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CONTENTS

THE PRINCIPAL'S STRATEGIES IN FOSTERING SENIOR HIGH SCHOOL STUDENTS' DISCIPLINE IN GORONTALO

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Abstrac

This paper deals with the strategies of principal in fostering discipline of students in three senior high schools in the Gorontalo province. The purpose of this study was to obtain an overview of the principal strategies in fostering discipline students. The are some strategies which employed by principal in fostering the student discipline, such as partnerships with other agencies e.g. the police and military, maximizing the supervisory function particularly internal control, and the using reward and punishment system. This study used a qualitative approach with case study design in three senior high schools. Data analysis did through the following steps: (1) data reduction, (2) data display and (3) conclusion. The results showed that by involving members of the police and military in fostering the student discipline has positive impact in improving their discipline. Involving all stakeholders in supervising all the rules at school and encourage the society in taking responsibility in fostering student discipline as well as implemented reward and punishment system has also impact on decreasing or minimize the violence in school.

Key words: *Principal strategy, fostering, student's discipline*

INTRODUCTION

School is a place of learning that has an obligation to hold a quality learning experience for students. According Moerdiyanto (2007), a school is an institution in which there are components of principal, teachers, students, and administrative staffs, each of whom has a specific task in running the program. School has the following functions: (1) it serves as a formal education in a certain period of time according to the type, level and nature of the school, (2) it is a place of educating and teaching in accordance with the applicable curriculum, (3) it is a place to develop intra-school organization (OSIS), (4) it is a place to implement the guidance and counseling activity for students in the school, (5) It is a place where the administrative affairs and school household held, (6) it is a place to foster cooperation with parents, the community and the business world, and a school can also serve as a place for the implementation of the management, the school administration and to provide guidance to the student, (Atmodiwirio, 2000: 41) .Education at schools does not only demonstrate the cognitive aspects, but it also demonstrate the aspects of personality intact formation which expect students to have the social skills, empathic feeling toward others, great confidence, tolerance, solidarity, patience, sincerity, and creativity, and those things can be obtained if the management education can maximize the function of student management (Komariah and Triatna, 2010). Educational success is not solely determined by the teacher but is also determined by the success of the principal in managing the educational

personnel, curriculum management, and student management at the school (Mulyasa 2004, Nasihin and Sururi, 2011: 203).

According to Savage (1986), student management made by the principal is an attempt to create an environment and a conducive situation at schools so that students achieve success both academically and socially. The process of students guidance is aimed at producing a human being who have some characteristics in accordance to the educational goals that is fostering students' talents, interests and abilities optimally through academic and non academic activities (extracurricular) .One part of student development is coaching discipline. According to Juharyanto (2012), effective management of students contribute positively to the management of school achievement. Student management goal is to manage all the activities of students in the school. These activities support learning in schools so that the learning process can run smoothly, orderly and thus contribute to the achievement of the goals of the school. Thus, if the whole process, both the learning process and the development of intra and extra-curricular activities in schools run smoothly and properly then it becomes one of the indicators of a good school or an effective school.

Effective schools also provide services to meet students' talents and interests in the form of development programs and intracurricular and extracurricular activities so the school has students with high discipline and high learning motivation. Meanwhile, Komariah danTriatna, (2010: 55) explained that the students management of the effective school is directed towards the development of intelligence, interests and talents, to increase faith and piety, and to provide guidance in order to enforce student discipline. Therefore one part of student management that plays a crucial role in achieving the goal of the school is fostering student discipline. All of those can be accomplished but still it depends on the ability and strategies made by the principal. This study tried to investigate the strategy performed by the principals in fostering students' discipline at three schools namely MAN Insan Cedikia, SMA Terpadu WiraBhakti and SMA Negeri 3 Gorontalo.

