

Managerial Model Analysis of School Principles in Improving Student Character in Junior High School Panca Budi Medan

Rita Nofianti¹, Rika Widya², Salma Rozana³, Munisa⁴

^{1,2,3,4}Universitas Pembangunan Panca Budi Medan, Indonesia

Abstract

The problem in this research is the analysis of school readiness in facing learning in the millennial era. The purpose of this study: To determine the readiness of schools in facing learning in the millennial era at SMK Panca Budi 2 Medan FY 2019/2020. qualitative research and to determine the sample in this study using purposive sampling totaling 60 students from class XI AK and XII PS. Data collection techniques were carried out using observation and interviews with the students concerned and people who could provide the information under study. The data analysis technique in this study uses data reduction, data presentation and conclusion drawing. From the results of the study, it can be seen that the readiness of schools in facing learning in the millennial era at SMA Panca Budi 2 Medan T.A 2019/2020 has been going well. In terms of school readiness in facing learning in the millennial era at the PANCA BUDI 2 Medan school, there is 80% readiness. And 20% are in a state that is not ready to face learning in the millennial era.

Keywords

character; junior high school; Pancabudi Medan



I. Introduction

Education and discipline are essential factors in human life. Because education is a process of change or human maturation, which starts from not knowing to know, from unusual to ordinary, from what is not understood to something that is understood and understood. And discipline is an attitude based on certain norms and rules. Discipline always describes a firm, solid and consistent attitude, especially the discipline of children when in the school environment or the discipline learning process is highly expected by all parties, both teachers, parents, and the environment. All children want their children to be disciplined children. Therefore, education and discipline play the most crucial role in human life to instill the character of learning and never giving up.

This research will be carried out to be able to formulate an ideal pattern of coaching for the realization of student discipline because it is the responsibility of homeroom teachers and teachers of Islamic religious education subjects who must directly supervise and control students in one class while teachers of Islamic religious subjects teachers who can supervise and guide the behavior and attitudes of students. Sometimes parents blame the teacher for their children's bad grades, their children's bad behavior, falls, fights, and other things that often happen at school. But unfortunately, the disappointment was not based on logical reasons. Teachers have a responsibility in creating quality learning, student achievement and are responsible for providing a good education for students. However, this definition is often misinterpreted by the public. With the definition of teachers above, the community assumes that everything related to their children is the teacher's responsibility because it is the teacher who teaches lessons at school. This discourse underlies the making of this research to discuss more deeply the role of the

teacher towards students the boundaries so that they can provide information to the community and educate the community indirectly.

The essence of learning discipline is to teach someone who follows the teachings of a leader to be obedient and obedient in teaching and learning activities. The short-term goal of learning discipline is to make students trained and controlled in learning. At the same time, the long-term goal of learning discipline is the development of self-control and self-direction (self-control and self-direction). Students can direct themselves without outside influence or control. Self-control means mastering one's behavior with clear guidelines and rules that have become one's own. Therefore, the teacher must continuously or continuously play a role in the formation of student learning discipline.

II. Review of Literature

2.1. The Role and Pattern of Guidance for Islamic Religious Education Subject Teachers and Homeroom Teachers in Improving Student Discipline

To participate in the nation's intellectual life, the teacher's role is vital to form quality and noble human resources. Because the teacher as an educator also fosters mental attitudes concerning human aspects with diverse characteristics in different meanings from one student to another. A teacher has made many sacrifices to see his students succeed and succeed in the future. But the teacher's struggle does not stop there. The teacher also feels that he still needs to improve his competence to become a better and more professional teacher, especially in the daily teaching and learning process.

In this study, the notion of the teacher is taken from the language whose meaning is that the teacher is interpreted as "digugu" and imitated. And most of the significant community considers that teachers are people who carry out education in certain places or so-called schools, educational institutions, and non-formal, at home, in mosques, and so on.

Thus the teacher is a person or figure who is authorized and responsible for guiding and fostering students, both individually and classically, at school and outside schools. Education in Islam is who is responsible for the development of students. Nine, including parents of students. Itself. There is a set of tasks that the teacher about his profession must carry out as a teacher. The mission of this teacher is closely related to his professional competence. The nature of the teaching profession is a profession, which means a position that requires expertise as a teacher and cannot be done by just anyone outside the field of education. Although in reality, there are still things outside the field of education. According to Soedijarto, teachers who have professional competence need to master, among others:

- a. Discipline of science as a source of learning materials,
- b. Teaching materials taught
- c. Knowledge of student characteristics
- d. Knowledge of philosophy and educational goals
- e. Knowledge and mastery of teaching methods and models
- f. Mastery of the principles of learning technology
- g. Knowledge of assessment and able to plan, lead, to smooth the educational process.

