

Strengthening Discipline Character of Students at Muhammadiyah Boarding-School (MBS) Muhiba Yogyakarta

M. Lutfi Bachaqi

Yogyakarta State University, Indonesia

e-mail: lutfibaehaqi09@gmail.com

Mukhamad Murdiono

Yogyakarta State University, Indonesia

e-mail: mukhamad_murdiono@uny.ac.id

Abstract

Educational issues require special attention, especially those related to character. Learning in boarding-based schools is one option to overcome character problems, especially disciplined characters. This research was conducted at MBS Muhiba Yogyakarta as one of the boarding-based schools in the city of Bantul, Yogyakarta. This research was a descriptive research with a qualitative approach. Data collection was obtained by observation, interviews, documentation, and questionnaires. The instruments were interview guidelines, observation guidelines, and documentation guidelines. The subjects in this study were the director and teacher. Data analysis techniques used interactive analysis which includes; data collection, data reduction, data presentation, and conclusions. The results showed that the strengthening students discipline character of learning in boarding-based schools was carried out through; use of the inquiry learning model based on contextual, Islamic habituation, one of rule, the provision of penalties and gifts, and role model. The obstacle reinforcement of strengthening discipline character of students at boarding-based school includes specific obstacles such as; difficulty in planning material concepts and difficulty in designing the flow of thought. General obstacles in learning include; the difficulty to cooperate with parents in implementing one of rule, the teacher's insistence to implement discipline, and the lack of attention given to learning.

Keywords: characters, discipline, learning

A. Introduction

Education can be preserved as arranged and deliberate guidance or help to a student from a teacher as educators in characterized intelligent, moral, and virtuous human beings. In its implementation, education can also be interpreted as an effort conducted by individuals or organizations as a group of individuals to provide an impact on students as educational objects to reach maturity and readiness in knowledge and mental. As part of education, national education functions is to develop capabilities and shape civilization of the nation to become human beings that have faith and devotion to God, noble, healthy, knowledgeable, capable, competent, creative, independent and become democratic and responsible citizens (Hamalik, 2011).

The educational goals can be achieved with the education process. Furthermore, education plays a central role to shape and develop intelligence, potential, and character of students. Another educational goal is to form students into human beings who have spiritual aspects, beliefs and devotion attitudes to God Almighty. The social aspect is to make students as social people who have attitudes and behaviors of discipline and responsibility, and provide students with knowledge for life as part of improving human quality, including various aspects, both aspects of knowledge, feelings, and behavior.

But in reality, the plan does not always match the expected results. The disparity in educational outcomes is still very poor. This can be seen from phenomena of teenage delinquency. Problems relating to students, both at home, school, and in the community, even some students face the law because of the behavior they do. Indonesian Child Protection Commission (KPAI) data for 2018 shows cases of legal violations involving students. In 2018 the number of brawls or violence increased by 14% from the previous 12.9%, meaning that the number of brawls has increased by 1.1%. Furthermore, data on drug abuse is also very alarming, data from the National Narcotics Agency (BNN) showing that from the whole 24% of drug users are students (Jyestha, 2018).

In schools, the attitudes and behavior of many students describe the low attitudes and behavior towards school rules, especially the attitude of discipline and manners, among others; late for school, do not wear neat uniforms, do not wear ceremonial equipment, skip class, and behave rudely to the teacher, and so on. Damage to the character is very alarming, many factors that cause it, one of which is globalization, with the global era of technology and information can be accessed very easily, but unfortunately it is not balanced with parental supervision and self-awareness. Character education plays a very important role in being able to educate the younger generation, especially students so that they have an awareness of values and morals, character, noble morals, especially in terms of discipline at schools.

Of the problems above, it needs special attention, especially from the world of education through strengthening the character, especially the implementation of learning in schools. Through learning, it can form character reinforcement, good character reinforcement will produce a good character of students, on the contrary reinforcement of characters that do not go well will also produce the poor character of students. This is under the results of Ardianti (2015) who shows that the need for the inner control technique namely character education provided well by the teacher, it will also produce a good character of students, one form of inner control that can be done by teachers in character education through role model. This is also supported by the results of Puspitasari et al. (2018) which explains that strong and good character education can make good characters. Students as disciplined educators must positively

perceive teachers as character educators. The description is corroborated by the results of Purnama (2018) which shows that in character education teachers have a direct contribution and influence on matters relating to the character of learners, especially discipline.

One school that pays attention to character building through learning is a boarding-based school where in implementing education it runs two curricula at once, that is the formal curriculum and the Islamic boarding school curriculum. According to Behaghel et al. (2017) there are several advantages of implementing education in this school, especially in terms of discipline, both discipline in learning and discipline outside of learning. Boarding-based schools are intensive education, where besides learning, students also stay at school, while it gives time to meet family on weekends or when on holidays. The goal is to do that, students will become disciplined individuals, also train them to have a leadership and independent spirit.

Learning in Islamic boarding school-based schools is highly prioritized, especially in matters relating to the formation and strengthening of character. In learning the teachers are very concerned about planning, implementing, and evaluating learning. Boarding-based schools always emphasize that besides being a teacher, teachers and educators must be able to shape and develop characters in students, especially the character of discipline. This became an important part of implementing education, because through the character of students as young people, the fate of the nation and state is determined.

Regarding discipline that is prioritized in boarding-based schools, in his research Prijodarminto (1994) explains that discipline is a behavior in obedience, order, and compliance. The opinion of Prijodarminto (1994) was later strengthened by Kurniawan (1994) who explained that discipline refers to conducive circumstances, and orderly behavior both to the rules of law and other legal rules, which are accompanied by voluntary self-conduct in carrying out orders and prohibitions any such law or regulation. Furthermore, Romanova (2016) explains that discipline is a condition which is realized and formed from several stages which subsequently leads to the value of order, obedience, respect, and orderliness. Where these values also lead to a result in the form of conditions that are conducive, and orderly behavior both to the rules of law and other legal rules, which are accompanied by voluntary self-conduct in carrying out the rules and prohibitions of each of these laws or regulations. From the definition of discipline, it can be concluded that the character of discipline has a very important role, because it will cause other positive impacts such as attitudes and behaviors of responsibility, diminished delinquency, awareness of obligations, and so forth.

The importance of discipline in learning was expressed by Peter (1982), disciplined learning would be needed and have an effective impact related to deliver knowledge to ease teachers. Classes that are conducive will certainly be easier to organize and comfortable to digest and understand what has been conveyed by the teacher, compared to classes that are not maintained. Second, discipline is very central in maintaining the health and well-being of teachers, classes that do not have good discipline will certainly reduce the quality of learning, and profession or expertise of teachers. Third, discipline is needed in certain situations, so that in important cases or emergencies without the need to ask the object the governed will do what has been ordered. This is supported by the opinion of Sonmez (2017) who explains that discipline taught to children will also encourage children to do other positive things, such as responsibility and being able to solve problems. However, if it has a negative impact, it can also establish discipline through punishment, both in the form of physical and verbal warnings.