REVIEW OF RELATED LITERATURE

In general, strategy is a way, or the tactic used by a person to achieve appropriate purpose. In this context the strategy in question is the strategy which is performed by the principals in fostering students' discipline. Coaching students is the provision of services given to the student in educational institutions, both inside and outside the classroom learning hours. One form of coaching that is very important for the student in school is student discipline. Discipline is very important for the students, therefore, it must be implanted constantly to students. If this discipline is instilled continuously then it will become a habit for students. This is in line with what is proposed by Schaefer (1986: 3) who said that: the essence of discipline is to teach someone to follow the teachings of a leader. According Harrys (1985: 123) "Discipline refers fundamentally to the principle that each organism learns in some degree to control it self to conform to the forces around it which it has experiences".

According to Imron (2011: 173) student discipline is an organized and orderly state of condition owned by a student in the school for not doing any violations that can harm either directly or indirectly to himself and to the school as a whole. Furthermore, Imron (2011)

suggested that there are three kinds of disciplines, first is discipline is built on the authoritarian concept. According to this concept, students in the school is said to have great discipline when they can sit still and watch description when the teacher is teaching. Secondly, it is a discipline that is built on the permissive concept. According to this concept, students should be given the widest possible freedom in the classroom and in school by loosen the school rules as these rules do not need to bind to students. Third, a discipline which is built on the concept of controlled freedom or responsible freedom.

Discipline in the school environment shall be imparted to each individual (student). In this case Prihatin (2011: 93) argued that fostering student discipline is associated with: (1) classroom discipline, (2) phases to help developing the discipline, (3) the reduction of disciplinary violations and (4) forming school discipline. Furthermore, it is said that there are three techniques used in fostering student discipline, namely: first,it is called as external control, which is a technique in which the student discipline should be controlled from outside the student in the form of guidance and control. According to external technique, students must continue to be disciplined even when he or she is not faced by the fear or the threat of getting a punishment. Secondly, It is called as inner controls or internal control. This technique requires the students to strive for discipline of their own. Students are made aware of the importance of discipline. After being aware of this, he would do some introspection and try to perform a self discipline. If the inner control technique is chosen by the teacher, then the teacher should be a role model in terms of discipline. Because the teacher will not be able to discipline his students, without giving the example of his own. Thus, teachers must already have good self-control and inner control . Third, it is called as cooperative control technique. This technique requires a cooperation between educators and students as they must work together well in enforcing discipline. Teachers and students typically make a kind of contract which contains the rules of discipline that should be adhered together. Sanctions for breaches of discipline are also observed and created together.

Student discipline can be grown if it is supported by discipined school climate. In other words, if the school situation reflects school discipline, students will do the same. The school principal plays an important role in creating discipline in schools, started from the effort to design, implement and maintain it. Therefore, a school principal needs a specific strategy in designing school discipline, for example: (a) preparing a draft involving teachers and all parties, administrative staff, student representatives, and parents representatives. With the implementation of this strategy, a school is expected to be able to foster responsibility of all parties for the smooth implementation, (b) the design must be in accordance with the mission and objectives of the school, meaning the discipline that is designed is derived from the school objectives, (c) the design must be concise and clear, so it is easy to understand, (d) the draft must contain a clear list of prohibited behaviors as well as sanctions. Sanctions imposed must be didactic and agreed by students, teachers and parents representatives, (e) the rules that have been agreed should be disseminated for example through meetings, newsletters, and school magazines so that all parties involved understand it, (f) activities associated with student activity, must be directed in the formation of school discipline.

