

The Effectiveness of Implementation of Academic Regulations for FKIP University Students Labuhanbatu FY2021/2022

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Abstract

This study aims to determine the effectiveness of the implementation of academic regulations for FKIP students at Labuhanbatu University. The type of research used is a qualitative method, which is a form of research that aims to provide an overview in the form of data collected from the field objectively with the type of descriptive research. The data collection technique used is from the results of observations and questionnaires/questionnaires. Based on the results of the study, the effectiveness of the implementation of academic regulations for FKIP students at Labuhanbatu University has been partially achieved, but there are several things that must be considered because they have not been optimally handled. This can be seen from several indicators of program effectiveness which include: (1) The accuracy of the program targets which are aimed at students have been right on target (2) Program socialization to students, and the public regarding educational programs that have been running quite effectively (3) Achievement of goals the program has not been achieved as it should be because there are still several reports of violations received by the campus (4) Monitoring of the program in which there are several things that must be addressed because it has not been effective enough in monitoring it while the program is running.

Keywords

Effectiveness; implementation;
academic regulations



I. Introduction

The word effective comes from English, namely effective which means successful or something that is done successfully. Popular scientific dictionaries define effectiveness as the proper use, use or support of goals. Effectiveness is the main element to achieve the goals or targets that have been determined in each organization, activity or program. It is said to be effective if the goals or objectives are achieved as determined.

Effectiveness is a condition that indicates the level of success or failure of management activities in achieving goals. Effectiveness is a manifestation of the ability to utilize something appropriately in accordance with clear and universally accepted standards. In this context, effectiveness shows the level of achieving its goals ideally, the level of effectiveness can be expressed with rather definite measures. This view focuses that effectiveness is the ability to achieve a goal with definite measures.

Effectiveness is "the use of resources, funds, facilities and infrastructure in a certain amount that was consciously applied beforehand to produce a number of goods or services of a certain quality on time". effective in achieving the objectives in the implementation of a particular activity. To determine the level of effectiveness of an activity is usually done by comparing the current achievements with the achievements obtained if all the resources it has are managed optimally and objectively.

Technically, the notion of effectiveness is a condition that indicates the level of success or failure of management activities in achieving goals. It is recognized that there are three critical dimensions that should be considered in observing the level of effectiveness of an organization or group, namely: (a) the output produced, (b) satisfaction of members, and (c) staff growth and development, both regarding individual skills and intelligence as well as those related to a positive interaction process and task execution. In connection with this understanding, there are experts who emphasize that an effective organization is an organization that can complete targets or goals or produce something that exceeds the achievements of organizations that do the same. Organization must have a goal to be achieved by the organizational members (Niati et al., 2021). The success of leadership is partly determined by the ability of leaders to develop their organizational culture. (Arif, 2019).

Based on the notion of effectiveness as described above, it can be identified that effectiveness is generally discussed in the context of management activities and groups or organizations. Effectiveness always refers to organizational goals and at the same time to organizational survival. Therefore, effectiveness must be measured by the product of an organization that includes the quantity and quality (how much and how well), measured by the human aspect of both being the driving element and the constituent elements of the organization. Effectiveness is also measured by how members of an organization develop their abilities (intelligence and skills) in carrying out organizational tasks.

According to Jalaluddin Rahmat, effects can occur at the level, namely:

1. Cognitive effect, which occurs when there is a change in what is known, understood and perceived by the audience. This effect is related to the transmission of knowledge, beliefs or information.
2. Affective effect, which arises if there is a change in what the audience feels, likes, or hates which includes everything related to emotions, attitudes, and values.
3. Behavioral effects, which refer to real behavior that can be observed, which includes patterns of actions, activities or habits of behavior.

Effectiveness cannot be separated from: goal factors, human factors, values factors and organizational system factors themselves which are associated with conditions of time, target, quantity and quality. Thus, effectiveness turns out to be multidimensional, so the strategy chosen to increase effectiveness depends on specificity or specification of the factors of the problem to be solved.

II. Review of Literature

2.1 Academic Rules

Regulations are provisions that are deliberately made by authorized officials in order to create order and security in people's lives so that they can support the realization of the ideals and goals desired by the community. The regulations made have binding legal force on anyone who is subject to these regulations, and if they violate them, the sanctions that will be received are not only moral sanctions, but legal sanctions. Therefore, it is important to know, understand and implement the rules that have been determined in order to create harmony in the environment in which a rule applies.