Furthermore, Kann (1994) explains that disciplinary behavior is formed through several things, such as; attention from other parties, power or authority, and survival (environment). Contrast to Kann (1994) regarding the formation of discipline Amoah (2015) explains that there are two types of disciplines, namely external discipline and self-discipline. But between the two, external discipline is discipline that leads to restrictions on someone followed by certain sanctions. External discipline is not the final goal, but a means to achieve a higher level of discipline, which is self-discipline, meaning that external discipline only encourages the development of a sense of morality to form self-discipline., Thus it becomes a person's character and habits. From this opinion, it can be concluded that one factor that influence students' self-discipline is external discipline, which means there must be another party or other factors that support the formation of discipline in students.

The opinion above following the results of Pratama & Suwande (2013) which shows that one of the disciplined character education of students is the influence of the teacher in learning, both through punishment and rewards, reprimands, and advice. This is in line with Ardianti (2015) who revealed that in education and inculcation of disciplinary values towards students, teachers can apply the external control technique in the form of threatening and punishment and giving praise and gifts. Fitriyah (2016) found that it can form the formation of disciplinary character through giving sanctions to students.

After understanding the problems and opinions above, it can be concluded that to overcome the problem of juvenile delinquency, one thing that can be a solution is to strengthen the character of discipline. In the context of education, it is overcome by a strategy of strengthening the character of discipline through learning in boarding-based schools. It is expected that students will know good character values, so that they can become citizens who have noble attitudes, behaviors, and characters, and can practice it in religious and nation life.

B. Research Methodology

This research was conducted at MBS Muhiba Yogyakarta as one of the boarding-based schools in the city of Bantul, Yogyakarta. Furthermore, this research was conducted using qualitative descriptive research procedures. Meanwhile, the data collection technique used interview, observation, and documentation techniques in exploring data relating to strengthening the character of the students discipline through learning in boarding-based schools. The instruments in this study were interview guidelines, observation guidelines, and documentation guidelines. The subjects in this study were directors and teachers who were determined by purposive technique. Data analysis techniques in this research used interactive analysis which includes; data collection, data reduction, data presentation, and conclusions.

C. Findings

1. The Importance of Disciplinary Character for Students MBS Muhiba Yogyakarta

As one of the educational institutions, MBS Muhiba Yogyakarta has provided and emphasized as one of the educational institutions, MBS Muhiba Yogyakarta has provided and emphasized lessons that are always related to moral values and character values. This is inseparable from the importance of character education. At MBS Muhiba Yogyakarta, the importance of strengthening the character of discipline is manifested by implementing strategies and policies by school leaders, teachers, and all school members. Regarding the importance of moral values and the character of the discipline possessed by students, the goal is to create an

atmosphere and conditions that are conducive and orderly, both outside and inside learning activities.

Based on the results of interviews with director of MBS Muhiba Yogyakarta regarding the importance of strengthening character of discipline, it is obtained information that; Strengthening the character of discipline is very important in life, that as humans can not live without rule, besides that the character of discipline is also very influential in creating a conducive atmosphere so that implementing learning can also run smoothly.

From the interview of the researcher with the director of MBS Muhiba Yogyakarta above, the researcher concluded that the importance of strengthening the discipline character especially in education environment has a very important role as the basis for creating conducive circumstances and situations. It means that through strengthening the character discipline of students, especially students at MBS Muhiba Yogyakarta, they become and should obey school rules. This will certainly impact the teaching-learning process or activities in the classroom. Not only that, discipline that has made students become obedient and orderly individuals, both in time and in school rules will also lead to a harmonious situation between school members and each other. Being a disciplined person will increase students' respect for teachers, friends, and others.

Explanation from the director of MBS Muhiba Yogyakarta was strengthened by the Civic Education teacher who explained that strengthening the character of discipline is important, in getting students used to behave, for example in learning, conducting worship, and maintaining environmental conduciveness. Furthermore, this is also reinforced by the explanation of religious education teachers who explain that the character of discipline is important to support the success of learning activities, because if there is no discipline there will be many things that hinder the goal of learning.

From each of the above explanations, it can be understood as a whole that strengthening the character of discipline can make the students at MBS Muhiba Yogyakarta become more orderly and able to carry out school rules. This will certainly impact the teaching-learning process or activities in the classroom. Not only that, discipline has made students become obedient and orderly individuals. Both towards time and school rules will also lead to a harmonious situation between school members and each other. Being a disciplined person will increase students' respect for teachers, friends, and others.

2. Strengthening Discipline Character in Learning at MBS Muhiba Yogyakarta

In MBS Muhiba Yogyakarta the strengthening of the discipline character through learning is carried out in various ways. Based on the results of observations, a contextual inquiry-based learning model was used to strengthen the character of the student discipline. The inquiry learning model is learning implementation by focusing the implementation of teaching and learning activities on students or student centered. Furthermore, the implementation of learning with this model is also supported by a contextual approach, meaning that students at MBS Muhiba Yogyakarta through learning will be encouraged to think critically, creatively, innovatively, and solve problems in life. Through the overall activities of students with this model are also modified and directed to shape and strengthen the character, especially the characters related to discipline, self-confidence, and responsibility in learning. Referring to the character values, we internalize the character values in this study in the learning process and reflected in the steps of inquiry undertaken by students.

The results of interviews with teachers at MBS Muhiba Yogyakarta found that strengthening the character of discipline through inquiry learning at MBS Muhiba Yogyakarta was implemented into activities such as finding problems, discussing problems, making reports in the form of scientific work collected by the time specified by the teacher, thus encouraging students to be disciplined in learning. In addition, discipline is also formed and strengthened through the habit of critical thinking. We expect critical thinking skills in students to create knowledge, ideas, and new skills, including the inherent values of disciplinary character. Critical thinking is one skill that support the formation of students' character, especially the character of discipline and responsibility, so this is very beneficial for the survival of students in their daily life. Through implementing the inquiry learning model, it will form students who already have an awareness of the character, know and carry out their rights and obligations as the responsibility of a servant of Allah SWT and living creatures.