According to Taufiq (2011) and Sugiono (1998: 30), if the students have implemented a discipline program, their behavior can be seen from the followings aspects: (a) they use

complete attributes of school uniforms, (b) They always wear proper and neat clothing, (3) they wear uniform in accordance with the provisions of the appointed day, (d) they dispose waste in proper place and (e) they come to the school to attend classes every day. Meanwhile, Roche (1994) mentioned some inventory aspects of students discipline as follows, (1) they always do homework, (2) they work on school assignments, (3) They pay the school tuition, (4) they pay attention during class, (5) they do not cheat in the test, (6) they do not copy their friend's homework, (7) they do not utter a harsh word, (8) they do not scribbl the wall, (9) they do not steal valuable items both in small and large form, (10) they do damage the school items, (11) they do not lie, (12) they do not violate school rules, (13) they do not carry sharp weapons, (14) they do not fight, (15) they do not make gangs, (16) they do not commit physical violence (17) They do not ditch, (18) they respect the elderly and they behave politely, (19) they do not use drugs and alcohol. In general, there are four categories of disciplinary problems of students, namely (1) bad behavior in the classroom for examples snapping a teacher, do not pay attention, distracting other students, doing a vandalism, say ing dirty words, cheating, attacking others, etc., (2) bad behavior outside the classroom for examples, fighting, smoking, abusing drugs, stealing, making graffiti, etc., (3) ditching for examples, leaving the classroom and school during the study period and (4) a delay for examples, students are late for class.

According to Frech (1994: 19) there some factors that are stimulating the emergence of student's undisciplined behavior at school. They are school factor, student's personal factor, and home and community environment factors.

METHOD

The approach used in this study is a qualitative by employing a case study design. The purpose of this study is to explain in descriptive and holistic way on the existence of three schools. The objects of this study are Madrasah Aliyah Negeri Insan Cendekia, SMA Terpadu (Integrated Senior high School) Wira Bhakti and Senior High School 3 Gorontalo. The data were collected by using interview techniques, observation and documentation. The data were then analyzed through the following steps: (1) data reduction, (2) data presentation, and (3) conclusion dawing.

RESULT AND DISCUSSION

The principals' strategies in fostering student's discipline in three (3) schools namely MAN Insan Cendikia, SMA Terpadu Wira Bhakti and SMA Negeri 3 Gorontalo, are in the form of a student's coaching model which is arranged formally and designed institutionally so that all forms of policy in terms of planning, implementation, monitoring, and evaluation are always formulated institutionally and formally under the principal's responsibility. Generally, student's guidance aims to support the achievement of the goals of education in schools. The detailed explanation on the strategies used can be explained as follows:

Having A Cooperation with other Institution

Coaching discipline is very important to do because the discipline determines the success of the whole process that will be done. DIKSAR is an activity undertaken before students entering the classroom with the purpose of introducing the new school environment

as well as establishing the discipline on the student activities. To change the students' behavior to be better, it is not enough to just implement the discipline during the learning process in the classroom but there is a need of having additional activities. In other word, to change student's behavior to be independent is not quite enough to just do it during the educational process in the classroom but there must be additional education that can complement the deficiencies that students do not obtain in the learning process. There is one tradition or custom made since this school was founded that is establishing students' discipline and self-reliance by providing training in discipline and leadership. The students will be trained directly by the members of the police and army.

The school adopts the guidance systems of military discipline and leadership because in this country these institutions are assumed to have good discipline, so the school also needs to emulate the formation of discipline aspects. In the rules of marching we always have to be able to keep the line in order not to do things that make the line becomes sloppy. Then the benefits that can be gotten from marching discipline is easier to control because every movement of them in done in groups.

Experiences gotten the grade ten will facilitate the students in fostering their discipline and religious activities. Students in the tenth grade have already been accustomed to discipline because the school has always stressed the importance of discipline in all aspects of life. The examples of discipline manner can be seen in carrying out religious activities and in undergoing the teaching and learning process in the classroom etc. Students must run a balanced manner and it will be part of every individual in carrying out their daily lives in school.

Maximizing The Function of Internal Supervision

The level of students' discipline can be seen from the results of monitoring conducted by the school. This observation aims at improving the students' discipline which should be maximized by the principal as means of internal control by involving all parties in the school. For example, the idea of using ICT tools should be well socialized so that there will be no misuse of the internet. To cope with this, the school authorities make arrangements and supervision over the use of internet access with the use of technology. In making the arrangements for example the school can make a rule for using the internet access on weekdays (Monday-Saturday) at certain hours, but it is only for the purpose of searching for materials to do the school tasks. Furthermore, the students can access the internet under the supervision of a teacher or any guidance from the teacher particularly the subject teacher who is giving the task.