From the impact of accompaniment, namely in the community. In addition, one of the elements forming a teacher's professional competence is the level of commitment to the teaching profession and is supported by the level of abstraction or the ability to use reason. Teacher competence is related to professionalism, and namely, professional teachers are competent (capable) teachers. Therefore, the professional competence of teachers can be

interpreted as the ability and authority of teachers in carrying out their teaching profession with high skills. A teacher's professionalism is a must in realizing a knowledge-based school, namely an understanding of learning, curriculum, and human development, including learning styles. In general, teachers with professional competence will apply "learning by doing" to replace the teaching method in which the teacher only talks and the students only listen.

In such an atmosphere, students are actively involved in solving problems, finding sources of information, evaluating data, and presenting and defending their views and work results to colleagues and others. Meanwhile, teachers can work intensively with other teachers in We plan to learn, both individually and in teams, make decisions about school design, collaborate on curriculum development, and participate in the assessment process.

A teacher's professional competence is a set of abilities that a teacher must possess so that he can carry out his teaching duties successfully. Teachers' competencies consist of 3, namely: personal competence, social competence, and teaching professional competence. A teacher's success in carrying out his profession is primarily determined by the three with an emphasis on teaching abilities. Thus, to become a professional teacher who has accountability in carrying out these three competencies, it takes determination and a strong desire in every teacher or teacher candidate to make it happen.

2.2. Pattern of Student Guidance in Improving Student Learning Discipline

The target of fostering interest in learning is the community as a whole in various existing layers, including all ages, genders, types, levels of education, types of work or professions, etc. According to

Frans M. Parera in Sutarno's book, *Library, and Society*, the policy of fostering public interest in learning is directed through five paths, namely:

- 1) Coaching through household and family channels
- 2) Coaching through community and environmental channels (outside school)
- 3) Coaching through education (school)
- 4) Coaching through institutional (office) channels
- 5) Fostering through functional agency channels (national libraries, provincial libraries, and district/city libraries).²³

Furthermore, in determining the pattern of fostering interest and learning habits, they no longer think about family, community, and government, but focus on training specifically for individuals and the main target is children under five and adolescents, starting from children aged 1 (one) year to 18 years. Eighteen years. Therefore, this research is more directed to coaching in a narrower scope, namely in junior high school.

III. Research Methods

Method is a way or a path related to scientific endeavors. So the method is a way of working to understand a particular research object. Therefore, the methodology is one of the most important and decisive factors in a study. Because the success or failure of a research will be determined by the accuracy or not of a research and the determination of the method to be used in the research. That is why in this research, this chapter will describe and discuss the steps that will be taken in a study referred to in this study. In this regard, this research is a field research or what is often referred to as (field research) this research is a method to find specifically and realistically related to something that is happening in a place where the symptoms that are being investigated or researched occur.

The data related to this research were collected through field studies. In accordance with the research, namely the Pattern of Guidance for Homeroom Teachers and PAI Teachers in Improving Student Learning Discipline at Perguruan Panca Budi Medan, Deli Serdang Regency, this research is in the category of qualitative research, this qualitative research produces descriptive data in the form of written or spoken words. from people and behavior that can be observed by researchers obtained in the form of words, pictures, behaviors that are poured not in the form of statistical calculations.

This research activity begins with identifying the focus of the problem to be studied and then developed. The focus of this research is to have a focus or subject matter that is chosen to be researched and how to focus it and to limit researchers so as not to discuss things that are unnecessary or too widespread, the researchers make the scope or boundaries of the problem, namely the Pattern of Guidance for Homeroom Teachers and PAI Teachers in Discipline Improvement Student Learning at SMP Perguruan Panca Budi Medan.

Research is a scientific effort to find something that is examined. Therefore there is a procedure in its implementation. In this regard, the data collected through the method described above, the next step is that the data must be analyzed using descriptive-analytical methods. This method is used to describe the nature of a temporary situation running when writing and examining a cause for a particular symptom.

To be further analyzed by conducting a conceptual examination or a statement so that the clarity of the meaning contained in the report can be obtained. This method describes and analyzes the Pattern of Guidance for Homeroom Teachers and PAI Teachers in Forming Student Learning Disciplines at SMP Perguruan Panca Budi Medan.