In essence, regulations are several rules made by an institution to regulate and improve the quality of the institution itself which are binding and coercive. However, a phenomenon that is often encountered today is that many students are indifferent to the existence of regulations. This is due to the perception of rules being considered normal,

meaning that rules are normal if they are violated so that there are still unscrupulous students who are competing to violate the rules that apply.

Every academic community is expected to participate in building a value system in the campus environment, both lecturers, employees and students. There is a very close relationship between ethics and students. Ethics plays an important role towards students and others, by understanding the role of ethics students can act appropriately in carrying out their activities as students, for example, when students demonstrate demanding ethical justice, it becomes a control tool that can restrain students from acting anarchically. With ethics students can behave politely and courteously towards anyone and anything. As an ethical student, students must understand freedom and responsibility, because many students who are demonstrating when demonstrating the meaning of freedom with freedom are not responsible.

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2.2 Academic Ethics and Conduct

Academic ethics must be manifested in every aspect of academic activities, such as lectures, research, writing and publications, the use of academic degrees, and so on. Actions that violate Academic Ethics are unethical acts or academic violations.

a. Academic Violation

1. Types of Academic Offense

a. Minor Academic Offenses:

- 1) Cheating and or fraudulent acts; Whoever violates academic regulations intentionally or not, uses or tries to use information materials or other study aids without the permission of the lecturer concerned in academic activities;
- 2) Assistance or attempted assistance for Minor Academic Violations; Whoever violates academic regulations intentionally or not, assists or tries to help provide facilities or infrastructure that can cause minor academic violations to occur;
- 3) Participation in Minor Academic Offenses; Whoever violates the law, intentionally or not, cooperates or participates in committing or ordering acts that cause minor academic violations to occur.

b. Moderate Academic Offenses:

- 1) Joking; Whoever violates academic regulations intentionally or not, replaces his position or performs tasks or activities for the benefit of others, at the request of others or of his own free will, in academic activities;
- 2) Repetition of minor academic violations;
- 3) Whoever violates academic regulations intentionally or not, assists or tries to help provide facilities or infrastructure that can cause moderate academic violations to occur;

- 4) Whoever violates academic regulations intentionally or not, cooperates or participates in committing or ordering to perform acts that cause moderate academic violations to occur;
- c. Serious Academic Offenses:
- 1) Plagiarism; Whoever violates academic regulations intentionally or not, uses sentences or other people's works as sentences or his own works that are contrary to the rules of writing scientific papers in force and or against the law;
 - 2) Counterfeiting; Whoever violates academic regulations intentionally or not, without permission from the authorized person to change or change/fake name, signature, grades or academic transcripts, diplomas, student identification cards, assignments, practicum, information, or reports within the scope of academic activities;
 - 3) Bribery; Any person who intentionally or unintentionally violates academic regulations, influences or tries to influence another person by means of persuasion, giving gifts or threats with the intention of influencing the assessment of his academic achievement;
 - 4) Humiliation Whoever violates academic regulations intentionally or not, conveys words, writings or in any form which basically demeans the position of fellow students, lecturers, administrative staff and officials within the FKIP Labuhanbatu University.
 - 5) Criminal acts punishable by imprisonment of 1 (one) year or more based on the prevailing laws and regulations;
 - 6) Repetition of moderate academic violations;
 - 7) Serious administrative and disciplinary violations; Whoever violates academic regulations intentionally or not, either alone or in cooperation, commits an act that is contrary to the provisions of the rules and administration issued by the Ministry of National Education;
 - 8) Assistance or attempted assistance for Serious Academic Violations Whoever violates academic regulations intentionally or not, assists or tries to help provide facilities or infrastructure that can cause Serious Academic Violations to occur;
 - 9) Participation in Serious Academic Offenses. Whoever violates academic regulations intentionally or not, cooperates or participates in committing or ordering to do acts that cause Serious Academic Violations to occur.
2. Sanctions for Academic Violations
- a. Sanctions against Students
- 1) Sanctions for Minor Academic Violations
 - a) A stern warning verbally by the officer or in writing by the head of the faculty/head of the department.
 - b) Reduction of test scores and or statements of not passing the course or academic activity carried out by the supervisor concerned at the request of the head of the faculty/head of department or not.
- 2) Sanctions for Medium Academic Violations**
- The right/permission to participate in academic activities is temporarily revoked by the leadership of Labuhanbatu University for a maximum of 2 (two) semesters.
- 3) Sanctions for Serious Academic Violations**
- At the maximum, dismissal or expulsion (revocation of student status) by the FKIP leadership through Labuhanbatu University.
- b. Sanctions against lecturers and/or administrative staff involved in academic violations are determined based on the applicable laws and regulations.

b. Procedure for Determining Academic Sanctions

The procedure for determining sanctions against students who are later found to have committed minor academic violations is as follows:

- 1) Determination of evidence of violation;
- 2) Endorsement by the competent authorities;
- 3) Determination of sanctions by the supporting lecturer/head of the study program.