Besides the use on laptops and internet , the use of handpone (HP) is very stringent. It means students should use HP on holidays only, so that on a normal days (weekdays) they should drop off their handphones in a particular room or on leave them on foster teachers in dormitories. Later on Saturday afternoon, they are allowed to use HP that is after the Ashar prayer until 5 pm. If they students cannot use HP during the weekdays that is from morning until 5 pm, they are given time of call their parents and it should be under the supervision of a foster teacher

There is a certain method arranged to foster students' discipline in terms of granting permission to leave the class. There are only two permission cards available in each class so that those who want to leave the class should do that in turn. Those leaving the class will be notified by the class teacher. Meanwhile, those who want to leave the school environment should get a permission card from the teachers on duty with the provision that the permit card must be signed by the teachers on duty and the student should notify the reason for going out of school.

There is a special training conducted in schools, every Friday at 07.00 a.m in the form of spirituality coaching which is mandatory for both the teachers and the students. Students of a certain class are not allowed to get into the room if their guardian teacher has not there yet. Thus, they have to call this teacher to come. Consequently, all guardian teachers will be willing to come earlier because they do not want to be late for the activity and cause their students to phone them.

There is a book named Manual Regulation of Students Life (MRSL) which serves as a guide as well as a control tool for all students in doing their activities. This manual regulation is valid for 24 hours. It it is the blend or the applicable rules every day to study at the school. This book has already listed all matters relating to student's life ranging from the types of violations, imposing sanctions against the intensity of the offenses committed, the points obtained after a foul and kindness. This manual book also sets things predicted violations will occur that causes irregularities and comfort of students while studying here and the problems which will arise that require special handling

The Granting of *Reward* and *Punishment*

The school has already prepared sanctions for students who violate the rules. It is by using a point system or the scoring system to calculate the offense that students have done. The sanction will be adjusted with points that the students get. For students who have committed great violations they would have to bear the consequences of the offense. With this point system , it is easier for the schools to give sanctions and conduct coaching. The most frequent violation that students commit deals with their being late for praying. This kind of violation still falls under great violation category. There are several ways conducted to handle problematic student. First, the students will be trained by his foster teacher. In addition, he or she will also be trained by his or her guardian teacher in class, then the student will also get a training from the dormitory manager. One student who is considered to be problematic will at least be handled by four teachers.

Those who violate the school rules will be given sanction but those who never violate the rule will be awarded a prize in the form of students' excursion or a permission to go out of school to places they want. This reward will encourage or motivate all students not to violate the rules. The grant of reward will be based on students' evaluation. If the evaluation is god then they are entitled to go on an excursion with the consent of the dormitory manager.

In the rules it is explicitly clear that all students' rules at school including time use of HP and sanctions for those who break them and formally everyting is well set so when there is a students using HP in inappropriate time then it will be considered as violation. Basically, the use of HP is not at prohibited, but the school manage its use so that students will not use

it during the learning process in the classroom or the use of HP on weekdays is prohibited. In this case, students' HP is kept in the student section. Meanwhile, the use of HP is permitted only on weekends (Saturday and Sunday) and on holidays on the condition that it must be supervised under the guidance of the teachers.

The use of a point system creates a balance assessment for students, because all actions taken will be given grades or points either offense or achievements and everything has its rewards. The granting of sanction here is balanced as the offenses are awarded a penalty (punishment) and those who perform good deeds are given a gift (reward), so all actions taken are recorded in the pocket book whether it is in the form of a violation or in the form of achievement. At the evaluation session, the grades showing violation and good deeds will be compared.