Overall, the results of observations and interviews regarding strengthening the character of the discipline are also supported by the learning activities in the lesson plan (RPP), both preliminary activities, core activities, and closing activities. Likewise, in the assessment's case used by the teacher has also supported the implementation of efforts to strengthen the character of the discipline where in the lesson plans, among the assessments used to strengthen the character of the students' discipline, includes; attitude assessment, knowledge assessment, and skills assessment.

Furthermore, the second way to strengthen the character of the students' discipline is to integrate Islamic habituation into learning. Based on the results of observations in the learning process, it was found that Islamic habituation activities carried out at MBS Muhiba Yogyakarta to strengthen the character of students' disciplines include;

1. say hello when you first enter and leave class.
2. pray before and after learning.
3. recite holy Qur'an
4. Islamic literacy.
5. In addition, during the learning process that takes place every 09.00 WIB or during recess, students will be given the opportunity to do *dhuba* prayer.

Based on interviews with teachers at MBS Muhiba Yogyakarta, Islamic habituation was carried out by teachers as part of the school rules which obliged teachers to familiarize themselves and students to behave following Islamic religious teachings, both inside and outside of learning. Besides the above matters, in strengthening the disciplinary character of students at MBS Muhiba Yogyakarta, students are always emphasized to be punctual in working on and collecting assigned tasks. Doing their picket schedule, apply 5S culture (spread smiles, say hello, greet people, behave politely, and act politely) when learning or outside learning. It carries Islamic habituation out by the teacher in learning as a form of strengthening the characteristics of the students disciplines at MBS Muhiba Yogyakarta, this effort is carried out in activities continuously and every day to form a patterned and inherent character of the students. With Islamic habituation that is carried out consistently and continuously, especially in learning, students are expected to become highly disciplined individuals on positive things, under the teachings of Islam. Because Islam is a religion that upholds the values of disciplinary character, both in obedience to Allah SWT, teachers, leaders, and parents.

From this information we can conclude it that through Islamic habituation programs, students in daily life, especially in learning activities will be emphasized to get used to behaving under Islamic teachings. This certainly cannot be separated from routine activities in the hostel, ranging from waking up to eating, bathing, worshiping, speaking, behaving towards oneself and others. The purpose of this Islamic habituation is that students understand and can carry out obligations as Muslims, in addition, students through the Islamic habituation program can become individuals who have noble character values, especially in discipline.

The third method used in strengthening the character of the students' discipline through learning is by implementing one of rule. Based on the results of interviews with the director of MBS Muhiba Yogyakarta, every beginning and end of the teacher's semester, the homeroom teacher will evaluate learning of students. Strengthening the character of students' discipline in learning through one of the rules is one of the teacher's efforts to communicate the development and learning outcomes of students to parents. Not only that, in implementing one of rule teachers will also provide information related to students' attitudes and behavior daily, conveying scores of students' violations as school representatives.

According to the director of MBS Muhiba Yogyakarta, one of the rules has a role so that parents pay more attention to students when they are at home. This can be interpreted that to realize maximum results in strengthening the character of the students discipline in SBM Muhiba, the school through teachers requires the contribution and synchronization between teachers and parents. As a boarding-based school, MBS Muhiba is recommended to always launch this program. Besides, it is a means to conduct a regular meeting for teachers and parents. This special program can also be carried out as an activity enhancing parents' trust in schools, especially teachers.

From one of rule program implemented at MBS Muhiba Yogyakarta it can be concluded that there are benefits if the teachers represent the school maintain communication and mutual information about each other in relation to the development and learning outcomes of students, as follows.

1. Control children's activities. Both parents and teachers will be informed if there are irregularities and disciplinary actions of students, then this program can act immediately and provide treatments, especially in matters of student learning.
2. Another benefit of one of the rules is that from the information and communication, students will feel protective, so they can share any problems they experience, especially to learn, and prevent students from losing direction.
3. These things, then it can a basis and become input for teachers in considering and doing learning, both regarding methods, models, and learning approaches that will be done.

The next effort in strengthening the character of students' discipline through learning is by giving rewards and punishment. Based on the results of interviews with teachers at MBS Muhiba Yogyakarta, giving rewards or prizes and punishment is one effort of teachers in assessing the character of student discipline at MBS Muhiba Yogyakarta. The teacher does this as an effort to form students' disciplinary attitudes, especially in learning activities. At MBS Muhiba Yogyakarta, every student who collects assignments on time will be given a prize in the form of grades, and reward will be given to students achievements by reducing their fee education payments. Whereas giving punishment carried out if students do not collect assignments on time, sleep in class while learning, make noise and disturb other students in the form of giving Islamic sanctions such as to do *dhuba* prayers or by writing and reciting holy

verses of the Qur'an according to the level of discipline. Handling students who behave in an undisciplined manner in MBS Muhiba Yogyakarta, especially in learning, is carried out under the rules that exist in the school rules, according to the classification of violations and different sanctions for each criterion.

Finally, based on the results of observations at MBS Muhiba Yogyakarta, strengthening the character of discipline is also carried out through teacher modeling in learning. This can be seen from the teacher's behavior when entering class in a timely manner, greetings and smiles when entering or starting the class and ending learning, following the reciting of the Qur'an in the morning, giving Islamic literacy to students. Role model teacher in the classroom also provides synchronization between the attitudes and behavior of teachers outside of class. It requires teachers to arrive on time, by coming to the school at a maximum of 6.45 WIB. Likewise, when beginning the class, the teacher is also on time, and if the prayer time comes then it is obligatory to attend prayer in congregation at the mosque. In strengthening the discipline character in MBS Muhiba Yogyakarta with role play strategies in learning other things that are integrated or in learning cannot be considered trivial, a role model for students in MBS Muhiba Yogyakarta is always considered, even in the form of simple attitudes and behaviors, such as; the way teachers dress when teaching, the way teachers sit, talk, and so on.

From the above it can be concluded that the strengthening of the students' discipline character in learning through teacher modeling and starts from the teacher first. This is consistent with its name that the teacher (*guru*) is a person who can be followed (*digugu*) and imitated (*ditiru*), both in attitude and behavior. Therefore, in strengthening the character of discipline as a teacher and an educator must always pay attention to himself, both in speaking, dressing, and behaving in learning and outside of learning. With the example of the teacher, especially in learning activities, students will easily accept and imitate.

Based on the data got through interviews, observations, and documentation regarding the strengthening of students' disciplinary character in learning at MBS Muhiba Yogyakarta above, it can be concluded that the overall implementation of the strengthening of disciplinary characters at MBS Muhiba Yogyakarta is carried out in five ways as follows.

1. the use of contextual based of the inquiry learning model
2. Islamic habituation
3. one of rule
4. punishment and gifts,
5. role model teacher.