The procedure for determining sanctions against students who are then suspected of committing moderate and serious academic violations are as follows:

- 1) The Dean appoints a special team to examine and collect facts/data/information on allegations of moderate and/or serious academic violations;
- 2) The Special Team in order to examine and collect facts/data/information has the authority to summon the relevant parties and request data, evidence of allegations of moderate and or severe academic violations;
- 3) The results of the Special Team's examination of the alleged occurrence of moderate and or severe academic violations are submitted to the Dean of FKIP to be then submitted to the University Leadership;
- 4) The university leadership after paying attention to, considering the minutes of the examination results and collecting facts/data/information on the case, which is compiled by a team appointed by the faculty leadership, forms a team for resolving academic violations;
- 5) The Academic Violation Settlement Team consists of:
 - a) Head of faculty
 - b) Counselor
 - c) Administrative staff as incident recorders
- 6) During the examination process in a special session, students who are suspected of having moderate and or serious academic violations are given the right to defend themselves accompanied by legal counsel;
- 7) Based on the results of the special session, the university leadership may decide on the imposition of sanctions against the student concerned by taking into account the weight or type of academic violation and the sanctions that may be imposed.
- 8) Henceforth, the procedure for examination by the Academic Violation Team will be further regulated by the Rector's decree.

2.3 Rules

a. Rules in the Administration Room/office Rules

- a. Students dress politely and neatly (not wearing T-shirts and/or sandals).
- b. Students bring valid KTM.
- c. Students do not smoke, eat, and drink in the administration room/office.
- d. Students who violate the rules above will not be served administrative matters.

b. Lecture Rules

- a. Students who are entitled to attend lectures in the Labuhanbatu University FKIP environment are those whose names are listed in the Student and Lecturer Attendance List (DHMD).
- b. Students are required to sign the DHMD that has been provided at each lecture.
- c. Students during lectures are required to dress neatly, politely, wear shoes with neat and not long hair.
- d. Students are already in the lecture room when the lecturer enters the room.

- e. Lecturers are given the authority not to allow students who come when the lecturer has started lectures.
- f. If the lecture starts, it turns out that the lecturer is not present, then the students wait in an orderly manner for a maximum of 15 minutes. If the lecturer arrives more than 15 minutes late without prior notification, the student can choose the alternative:
 - 1) Students study or discuss in an orderly manner in class.
 - 2) Students negotiate with the Head of the Department to continue their lectures with the lecturer who gives lectures on the next schedule.

c. Semester Exam Rules

During the Mid-Semester Examination and the Final Semester Examination, the rules that must be followed are as follows:

- a. Examinees carry a valid Exam Participant Card. If the examinee's card is left behind or lost, the participant can take the exam after obtaining permission from the head of the department/sec. Department/SBAP
- b. Examinees must be in the exam room at least 10 minutes before the start of the exam.
- c. Participants who are more than 15 minutes late must obtain permission to take the exam from the head of the department/sec. Department/SBAP
- d. The examinee wears a white shirt uniform with a black tie with the alma mater logo and wears black pants (for men) or skirts (for women) (not allowed to wear jeans made of clothes), shoes, neat hair and not long hair for men.
- e. Examinees sign the attendance list
- f. When the exam takes place students are not allowed
 - 1) borrowing each other's test equipment such as pens, calculators, rulers, and so on.
 - 2) bring bags, books, cellphones, and other notes to the exam room, except for exams that are open book or with the permission of the lecturer in charge of the course.
 - 3) ask questions or cooperate with fellow examinees.
 - 4) smoking, eating, drinking, indoors
 - 5) perform other actions that disturb the order and peace of the exam;
 - 6) leaving the exam room without permission from the supervisor.
- g. Students who violate the above rules will be subject to sanctions in the form of:
 - (1) Being reprimanded or warned by the supervisor for violations of points f1, f2, and f3
 - (2) Not allowed to continue the exam or be expelled from the exam room, for violations of points f4, f5, and f6.
- h. Students who are entitled to take the follow-up exam are students who
 - (1) Sick, proven by a doctor's certificate
 - (2) Get dispensation from university or faculty
 - (3) Obtain dispensation from outside parties with the approval of the university or faculty leadership