For those who are excellent will be given rewards in the form granting a permission to have an excursion (permission to leave school when the holiday comes). For students who for one month do not commit any violation will be given an excursion on Sunday. Ideally students only get permission to have an excursion once a month. There are several degrees of violation which determine the punishment given. The violations fall under the category of very serious, serious, rather serious, mild. The sanction given will be based on the category. Students who commit serious violations like using drugs, drinking, adultery and follow the prohibited organization or activity prohibited will be directly drop out. Next, students who commit serious violations like smoking, doing a fight or assault will be investigated and evaluated based on the investigation report to considered the degree of violation whether it is considered serious or not.

Previously, the sanction imposed on the student who commits the violation is in the physical form, but it does not cause students to be afraid and even the frequency of violations is still high. However, sanction given by making students to wear yellow vest proves to be effective for offenders as it would cause embarrassment and give prevalent effects so students will try to refrain from committing violations because when they use the yellow vest they do not only get the social sanction but they also get some other consequences namely they should be ready to receive orders from anyone including teachers and other persons and following their instruction is a must. This kind of punishment is successful in lowering the number of offenders.

DISCUSSION

Coaching the student is part of the promotion and development of the young generation that is very strategic and important because the student is a basic and vital potential whose growth and development will determine the progress of the Indonesian nation in the future. Coaching the student is directed to prepare a cadre of national struggle successor and the development is done by giving them skills, leadership, physical and spiritual health, creativity, idealism, motivation, futuristic vision, sensitivity to the environment, personality and noble character. Therefore, coaching the student needs to be done seriously in order to achieve development goals so that students clearly have visible role in the development process of the nation.

Fostering student's discipline absolutely needs a solid basic concept which is a fusion between the ideals to be achieved, interest in the needs and abilities of students suited with social conditions. Promotion and development of students is done so that children get an assortment of learning experiences for the provision of life in the future. To gain the knowledge or learning experience, students must follow various activities. Schools usually do some forms of academic and non academic activities to coach and develop students' discipline. In this present study, the coaching is directed to foster the student's discipline, because this component is very important and contributes to the achievement of students. Discipline is very important in creating effective schools through the creation of the discipline of learning. It is in line with that proposed by Blandford (1998) that discipline management is the center to be an effective school. While research by Moedjiarto in Mulyasa (2011) revealed that the school characteristics and school's discipline has a significant relationship with student achievement.

The following are the strategies undertaken by the principal in fostering student's discipline .Based on the research findings, there are some strategies that the school principal undertakes to foster students' discipline:

Cooperating with other institution

The school also cooperates with other institutions like the police and the army to foster student's high discipline. This is done by conducting Basic Training on Discipline and Leadership (BTDL). This activity is mandatory for all new students before joining the teaching and learning process in the classroom and it takes around one week to do so by involving the Army and the police as coaches and trainers. This activity aims at shaping the independence, unity, instilling the moral and spiritual values, the importance of filial to parents as well as a concern for the environment and love of the homeland. These objectives are in accordance with the content of the book on the pattern of students development. This book explains that in general coaching the student aims to increase student's devotion to God Almighty, intelligence, skills, heightens manners, strengthen the personality and strengthen the national spirit, in order to create humans development that can build themselves who are responsible for the development of the nation.

Maximizing Internal Supervision

The school principal maximizes the internal supervision in the form of preparing permission card. The permission card for those who want to leave the class for when the learning is still in progress should be given to the teacher who is currently teaching while the permission car for those who want to leave the school environment should be give to teachers on duty. To further streamline the development of the discipline , the teachers appointed some officials who are given the responsibility to supervise and provide guidance to students. To supervise the student 's discipline, the school make use of the effective role of teachers on duty. These teachers on duty are expected to always give a good example to the students as a teacher's behavior will be imitated by the students. One of the focuses of attention by the schools is to supervise the use of HP and the Internet to avoid their the abuse. HP and internet are allowed at certain times and under the supervision of a foster teacher. The success of coaching student's discipline is inseparable from the strategy adopted by the principal, and the support from teachers and parents, as well as the commitment and consistency in its