3. Obstacles and Efforts to Overcome Barriers to Strengthening Discipline Character in Learning at MBS Muhiba Yogyakarta

Based on the results of interviews with teachers at MBS Muhiba Yogyakarta, it was found several barriers that were specifically related to implement learning by using inquiry learning. Among these obstacles are; students have difficulty in planning the concept of material properly and structured. Furthermore, this also leads for other obstacles in the form of difficulties in designing the flow of thought.

The obstacles above show that students do not have sufficient knowledge about the material so that teachers it requires teachers to conduct direction and introduction to students as part of introducing learning. Besides that, the position that occurs in using the inquiry learning model also shows that the students' reasoning and analogous skills are still low, so in the

learning process it needs more attention from the teacher to hone and develop the students' reasoning skills.

Related to the obstacles in implementing learning above cannot be resolved in a short time. So that efforts to overcome these obstacles can be done by;

1. Habituation uses a learning model that encourages students to think critically.
2. Familiarize the ability to reason and analogize learning material with the context of everyday life.
3. As well as classroom management by teachers in encouraging students to explore and provide planning and introduction in the form of learning implementation.

After discussing the obstacles found in the inquiry model, further obstacles in strengthening the discipline character of students in the MBS Muhiba include; we found The obstacle in implementing one of it that several students' parents who could be categorized could not be invited to coordinate, because it prevented them from meeting with the teacher regarding the development and learning outcomes of students. This certainly also influences and inhibits the strengthening of the students' discipline's character. These obstacles make the teacher in the classroom does not have a reference related to do treatments and approaches for each student. The solution is to provide opportunities for teachers and students' parents to make long-distance communication, both through social media and telephone to provide mutual information related to the attitudes and behavior of students in everyday life.

Other obstacles related to punishment or sanctions given by teachers to students who violate or behave undisciplinable are not consistent. There are still no teachers who consistently give punishments according to violations. Based on observations about the teacher's example in learning, there are still some teachers who could not position themselves as people who are noticed by students. There are some teachers who could not pay attention to how to dress, communicate, and sit while learning in class to overcome this obstacle.

To overcome the above obstacles, it gave the teachers a briefing in a limited meeting by the school principal to always be firm on student discipline. Besides that, the program of activities of Darul Aqum was also carried out, that is the strengthening of the faith and Islam of the teachers, especially with the values taught in the Islamic religion, especially regarding discipline. It is intended to make teachers aware of their responsibilities and obligations in educating students as an unbroken part of the provision in the.

D. Discussion

According to the findings that have described in the previous section, it can be understood that strengthening the character of the discipline carried out through learning cannot be separated from school rules and policies. There are several sections will be discussed in this section, including; the importance of the character of discipline, the efforts that can be made in strengthening the character of discipline in learning, and the obstacles and efforts to overcome the obstacles encountered.

First, the importance of the character discipline. In the process of education, one thing that must be considered realizes students to become intelligent and characterized individuals. This is also intended so that students can adjust properly and correctly, both in the family, school, and community. And both in carrying out obligations as social beings and as servants of God. In realizing it all, one character that can underlie is the character of discipline, meaning that it starts from the character of discipline that is already inherent in a person, so that other

noble attitudes and behaviors will follow and form on their own. This is one thing that discipline is a very important part in human life.

Someone who already has the character of discipline will easily carry out their obligations, in addition discipline will also bring someone able to show attitudes and behavior under the norms, and prevent overreaching any prohibited or unjustified. This is under the opinion of Baumann & Krskova (2016) which say in education, especially in the sphere of learning, discipline will directly influence the effectiveness implementation, and the creation of a good relationship between students and teachers. From this, it can further be developed that several objectives focussing on the formation and strengthening the discipline character for students, including;

1. helps in growing students as human beings aware of their rights and obligations.
2. help students to know the limits of themselves,
3. make intelligence in science and knowledge so that it is beneficial for life, because without the discipline of knowledge it can even potentially damaging to life.

But from all the explanations above, Schneiders (1960) explained that if from an early age children are not formed and strengthened in their discipline, then the child will most likely become a person who fails, especially a person who understands identity, and loses a sense of responsibility. In the world of education, specifically learning Schneiders (1960) stated that importance of strengthening the character of discipline for students, it shows that students who have disciplined characters can control themselves from deviant behaviors. However, the ability of students to control themselves also cannot be formed just like that, it also needs the desire, awareness, attention and encouragement from the school, especially teachers who always interact directly.

Through strengthening the discipline character of students, becoming more orderly and able to carry out each school rule. This will certainly impact the teaching-learning process or activities in the classroom. Not only that, discipline make students become obedient and orderly individuals, both in time and in school rules will also lead to a harmonious situation between school members and each other. Being a disciplined person will increase students' respect for teachers, friends, and others. This is in line with the opinion of Radovanović & Tadić (2012) which says that the importance of discipline character is the basis for preparing challenges, starting from the discipline of the generation prepared as early as expected to have responsibility for what they need to do and provide for religion, and nation. Furthermore, Sandra (2011) also reinforces that the importance of strengthening the character of discipline, especially in the sphere of education has a very important role as the basis for creating conducive circumstances, situations and reducing the occurrence of negative behavior.

The character of the discipline will certainly impact the awareness of the students which starts from simple things, from the neighborhood where they live, and from the people closest to them. In the realm of school, if the disciplinary character is inherent in students learning will run well, so that it can achieve the realization of learning objectives. In addition, the character of discipline will also provide awareness of their responsibilities with all school rules. The goal is to impact a conducive, comfortable, and controlled environment. Furthermore, in relation to the social environment or in interacting with other school members, the purpose of strengthening the character of discipline is as an effort to provide awareness in respecting the time and other school members, especially teachers.

Based on the results, it can be concluded that strengthening the character of discipline can accustom a person to behave in a manner, and not deviate from existing norms. From this, the character of discipline, especially in learning activities teachers will easily achieve the success of learning activities. Character education will be built from the discipline itself. Discipline is one key to the success of education in schools, it has been attached to the students themselves, the atmosphere and conducive condition will be created. It also has an extraordinary impact which has formed a responsible person, independent, and can be trusted, both towards themselves and the surrounding environment.

Second, effort that can be done in strengthening the character of discipline in learning, the nature of the goal of education makes people who are knowledgeable and noble. Through strengthening the character of discipline as the main capital to shape the character of discipline, each goal can be achieved, with the support of other parties, both school leaders, teachers, parents, students, and adequate infrastructure. This explanation is in line with the opinion of Lopes & Oliveira (2017) which explains that the importance of the formation and strengthening the discipline character to students must really be considered and prioritized and one way that can be done in terms of discipline character is through learning in school.