d. Rules for the Final Examination / Thesis Session

- a. Examinees are present at the opening and closing times.
- b. Examinees wear full dress and shoes.
- c. Examinees must demonstrate courteous behavior before, during, and after the exam.
- d. Examinees sit in the space provided after being called by the Thesis Examiner Team.
- e. Examinees bring a draft of the thesis during the exam.
- f. Students who violate the rules above are not allowed to take the Thesis Trial Examination

III. Research Method

This type of research is a qualitative field (Field Research), namely research that requires researchers to go to the "field" to make observations about a phenomenon in a natural state. Qualitative field research aims to examine and determine the extent to which Labuhanbatu University students obey the rules of the campus environment. This research is planned to be conducted by direct observation.

This research is descriptive qualitative, descriptive research is generally carried out systematically with facts and characteristics of objects or subjects that are carefully examined.

The research location is on the Labuhanbatu Rantau Prapat University Campus. This research was conducted from June 2022 to August 2022. Data collection and data processing was carried out in July 2022

In this study, the data used were divided into two groups, namely:

1. Primary data source (primary)

Events or incidents related to the problem or research focus that will be observed directly on campus, in this study the researchers made direct observations as key informants while the respondents were all FKIP students and parties related to the process of running the existing rules to find out the implementation of the rules. order to the students of FKIP Labuhanbatu University.

2. Additional data sources (secondary)

Additional data sources or written sources used by researchers in this study consist of documents that include: The code of conduct that has been made by the campus, the state of the campus and students, and the state of infrastructure & other supporting documents.

Based on the explanation above, this study uses primary data sources and secondary data sources, so that the data needed for research is collected according to the needs of researcher instrument is a tool used by researchers in collecting data so that the work is easier and the results are better. The tools used by researchers as a data collection tool are observation and questionnaire sheets (2006: 160).

3.1 Observation

Observation is the activity of a process or object with the intention of feeling and then understanding the knowledge of a phenomenon based on previously known knowledge and ideas, to obtain the information needed to continue research.

According to Arikunto, (2006: 175) data collection techniques are the methods used by researchers to obtain the required data. In using data collection techniques, researchers need instruments, namely tools to make data collection work easier. Data collection in this study was carried out using observation and questionnaires (questionnaire). Observations in this study to obtain information about students. Meanwhile, questionnaires were used to obtain information about awareness of obeying campus rules and regulations.

Nana Syaodih (2010: 219), a questionnaire or questionnaire (questionnaire) is a technique or method of collecting data indirectly (researchers do not directly ask questions with respondents). According to Sugiyono (2012: 192), the questionnaire is a data collection technique that is carried out by giving a set of questions or written statements to respondents to answer. Nasution (2003: 128), a questionnaire is a list of questions distributed by post to be filled out and returned or can also be answered under the supervision of the researcher.

Data collection is done directly because the data is obtained by asking respondents to fill out the questionnaire directly without intermediary others. Questionnaire is used to collect data from both independent and dependent variables. The questionnaires were filled out by each respondent at the same time and carried out through a google form. The data obtained in filling out the questionnaire is primary data with a measurement scale, namely the Likert scale.

This research uses a questionnaire with the following objectives:

1. By using a questionnaire, researchers can save time, cost and effort because the questionnaire in a short time can be distributed to respondents.
2. Questionnaires provide convenience to researchers in classifying data.
3. With a questionnaire, researchers can obtain objective data from respondents

The analysis technique uses descriptive qualitative data analysis by managing data in such a way that the data has meaning that is useful in solving research problems. The data that has been collected through observation and questionnaires/questionnaires were processed and analyzed in a qualitative descriptive manner.

IV. Result and Discussion

4.1 Population Policy During Turki Utsmani 1512-1566 M

From the questionnaire that I distributed to students/As a respondent, I can analyze the answer in which the data shows that there are still many students who lack awareness about the implementation of academic regulations. However, there are still students who are aware of the implementation of academic regulations. So that these students participate in implementing the implementation of academic regulations.

