aspects of the case under study (Creswell, 2007).

To increase the validity of the research results, researchers also make efforts to trustworthiness. This effort was made so that the coding of verbatim transcripts carried out by researchers was following the conditions or intentions of the respondents (Creswell, 2007). It is done by confirming again to the respondent to ensure that the researcher's understanding of the respondent's answer is the same as the actual condition experienced by the research respondent.

RESULTS AND DISCUSSIONS

A. Results

The results showed that the types of violations often committed by respondents were smoking, running away from the dormitory environment, carrying illegal goods, arriving late to school, and being absent from religious activities to break into the dormitory. The study results also consist of the main themes obtained from the results of categorizing respondents' answers associated with a particular construct. These themes include motivation, self-control, and the meaning or perception of school rules.

Both respondents (AB and RA) have the same motives for committing violations in the dormitory and school environment. The motive is because they feel bored and frustrated with the conditions in the dormitory and school environment. Both respondents experienced boredom because of the unavailability of fulfillment of needs according to their interests and talents. Excess energy in the two respondents was ultimately directed to violation behavior to treat their boredom.

The frustration felt by the respondents started from the expectations that were not in line with the reality on the ground. Before entering school, what was in the mind of this respondent was not following the actual conditions in the environment. An example is about accessibility to the world outside their dorm or school.

Different motivations were found in each respondent, where AB said that he committed the offense on his initiative, not inviting other friends. However, AR said that in the beginning, they

committed violations because there was pressure from seniors to follow them in committing violations. With the same mission, namely reducing boredom, in the end, AR followed his seniors until they got used to committing violations.

a. Motivation

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b. Self Control

In addition to having a motive, the committed violation also comes from how to control oneself. Self-control is grouped into the ability of time management and self-management.

c. Self Management

Both AB and AR have less regular self-management. AR said that laziness was the main trigger in committing lateness violations and absenteeism. However, not with AB, he stated that immediately after committing a violation, there was a desire to change, but it was difficult. He stated: *"I sometimes obey the rules, I want to change, but it is hard for me. It is hard because it's back again. I change briefly once a month, but what? It's already making me so stressed that's why I ran away, smoking again."*

The two respondents both have an effort to improve themselves. However, these efforts are not carried out consistently, so when there is a sense of lack of fulfillment of needs, it is difficult for them to control themselves not to commit these violations.

d. Time Management

Both respondents (AB and AR) both have constraints on time management. Even though they

have made various efforts to adhere to the schedule, both of them still find it challenging to be consistent with the schedule they set. Both respondents stated that it was difficult to adhere to the schedule even from what they had designed themselves, due to other unplanned activities as a form of solidarity with their classmates. For example, stay up late at night doing activities with classmates.

In addition, the lack of self-assertion is also part of the difficulty of managing time. AB stated: *"If I am late, it is my fault, it is negligent, it takes a long time, I have been up that morning since dawn, for example, after the dawn prayer, sometimes I eat first, then I go to sleep again, so I wake up at half-past six o'clock, it is okay wake up at six, do not go straight to the bathroom, just sit back and chat with the others, that is all."*

e. Meaning of Rules

The research findings also reveal how respondents perceive the rules that apply in the school environment. Several data were obtained from interviews, which were then grouped into several themes: freedom, involvement, and consistency of rule enforcement.

f. Order

Respondents (AB and AR) both have the same perception of the rules, namely to bring order and shape students' character for the better. AB stated, *"what are the rules like, I want to be better."* Judging from the respondents' answers, they understand the purpose and nature of making a regulation at school. The existence of a vision that the school owns makes the school have a set of systems to direct its students so that the vision that has been set can be realized.

g. Freedom

Both respondents (AB and AR) share the perception that the rules imposed in the school environment are stringent and restrictive. AR stated: *"I said the rules at school sometimes get annoying, Tadz (read: Ustadz/Teacher), it is as if we feel like we are being restrained."* On the other hand, AB also stated: *"I am just confused about that. I do not have any views about this school, it is rigorous"*.

Based on the respondent's narrative, regulations that are too strict and restrictive make their space limited, so they feel restrained. Some students with certain personality types feel that they can survive with these conditions, but they feel that their needs are difficult to meet for some students with more space needs. These needs that are difficult to meet are what lead respondents to rule-breaking behavior.

h. Involvement

The interview results show that both respondents (AB and AR) have the same perception of the rules,

namely in terms of student involvement. The point is that in making and setting rules, students are less involved. It is implied from the respondents' answers regarding their wishes and expectations for the rules in the future. In addition, based on the results of the analysis of the matriculation rules document, it was found that a set of applicable rules was formulated and determined by competent authorities such as the student body.