Discipline character is a character where the child has a tendency for good discipline, this is based on self-control. Discipline is one of the internal reinforcement that makes a person can obey every rule of awareness and self-will. The formation of disciplinary character can be done through the process of internalization of the limitations of the rules contained in an environment or external control.

Every person who has internalized control from outside or existing rules in a particular environment, can be interpreted to have absorbed and realized the importance of values in his soul. Because of that, then able to bring each individual to be able to obey and carry out every existing norm and rules, without feeling burdened or pressured. In addition, someone who has internalized the values of discipline in himself, is able to control and control his attitude and behavior, direct himself to always be responsible, and can focus himself on the purpose of life. This is in accordance with the explanation of Lopes and Oliveira (2017) who argue that with the discipline inherent in a person, then to learn and working, they will get convenience. Discipline inherent in a person will bring him away from feeling lazy and feeling compelled. All work can be easily done, completed according to targets and plans, as there are no obstacles that hinder the enthusiasm and fluency in doing various things.

In education, strengthening the character of discipline needs to be developed in students, especially in learning activities. Learning is one important element in implementing a formal educational process. Strengthening, the character of the discipline, will give a positive impact on the effectiveness and self-development of students. Furthermore, in learning there are also many things that can be done as an effort to form and strengthen the character of discipline.

As educators, teachers have a very central role in the effort to build and strengthen the character of students, especially the characters related to discipline in learning. When learning activities take place, as educators, teacher are emphasized to give positive influence on students, do external control either through attitude, communication, or action. Thus, discipline will be established and strengthened. Based on the research results got there are several things to strengthen the character of discipline in learning, including;

1. the use of contextual learning models
2. habituation

3. one of rule
4. punishment and gifts,
5. role model

The use of contextual learning models Joyce & Weil (1980) interpret the learning model as a conceptual framework in the implementation of learning activities. The learning model as a conceptual framework must have clear systematic procedures in organizing learning experiences with daily life or can also be called contextual-based. The use of a contextual basis is one strategy that integrates meaningful learning. Meaningful learning itself is learning where the process goes through several reflections, cognitive, affective, and psychomotor. This is the constructive paradigm which makes up a reform of education today. In the constructive paradigm, the implementation of learning prioritizes the development of the concept of material, the search for solutions to overcome problems in learning.

From the explanation above, the authors conclude there are at least some things that are most important parts in implementing good learning, especially learning that is intended as an effort to develop the personality and character of students, among others; a) presentation of the problem. b) discussion and analysis of problems. c) internalization of the values that exist in the community (contextual), and d) presentation of the results of discussions and analysis of problems. One of them is creating an effort to strengthen the character of discipline in learning by using contextual, based learning models, one of which can be implemented by using inquiry learning models.

The inquiry learning model is student centered learning. Furthermore, the implementation of learning with this model is also supported by a contextual approach, meaning that students at MBS Muhiba Yogyakarta will be encouraged to think critically, creatively, innovatively, and be able to solve problems in life. So, students will get used to think critically.

According to Alwada (2014) during the 20th century the development of critical thinking skills in students has increased, this is inseparable from the importance of critical thinking skills. Another factor that causes increased critical thinking skills is that there are demands in modern life that are becoming more and more complex. Critical thinking is one skill that support the formation of character and behavior of students, so this is very beneficial for the survival of students. In addition, discipline is also formed and strengthened through the habit of critical thinking. Critical thinking skills in students are expected to create knowledge, ideas, and new skills, including the inherent values of disciplinary character. Therefore, to strengthen the character, especially the discipline character of students, learning emphasizes critical thinking needs to be developed.

Another reason for the need to develop critical thinking learning is that critical thinking is one ability that can support students' practice in daily life, students will be encouraged to criticize the values and phenomena that occur in society, so this can also make them choose between good and right which also affects the character, especially the character of discipline. Another thing about developing the character of discipline in learning is that in schools, through critical thinking learning students can think and realize that he as a human being has obligations and responsibilities, within the school, especially in terms of discipline.

From the explanation of the above explanation, it can make us aware that the teacher as an educator has one of the solution options to overcome the phenomena of juvenile delinquency, especially the disciplinary behavior of students through the implementation of

learning with inquiry models. This learning model can also be used as a learning method and be useful for influencing students' attitudes and daily actions. The ability of students to criticize the values and phenomena that exist in society can help them in finding their identity and formation and capturing their character. Critical thinking is one characteristic of people aware of their obligations and responsibilities. It is supported by the opinion of Wallace & Jefferson (2015) states that the ability to think critically is the initial stage of human intelligence that can be developed by developing awareness and habit of solving and overcoming problems.

From the description above then it is assumed that the implementation of learning with inquiry learning can strengthen the character of students' discipline, then the reflection of the benefits of learning with this model among others;

1. Character building, especially discipline character, can be created by implementing learning to use inquiry models that can significantly shape students' awareness and character in the form of disciplined awareness of their responsibilities and obligations as servants of Allah SWT and as social beings.
2. Critical thinking can make students as individuals who are sensitive and care for the surrounding environment.
3. It creates implementation of the inquiry model in learning with simple activities; presenting problems, discussing and analyzing problems, making reports in the form of scientific work that is collected on time, thus encouraging students to have a disciplined character.
4. In addition, discipline is also formed and strengthened through the habit of critical thinking. Critical thinking skills in students are expected to create knowledge, ideas, and new skills, including the inherent values of disciplinary character.

Habituation. In creating learning that supports the strengthening of the disciplinary character of students, previous teachers as educators must be able to create conducive and calm classroom conditions in advance and is largely determined by the attitude and assertiveness of teachers towards students in learning. Through habituation, especially in terms of discipline, it can produce classroom situations and conditions that are calm and conducive, so as to achieve optimal learning implementation. This is under the statement of Gnagey (1981) which explains that good discipline is created by the teacher, this refers to a situation where students can carry out productive learning activities optimally, encouraging students to learn what is taught by the teacher.

From the explanation above, it can be concluded that strengthening the character of discipline can be realized if a teacher can motivate and accustom students to involve themselves in creating conducive classroom conditions, so that effective learning activities can also be created. Therefore, in this paper the authors conclude several things as advice to teachers, especially to strengthen the character of discipline in learning, as follows.

1. in implementing learning in the classroom, teachers should behave by reflecting moral values, so that students can emulate, especially in terms of discipline.
2. as educators, teachers must understand the personality of each student, including their strengths and weaknesses.
3. as educators, teachers must be able to appreciate the opinions of students.
4. as educators, teachers must be able to guide students.
5. able to create a good classroom climate, especially in learning.
6. teachers must be able to develop positive attitudes related to character values, especially discipline, and motivate students to behave according to these values.