1. I feel that the socialization of every program on campus is very effective. Based on the results of the questionnaire analysis, 56% agree with this because it can be seen when the campus socializes about existing programs and students are always interested in participating in programs that are informed by the campus. This is supported by previous research that Budiani in Gaddafi and Mutiarin (2017) stated that program socialization is the ability of program organizers to socialize the program, so that information about program implementation can be conveyed to the community in general and the target program participants in particular.
2. I always carry out every task from the lecturer well. Based on the results of the questionnaire analysis as much as 54.66% strongly agree with this because it can be seen from the tasks given by the lecturers are always carried out well by students. According to Burhanidin, responsibility is the ability to set an attitude towards an act that is carried out and the ability to take the risk of an act committed.
3. I feel that the academic regulations implemented by all campus staff and students are very effective. Based on the results of the questionnaire analysis as much as 64% agree with this because it can be seen in terms of attitudes, behavior of students who are on campus. Budiani in Gaddafi and Mutiarin (2017) states that the accuracy of program targets is the extent to which program participants are right with predetermined targets.
4. I am always ready to accept the risk of every action I take. Based on the results of the questionnaire analysis as much as 50.66% agree with this because it is our obligation to be responsible for every action we do and are ready to accept the risks that we will get. This is supported by Sugeng Istanto that accountability means an obligation to provide an answer which is a calculation of all things that occur and an obligation to provide an election for losses that may be incurred.

5. I feel that the curriculum implemented by the campus is very effective. Based on the results of the questionnaire analysis as much as 66.66% agree with this because it can be seen from the curriculum that is run by the campus in accordance with the existing curriculum and which is applied by the current minister of education. This is supported by previous research proposed by Murray Print that the curriculum is a planned learning space, given directly to students by an educational institution and is an experience that can be enjoyed by all students when the curriculum is implemented.
6. I feel that the Academic Regulations implemented by the campus have achieved the program objectives. Based on the results of the questionnaire analysis as much as 53.33% agree with this because it can be seen in terms of programs that are running well. This is supported by Richard M. Steers Achievement is the overall effort to achieve goals must be viewed as a process. Therefore, so that the achievement of the final goal is more secure, phasing is needed, both in the sense of phasing out the achievement of its parts and phasing in the sense of its periodization. The achievement of goals consists of several factors, namely: Time period and targets which are concrete targets.
7. I feel that monitoring in the implementation of academic regulations has created an effective learning process and covers all existing activities. Based on the results of the questionnaire analysis as much as 52% agree with this because it can be seen from the learning process carried out by the lecturers very well. According to Subagyo, program monitoring is an activity carried out after the program has been implemented as a form of attention to program participants. Supervision includes various actions to check and compare the results achieved with the standards that have been outlined. If the results achieved deviate from the applicable standards, it is necessary to take corrective actions to improve them.
8. I feel that the facilities and infrastructure on campus are very satisfying. Based on the results of the questionnaire analysis as much as 41.33% agree with this because it can be seen from the facilities provided by the campus are very good. According to HM Joharis Lubis and Haidir in the book on administration and planning for human resource development (optimization for school and corporate personnel) (2019), facilities and infrastructure help the learning process run smoothly, regularly, effectively, and efficiently.
9. I always obey the campus rules and regulations. Based on the results of the questionnaire analysis as much as 53.33% strongly agree with this because it is our obligation as students to obey the existing rules and regulations that have been applied by the campus. According to James Drever, discipline is the ability to control behavior that comes from within a person in accordance with things that have been regulated from outside or existing norms.
10. I always come to campus on time. Based on the results of the questionnaire analysis, 41.33% strongly agree with this because it is our obligation as students to arrive early before the lecturers enter the room and also for campus staff it is an obligation to come according to a predetermined schedule. According to James Drever, discipline is the ability to control behavior that comes from within a person in accordance with things that have been regulated from outside or existing norms.
11. I feel that the socialization of every program on campus is not effective. Based on the results of the questionnaire analysis, 41.33% were hesitant about this because it can be seen that when the campus socializes about the program it is always effective and the students are always interested in participating in the programs informed by the campus.

According to Subagyo, program socialization, namely the ability of program administrators to carry out program socialization so that information regarding program implementation can be conveyed to the public in general and the target program participants in particular. In the sense that providing information is the first step taken to get maximum results and facilitate the continuation of a job.