IV. Results and Discussion

Pancabudi Junior High School is located on Gatot Subroto Road and has facilities as an educational institution that produces creative and innovative students. Pancabudi Junior High School is a Charity School of Prof Kadirun Yahya Foundation,

Table 1. Populaion Student SMP Pancabudi Medan

Class	Total Student		Information
	Man	Woman	
VII	5	10	Active
VIII	8	16	Active
IX	6	11	Active

The results of the author's thoughts in this chapter are as follows:

1. Discipline with Coercion

In general, all students at SMP Muhammadiyah 62 Tanjung Gusta are still in the category of students who can comply with the rules that have been set at this school. Although it is undeniable that some still violate the rules related to discipline. In addition to a series of regulations, student activities starting to enter have been linked to disciplinary actions, even to the learning process. But indeed, every disciplinary action that takes place cannot run without the guidance and supervision of each homeroom teacher and the participation of teachers of Islamic Religious Education subjects. On the sidelines of the observations, the researchers did get information directly from the teacher by using the interview method, which states:

"It's easy, it's really difficult if we apply discipline to students because not all understand the teachings of the discipline, therefore teachers must be in a state of alertness from all student activities, for example in the learning process, collecting assignments given by teachers both at school and at home, carrying out religious activities such as prayer, fasting etc."

From the interview, it can be concluded that discipline is not only a matter of following the applied rules, but students must interpret discipline as exemplary behavior that everyone in life must own. The minor thing will be significant if you do the example that the teacher said above, namely collecting assignments. Assignment collection is part of the learning process that must be evaluated, with the teacher's attitude in being consistent with task collection will have a significant impact on students. This habit will be carried whenever and wherever it will foster a sense of responsibility and the right to promise in carrying out a task.

If the role of Islamic religious education subject teachers is described in developing disciplined attitudes at SMP Muhammadiyah 62 Tanjung Gusta, they are as follows:

1. Consistency with applicable regulations (strict discipline).
2. Discipline without Coercion.

Informing a disciplined spirit towards students, all students must strictly enforce discipline and even be forced. It also teaches that it is true that no matter how complex and difficult the rules are, they must be followed.

Can carry out their activities above the rules and regulations that have been regulated at the school. Discipline that runs according to the rules will continuously become commonplace. Because human nature has a psychological condition factor that develops based on the motives that are born in the self that can be seen from the habits that are done. The consistent application of punishment from a regulation will also have a positive impact if it is carried out in accordance with educational values for the psychological development of students.

The punishment can also be the first step in the formation of psychological discipline for students. Although initially forced, the compulsion will change as understanding progresses from time to time. With the provision of disciplinary standards for Islamic religious education subject teachers, it is easier to supervise and determine the punishment given by students who violate the rules. In addition to punishment, teachers of Islamic religious education subjects also provide rewards for students who carry out the rules well. This will also have a positive impact on the development of discipline. There is a sense of pride in students if they get praise for their actions. Reward is a form of respect for someone and of course all humans like the praise and appreciation that is embedded in him.

2. Discipline without Coercion

The value of education in humans that is most desired is an urge that is born from within a person to consciously do it, not because of compulsion, or because of someone else. That way humans will become people who have a high level of consciousness. This means that teachers must also be able to develop and provide opportunities for students to carry out discipline without being ordered or supervised, especially in terms of the learning process. From the questionnaire distributed by the researchers at the time of the study, it can be seen that on average students carry out discipline in learning on their own accord, although starting from different motivations some are afraid of being punished, afraid of the teacher and others.²⁹

The role of teachers of Islamic religious education subjects should not stop at teaching material in the classroom, teachers must also be able to play a role in the attitudes of their students outside the classroom or family environment, for example. This is supported by the competency standards of Islamic religious education learning material, which is the formation of student behavior in accordance with the material being taught. Therefore, the role of teachers of Islamic religious education subjects is very necessary in shaping the discipline of students in schools. Below will be described the activities of developing discipline attitudes carried out by teachers of Islamic religious education subjects.

V. Conclusion

From the discussion of the above research on the Pattern of Guidance for Homeroom and Islamic Religious Education Teachers in Improving Student Learning Discipline at SMP pancabudi Gatot Subroto District, Medan, it can be concluded that:

1. Discipline formation is an effort that requires a process and time to be able to realize it. All school systems and equipment must be involved so that students can understand discipline is an attitude that must and must be followed by all humans, especially students at SMP Pancabudi Gatot Subroto. To achieve success by informing students to have discipline, this school socializes discipline and regulations at the beginning of school activities and keeps students implementing discipline and school rules; there are two ways, namely by coercion and non-coercion.
2. The pattern of fostering homeroom teachers and Islamic religious education teachers in improving student learning discipline is always to provide rewards and punishments other than the teacher as a motivator, inspiration, role model and continuously maintain and understand the condition of students so that students will feel guided and cared for and given full support for students cancreativity in choosing the best way to go through the learning process. In addition, the teacher must also be an excellent example of his attitude, personality, and wisdom so that students can imitate the right mindset to be an example in themselves.

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