One of rule. As collaboration between parents and the school, especially teachers, one of rule has very large benefits. The effect of this form of cooperation between teachers and parents is very important for the development of students, especially in terms of student character education. Through one of rule, it is possible to create an educational environment, especially learning more appropriate for students, where all parties, both teachers and parents have their respective roles, especially in supporting the formation and strengthening the character of students. It is followed by the opinion of George & Jones (2005) that cooperation in the world of education occurs between parents and schools as family relations, must know each other, respect, and support each other in the development of students. This is also reinforced by Telem & Pinto's opinion in Palts & Kalmus (2015) which states that communication between parents, teachers and the school community has a huge influence on the development of education and social abilities of students. This happens for certain causes such as Bronfenbrenner (2011) revealed that communication creates social interactions that can produce relationships in the education process of students, where children have a place to express their expressions and all parties both parents, teachers, school community can understand and support students. From this it can then be understood that communication between parents, teachers, and the school community, can create a more optimal environment in the education of learners, where all parties contribute together in supporting the development of student education and the development of students' social skills.

Communication is part of a form of collaboration between parents and teachers. The purpose of the implementation of one of the rule as a form of collaboration between parents and teachers is that the school through teachers can reach out to students' parents and make them aware that education at school is not an absolute obligation and responsibility of the school, but in the process of parental children's education also has an important role. This is an effort to create learning conditions that make students feel comfortable and cared for, so parents and teachers must be open in providing information related to academic development and student behavior. Therefore, this can also be taken into consideration by schools, especially teachers in providing approaches and treatments to students, especially matters relating to the disciplinary character of students in school. From some explanations above, it can be concluded that one rule of cooperation and communication between parents and teachers can capital or the main basis in approaching students. Cooperation and communication of parents and teachers have an influence on the things that are necessary and important to be done as part of the action or treatment, so that it will also positively affect the educational process, especially the character education of students' discipline.

Punishment and gifts, Various efforts made by teachers in learning such as strategies, models, methods, and learning approaches have been applied in achieving learning objectives. But in reality, there are still many teachers who could not achieve the learning objectives. That is because it is often for lack of learning motivation towards students, so that it hinders success in achieving learning goals. One thing that can be used in creating high student learning motivation is reward and punishment. This is in accordance with the behavioristic theory of SR Bond which explains that reward and punishment can be applied in strengthening positive or negative responses of students in learning. In this theory the provision of punishment and gifts is another form in the educational process of students.

According to Santrock (2015) in the implementation of learning activities in schools, reward and punishment aims to change and motivate students to have a passion for learning,

attitudes and behavior, achievement and learning outcomes. Penalties aim to change and motivate students, so that students compete to stay away from indisciplinary attitudes and behavior or behavior that is not in accordance with school rules and regulations. Meanwhile, the application of gift giving as a form of appreciation for the behavior of students under the rules and regulations of the school. Using these prizes aims to strengthen and motivate students to behave according to school rules and regulations, especially in learning activities.

From the explanation above, gifts and punishments in learning really need to be done for learning activities, especially when students experience hard times and lack of enthusiasm in learning. Discipline behavior in learning in the classroom is not entirely influenced by the rules and regulations of the school, but also because of good classroom management by the teacher. Therefore, every teacher, especially in learning is very necessary to prepare for it, one of them is by penalizing and rewarding students.

Related to strengthening the character of discipline, the application of punishment and gifts for students in learning can motivate students to behave in a disciplined manner. The attitude and behavior of students who are disciplined will impact the creation of conditions and learning that are calm and conducive. This also affects the seriousness and focus of students which can also affect student learning achievement. Punishment is not solely to suppress and frighten students, while prizes are also not applied solely to make students spoiled and dependent. Therefore, to strengthen the character of discipline in learning, according to Santrock (2015) the application of the punishment and reward method needs to pay attention to the following points.

1. The application of penalties and prizes is based on student behavior.
2. Penalties and gifts have limits. Penalties and prizes cannot be applied continuously in learning.
3. Have an agreement with students.
4. Prioritizing educational processes and values.

From the above explanation, the strengths and weaknesses of the application of penalties and gifts as an effort to strengthen the character of discipline in learning things to remember and pay attention to the relationship between teachers and students in learning only lasts relatively briefly. However, positive and negative attitudes and behavior of teachers will imprint and be remembered for a long time for students.

Role model. The teacher has task to educate and teach, but among those assignments one of the best tasks is to educate students, this is because educating is not a work of transforming knowledge only, but as a transformation of values and morals to students. Through example, living the spirit and tradition of exemplary means that transmitting the true values of education. Role model is one word that is easy to say by all people, but it is very difficult to do, including by the teacher. This is because role model is a good form of attitude and behavior that is applied actively, so that others can judge and follow it.

In the world of education, especially in learning, teachers are human figures students will always assess and examine whose attitudes and actions. In the process of learning in front of the class, students will assume the teacher (*guru*) is a person who becomes a model to be followed (*digugu*) and imitated (*ditiru*). Therefore, in learning activities in front of the class the teacher must have good attitudes and behaviors such as; be calm and firm, polite in speaking and behaving, neatly dressed, and so on.

Regarding teacher attitudes and behavior, it means that we are talking about qualified teacher characters who deserve to be a model to emulate for their students. Role model teacher gives a great impact on the character of students. Strengthening the character of discipline through example, it means in strengthening the character of discipline as a teacher and an educator must always pay attention to himself, both in attitude and behavior. With the example of the teacher, especially in learning activities, students will easily accept and imitate. As Osher et al. (2010) explains that discipline and indiscipline is a phenomenon common in classrooms, schools, and certain environments or communities. The teacher influences interactions that result in disciplined or undisciplined behavior.

Strengthening the character of discipline in learning through teacher modeling as; be calm and firm, polite in speaking and behaving, neatly dressed, and so on in line with the opinion Suprahatinigrum (2014) which explains that the strategy of instilling character values can be implemented by bringing them together with these values with activities carried out in daily life. Then it can be concluded that all activities based on role modelling the teacher in learning are also part of a strategy, especially in strengthening the character of a discipline that is very thick with character values, especially the character of discipline.

From the description of strengthening the character of discipline in learning through teacher modeling, it is seen that the goal of the need for teachers to build good examples is as a form of value education aimed at instilling, cultivating, and strengthening the character of students. This is in accordance with the opinion of Tyra (2012) that character education is implemented to form good qualities. Furthermore, the implementation of character education requires a systematic plan and implementation. So that the goal of discipline character education in learning will be achieved to the maximum. The authors also conclude that there are things that need to be considered in strengthening the character of discipline in learning as follows.