12. I did not carry out every task from the lecturer well. Based on the results of the questionnaire analysis as much as 48% agreed this because it can be seen that there are some students who do not like being given assignments by lecturers and there are some students who like being given assignments by lecturers. According to Dolet Unaradjan (2018: 181) states that discipline is an effort to prevent violations of the provisions that have been mutually agreed upon in carrying out activities so that punishment development for a person or group can be avoided.
13. I do not accept the risk of every action I take. Based on the results of the questionnaire analysis as much as 44% agree with this because it can be seen from some students who do not accept being punished for their actions and do not want to accept the risk of the actions that have been done. According to George Bernard Shaw, everyone who is able to practice all his knowledge and energy in an effective action, and useful if someone is obliged to bear all the consequences of what he does. Both can provide benefits for himself or harm himself.
14. I feel that the academic regulations implemented by all campus staff and students are less effective. Based on the results of the questionnaire analysis as much as 46.66% agree with this because it can be seen from some students who do not implement the existing regulations. According to Subagyo, the accuracy of the program targets, namely the extent to which the accuracy of a program has been determined previously. Accuracy of targets is more oriented to the short term and more operational in nature, determining the right targets, both set individually and goals set by the organization, really determines the success of organizational activities. Likewise, if the targets set are not right, it will hinder the implementation of the various activities themselves
15. I feel that the facilities and infrastructure on campus are unsatisfactory. Based on the results of the questionnaire analysis as much as 38.66% doubted about this because it can be seen from the facilities provided by the campus are very good. According to HM Joharis Lubis and Haidir in the book on administration and planning for human resource development (optimization for school and corporate personnel) (2019), facilities and infrastructure help the learning process run smoothly, regularly, effectively, and efficiently.
16. I always don't come to campus on time. Based on the results of the questionnaire analysis as much as 48% agree with this because some students do not all live in the same area as the campus. There are some students who live far from the campus area so that sometimes they often experience delays to arrive on time to campus and sometimes this is caused by transportation such as buses that sometimes don't exist or don't arrive on time. According to Dolet Unaradjan (2018: 181) states that discipline is an effort to prevent violations of the provisions that have been mutually agreed upon in carrying out activities so that punishment development for a person or group can be avoided.
17. I feel that the lack of monitoring in the program for implementing academic regulations has prevented an effective learning process from being realized so that it does not cover all existing activities. Based on the results of the questionnaire analysis as much as 41.33% agree with this because it can be seen that not all lecturers carry out the learning process well. Budiani in Gaddafi and Mutiarin (2017) states that program

assistance is an activity carried out after the implementation of the program as a form of attention to program participants.

18. I feel that the curriculum applied by the campus is less effective. Based on the results of the adoption analysis as many as 53.33 agree with this because it can be seen from some lecturers who still apply a curriculum that is not in accordance with the one suggested by the campus and the minister of education. This is because some lecturers prefer the old curriculum because it makes students diligent in terms of reading and writing. According to Prof.Dr.Henry Guntur Tarigan, the curriculum is a pedagogical formulation which is the most important and most important in the context of the teaching and learning process.
19. I always disobeyed in implementing campus rules. Based on the results of the questionnaire analysis as much as 52% agree with this because it can be seen that so many students do not obey the existing rules. According to Dolet Unaradjan (2018: 181) states that discipline is an effort to prevent violations of the provisions that have been mutually agreed upon in carrying out activities so that punishment development for a person or group can be avoided.
20. I feel that the Academic Regulations implemented by the campus do not achieve the program objectives. Based on the results of the questionnaire analysis as much as 50.66% agree with this because it can be seen that there are still many who violate the rules that have been applied by the campus. According to Subagyo, the purpose of the program is the extent to which the suitability of the results of the program with the program objectives that have been set previously. Achievement of goals, namely the overall effort to achieve goals must be viewed as a process. Therefore, so that the achievement of the final goal is more secure, phasing is needed both in the sense of phasing in the achievement of its parts and phasing in the sense of its periodization.

V. Conclusion

The accuracy of the program targets aimed at students has not been fully effective. The socialization of the program by the campus which has been carried out directly or using social media is still effective. The achievement of program objectives has not been achieved properly because there are still several reports of violations received by the campus. Monitoring the program in which there are several things that must be addressed because it has not been effective enough in monitoring it while the program is running.

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