The only involvement of students is as an object of application of the rule. The socialization process carried out in one direction makes students inevitably have to obey these rules without knowing the manufacturing process in it.

i. Consistency

The next category is in terms of consistency in the implementation of the rules. Both respondents (AB and AR) have the same perception of how consistent the application of the rules has been. AB stated: *"We, for me, this regulation is not followed even though it has been written down, not just said, on paper, now, but that is not what was done was this one. Even though this one has been around for a long time, even this gay rule has been written down; it has been said, right, it has been informed to all the students, if someone violates it but it does not work like that, in the end, I said: "ah, that is stupid, this just does not do like this and it will not happen."* This inconsistency makes respondents tend to commit violations.

The results of the analysis of student guidance and counseling documents also show inconsistencies in enforcing the rules. Some of the recorded cases require firm action (expelled) from the school, but only warnings and coaching are carried out without any consequences according to what is written in the coaching matrix.

B. Discussion

The discrepancy between ideal expectations and reality conditions for implementing rules in the boarding school environment needs special attention. Because schools need programs to address students by assessing differences in children's intelligence, skills, learning outcomes, attitudes, habits, knowledge, talents, personalities, ideals, needs, interests, patterns and tempo of development, and physical characteristics. And the environment (Najmuddin; et al., 2019). This program then needs to be realized together by all elements of the school, both in terms of management, teachers, and students.

This study indicates that several indicators should be present in the implementation of the school disciplinary program, but in practice, they have not fully presented these aspects. Findings that align with the opinion (Amoah; et al., 2015) regarding student involvement in determining a set of disciplinary rules should be one of the stages carried out. The rule is like a contract, meaning that there needs to be an agreement formed between the

teacher, management, and students in determining the contract. There is a sense of moral burden and responsibility shared by each element.

After a mutually agreed contract is formed and does not occur in one direction, the next stage is how to enforce the consistency of its implementation. In line with Trisnawati (2013), there needs to be care and firmness from all elements to enforce these rules. The existence of inconsistencies in its implementation makes students, in the end, less respect the existence of these rules. It is also in line with what was conveyed (Najmuddin, 2019) that the inconsistency in enforcing the rules causes students to have a wrong perception, thus weakening the regulations' strength.

Back again to the concept of youth that the energy possessed by adolescents needs to be channeled into activities or activities that are under their interests (Santrock, 2012). In addition, the characteristics of adolescents who tend to want to be accepted by their groups are one of the factors that reinforce behavior. However, they can change according to environmental conditions (Myers, 2010). This concept is again in line with the findings in this study. The boredom that arises due to unfulfilled needs and not channeled interest makes students look for other alternative activities. Even though they have good norms when there is pressure from a select group plus saturation conditions and inconsistencies in enforcing the rules, they can also fall into rule violations.

It is not surprising if this violation is also carried out by students who have suitable predicates from their environment. In Santrock (2012), Kohlberg states that adolescent morality tends to be filled with faking good. In line with their moral reasoning, which is still at the conventional stage, it is possible for them only to obey the rules when there is supervision from the enforcers of the rules (Kohlberg in Santrock, 2012). In line with the findings of this study, during the absence of rule enforcers, any effort will be made by students to be able to channel their energy and interests even if they violate the rules. However, when law enforcement is present, they can become obedient individuals because of concerns about the consequences. A complex and dynamic process needs to be adequately considered by the school so that the programs planned to achieve the vision can be carried out optimally.

CONCLUSION

This study concluded that the preference for rule violations in boarding schools, especially in one school in the Bogor Regency area, has several factors that come from internal students and from the rule system itself. From internal students is how the condition of their motivation and perception of the rules then impact their self-control to behave. Then in terms of the rules themselves, how is the mechanism for making rules that need to involve all

elements of the school, including students as objects and their implementation, which requires consistency in enforcement.

This research implies a need to improve the student discipline implementation system starting from the formulation and implementation to evaluating the entire implementation process. The recommendations offered are as follows:

In making rules, it is necessary to involve students by screening aspirations or involving representatives of students to formulate these rules hoping that meeting student needs is also channeled.

The implementation of the rules and consequences need to be more consistent so that students' perceptions of the rules do not decrease

Evaluation of the rules needs to be done every year so that they are always relevant to the demands and needs of learning and the needs of students but do not interfere with the achievement of the vision that has been set.

This study has limitations, namely in the form of a small sample and lack of respondents' involvement from the teachers and management. It becomes a recommendation for further research to form a more comprehensive discussion of the pattern of discipline in this boarding school environment.

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