1. 'Teachers' attitudes and behavior in learning determine the extent of their quality as educators of what has been taught and discussed in front of students.
2. Role model can be done at any time, both in learning and outside of learning.
3. 'The teacher's example is not just giving an example, but it also relates to every activity that is considered not important, but directly affects the discipline of students.
4. character formation, especially the character of discipline requires a long and consistent process and time.
5. habituation activities through spontaneous exemplary actions can be carried out in the form of simple attitudes and behaviors, such as being calm and firm, polite in speaking and behaving, neatly dressed, greeting, smiling, and greeting.

Third, obstacles and efforts to overcome barriers to strengthening discipline character in learning. Discipline in learning is not one simple thing, there are various obstacles in creating discipline. This is because of several factors, both teacher factors and student factors. Besides these two factors, other factors such as school rules and policies also greatly affect the level of discipline in learning. In general, problems of indiscipline in learning are always associated with classroom noise and non-conducive conditions, the way the teacher teaches, and the integration of learning with values and characters found in life. From all of these problems, the teacher as educator and teacher must be able to manage the class and fix various problems through his actions. So that an effective learning atmosphere can be created, which can be used as a stepping stone in educating students, and improving the personality and character of students.

This is in accordance with the nature of the objectives of education which is essential to improve the quality of knowledge, mentality and character of students.

Basically, discipline in learning leads to a series of actions of the teacher as an educator and instructor as a process of class organizing aimed at creating effective learning, ending disciplinary disruption, and fostering order. From these explanations, it can be concluded by the authors that there are at least two important things that are very influential and inseparable in strengthening the character of discipline for students including;

1. first things related to teacher behavior as educators to be able to encourage the cognitive development of students.
2. second, related to students as part of the realization of the implementation of learning include; knowledge of subject matter and the way the teacher transforms the values that exist in the learning material.

Based on the results of interviews with teachers at MBS Muhiba Yogyakarta, it is found several barriers that are specifically related to the implementation of learning by using inquiry learning. In general, it shows that students do not have enough extensive knowledge about the material so it requires the teacher to conduct direction and introduction to students as part of the introduction of learning. In addition, the obstacles that occur in using the inquiry learning model also indicate that the students' reasoning and analogous skills are still low, so that in the learning process there needs to be more attention from the teacher to hone and develop the students' reasoning skills. This is consistent with the explanation of Nehru & Syarkowi (2017) that that most students can only use reason based on logic concretely. The analogy of the material can only be achieved if it relates to things that are concrete and familiar to students.

In overcoming the obstacles, related to the adjustment of students in using inquiry learning, where students have difficulty in reasoning or analogizing with life experience requires a fairly long settlement. That is, regarding obstacles related to the use of inquiry learning models it takes a long time to practice the students' reasoning ability. This is in accordance with the opinion of Legare (2014) that the obstacles in overcoming students' reasoning abilities are needed in a habituation and cannot be solved in a relatively short time.

The way to overcome them is by; the teacher helps students to provide basic knowledge to students through some introduction, and description of the material. Furthermore, the teacher must also carry out the habit of learning in a constructive manner, so today's learning is a continuation of yesterday's learning. The material taught to students is an integrated part of the previous material, so that they experience a unity that is sequential and interrelated.

This is in accordance with the opinions of Kimmerle, etc. all (2015) that there are several things that become a problem in the implementation of inquiry learning, namely the leap in learning activities that cause the construction of knowledge. This happens outside the reach of students, there are new things that are not understood by students knowing that students have had. Furthermore, in overcoming obstacles like this, Syarkowi (2014) argues there is an event the teacher can do that by providing preliminary activity as the introduction of new material to students. Another thing that can also be done in overcoming obstacles such as this is by increasing the level of discussion with students, both in the form of exchanging thoughts, intermezzo, and light discussion, so that students can have prerequisite knowledge in understanding critical knowledge and developing skills critical thinking.

The obstacle in the implementation of one of the rules was found that students' parents who could be categorized could not be invited to coordinate, because it prevented them from

meeting with the teacher regarding the development and learning outcomes of students. This certainly also influences and inhibits the strengthening of the students' discipline character. This obstacle makes the teacher as a teacher in the class does not have a reference related to how to do treatments and approaches to each student. This is supported by the opinion of Lickona (2013) states that some parents of students still have a sense of indifference and apathy related to the development of their children's education. This makes the schools, especially teachers do not have partners in providing assessment and consideration in overcoming students' educational problems. Some people know they cannot support one another, because they are bound by their work.

In accordance with the explanation of Epstein (2015) which describes that communication between teachers and parents of students is one concern and forms of involvement in cooperation. This is a very important thing in the development of student education, the involvement of parents with teachers can be a basis for directing the attitudes and teachers' actions to treat students, especially in learning activities, so that the teacher's actions are appropriate and the improvement of educational values, morals, and character can be achieved well.

Indifferent and apathetic attitudes of parents who are often not biased to coordinate with teachers in the development of student learning can be overcome with solutions that provide opportunities for teachers and parents of students to conduct long-distance communication, both through social media and the telephone to provide mutual information related to attitudes and behavior students in everyday life.

Other obstacles related to punishment or sanctions given by teachers to students who violate or behave indisciplinately are not consistent. There are still no teachers who consistently give punishments according to violations. Furthermore, based on observations about the teacher's example in learning, there are still some teachers who have not been able to position themselves as people who are noticed by students. There are some teachers who have not been able to pay attention to how to dress, communicate, and sit while learning in class.

To overcome the above obstacles, the teachers have briefing meeting with the school principal to always be firm on student discipline. Besides that, the program of activities to strengthening the faith and Islam of the teachers in Darul Aqum was also conducted with the values taught in the Islamic religion, especially regarding discipline. This is intended to make teachers aware of their responsibilities and obligations in educating students as an unbroken part of the provision in the hereafter.

E. Conclusion

Learning is one important element in the implementation of a formal educational process. Strengthening the character of the discipline, will give a positive impact on the effectiveness and self-development of students. Furthermore, in learning there are also many things that can be done as an effort to form and strengthen the character of discipline. As educators, teachers have a very central role in the effort to build and strengthen the character of students, especially the characters related to discipline in learning. Strengthening the character of discipline can be realized if a teacher can motivate students to involve themselves in learning activities properly. In other words, no matter how much the encouragement and motivation of teachers towards students, it will be in vain without the active participation of students in learning, and strengthening the character of discipline will not be realized optimally. When learning activities

take place, it emphasizes teachers to give positive influence on students, do external control either through attitude, communication, or action. There are some concrete things the teacher can do that as an effort to strengthen the character of discipline, including; The use of the contextual based of inquiry learning model, Islamic habituation, one of rule, the provision of penalties and gifts, and a role model.

BIBLIOGRAPHY

- Alwadai, A. M. (2014). Islamic Teachers' Perceptions of Improving Critical Thinking Skills in Saudi Arabian Elementary Schools. *Journal Educatuin and Learning*, 3(4).
- Amoah, et al. (2015). Managing School Discipline: The Students' and Teachers' Perception on Disciplinary Strategies. *British Journal of Psychology Research*, 3(2).
- Ardianti, D. (2015). *Penanaman Nilai-Nilai Kedisiplinan Siswa Kelas IV SD Negeri Kepek Kecamatan Pengasih Kabupaten Kulon Progo Yogyakarta Tahun Pelajaran 2014/2015*. Universitas Negeri Yogyakarta.
- Baumann, C., & Krskova, H. (2016). School Discipline, School Uniforms, and Academic Performance. *International Journal of Educational Management*, 30(6).
- Behaghel, Luc. (2017). Ready for Boarding? The Effects of A Boarding School for Disadvantaged Students. *American Economic Journal*, 9(1).
- Bronfenbrenner, U. (2011). *The Ecology of Human Development: Experiments by Nature And Design. In Digital Channels in Teacher-Parent Communication: The Case of Estonia*. Harvard University Press.
- Epstein, J. L. (2015). School, Family, and Community Partnerships: Preparing Educators and Improving Schools. *International Journal of Education and Development Using Information and Communication Technology (IJEDICT)*, 11(3).
- Fitriyah, I. (2016). *Strategi dalam Membentuk Karakter Disiplin pada Siswa Kelas IV di MI Annidbomiyah Kabupaten Pasuran*. UIN Maulana Malik Ibrahim.
- George, J. M., & Jones, G. R. (2005). *Understanding and Managing Organizational Behavior*. Pearson Printice Hall.
- Gnagey, W. J. (1981). *Motivating Classroom Discipline*. Macmillan.
- Hamalik, O. (2011). *Proses belajar mengajar*. Bumi Aksara.
- Joyce, B. R., & Weil, M. (1980). *Model of Teaching*. PrenticeHall International.
- Jyestha, Vincentius. (2018). Tribunnews. Diakses dari: <http://www.tribunnews.com/pendidikan/2018/08/14/bnn-bilang-24-persen-pengguna-narkoba-adalah-pelajar-ini-tanggapan-kemendikbud>. Tanggal 1 Maret 2019, pukul 09.17 WIB.
- Kann, M. E. (1994). Discipline, Character, and Education. *Teaching Education*, 6(1).
- Kimmerle, J. et al. (2015). *Learning and collective knowledge construction with social media; a process-oriented perspective*. Educational psychology (50).
- Kurniawan, S. (1994). *Pendidikan Karakter: Konsepsi & Implementasi Secara Terpadu di Lingkungan Keluarga, Sekolah, Perguruan Tinggi & Masyarakat*. Ar-Ruzz Media.
- Legare, C. H. (2014). The Contributions of Explanation and Exploration to Children's Scientific Reasoning. *Child Development Perspective*, 8(2).
- Lickona, T. (2013). *Character Matters: How To Help Our Children Develop Good Judgment, Integrity, and other Essential Virtues* (J. A. Wamaungo & J. Anturnes, Trans.). Bumi Aksara.

- Lopes, J., & Oliveira, C. (2017). *Classroom Discipline: Theory and Practice* (Vol. 2). Nova Science Publishers.
- Nehru, & Syarkowi, A. (2017). Analisis Desain Pembelajaran untuk Meningkatkan Literasi Sains Berdasarkan Profil Penalaran Ilmiah. *Wahana Pendidikan Fisika*, 2(1).
- Osher, D., Bear, G. G., Sprague, J. R., & Doyle, W. (2010). How Can We Improve School Discipline? *SAGE Journals*, 9(1).
- Palts, K., & Kalmus, V. (2015). Digital Channels in Teacher-Parent Communication: The Case of Estonia. *International Journal of Education and Development Using Information and Communication Technology*, 11(3).
- Peter, M. (1982). *Social and Rural Education*. Basil Blackwell.
- Pratama, A. H., & Suwande, I. M. (2013). Strategi Pembentukan Disiplin Siswa Melalui Pelaksanaan Tata Tertib di SMA Negeri 1 Krian Sidoarjo. *Jurnal Kajian Moral Dan Kewarganegaraan*, 1(1).
- Prijodarminto, S. (1994). *Disiplin Kiat Menuju Sukses*. Abadi.
- Purnama, D. S. (2018). *Teacher's Effort in Developing Student's Learning Discipline*. Universitas Negeri Yogyakarta.
- Puspitasari, L., Aisyah, E. N., & Akbar, S. (2018). The Role of Lecturer Disciplines in Student Character Building. *Advances in Social Science, Education and Humanities Research*, 285.
- Radovanović, I., & Tadić, A. (2012). The Concepts of Classroom Discipline And Student Freedom in Individual Pedagogy. *Pedagoska Obzorja*, 27(5).
- Romanova, A. (2016). *Discipline and Personal Formation of Elementary School Pupils* [Nord Universitet]. <http://hdl.handle.net/11250/2437230>
- Sandra, M. W. (2011). *School Discipline and Disruptive Classroom Behavior: The Moderating Effects of Student Perception*. New York State University.
- Santrock, J. W. (2015). *Psikologi Pendidikan* (T. Wibowo, Trans.). Prenadamedia Group.
- Schneiders, A. A. (1960). *Personal Adjustment and Mental Health*. Holt Rinerhat and Winston.
- Sonmez, M. O. (2017). Violent Discipline Behaviours in Mothers of Preschool Children in Malatya. *Journal of Interpersonal*, 1(1).
- Suprahatiningrum, S. (2014). *Strategi Pembelajaran Teori dan Aplikasi*. Ar-Ruzz Media.
- Syarkowi, A. (2014). *Pengaruh Pengintegrasian Reading Infusion dan Science Reflective Journal Writing pada Pembelajaran Inkuiri Terhadap Pencapaian Kemampuan Kognitif dan Keterampilan Berpikir Kritis Siswa SMA*. Universitas Pendidikan Indonesia.
- Tyra, C. (2012). Bringing Books to Life: Teaching Character Education Through Children's Literature. *Rising Tide*, 5(2).
- Wallace, E. D., & Jefferson, R. N. (2015). Developing Critical Thinking Skills: Assessing The Effectiveness of Workbook Exercises. *Journal of College Teaching & Learning*, 12(2).