implementation. It is not much different from that proposed by White (1990) who said that there are two important dimensions of school discipline, namely (1) the approval of the principal and teachers to the school discipline policies and (2) the support given by teachers to keep the school discipline. According Prihatin (2011)the school principal plays an important role in shaping the students' discipline in schools ranging from the steps of designing, implementing and maintaining the disciplines rules . The involvement of all parties, especially the principals and teachers in fostering student' discipline is very important because principals and teachers are those who deal directly with students so they can monitor all students' behavior and once there is an indication showing that there are students who violate the rules, both the school principal and teachers will know right away
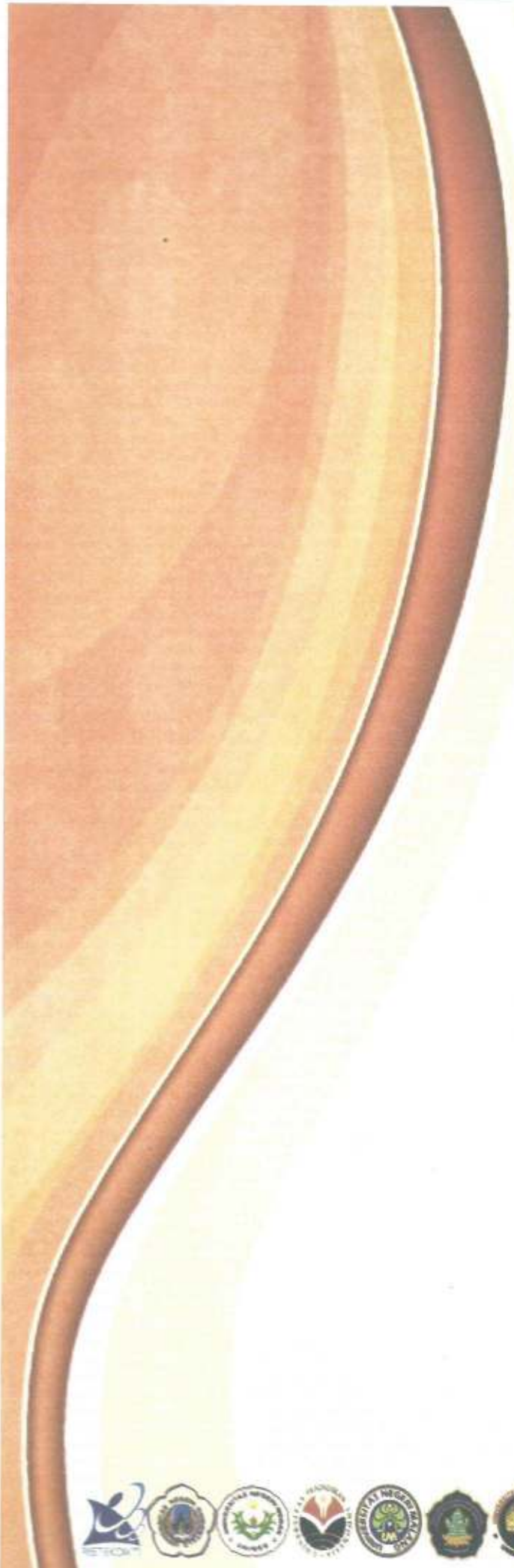
The granting of *Reward* and *Punishment*

This system imposes the calculation against all violations and achievements carried out by using a point system (scoring), and for student who conduct wrong things and the abuse things they will be given punishment. Achievement is given a reward,while the punishment is essentially intended to give so that the students do not do it again. It is similar to what is explain by Prihatin (2011: 99)stating that the influence of reward or reinforcement is stronger than the punishment (penalty). Thus, teachers should give more reward or reinforcement to students than punishment. Based on the research findings, the granting sanction to students are not in physical form but in the form of social sanctions that are more educational. After calculating students' achievements, they gain rewards in the form of permission to go out of school and for those who do a lot of offense, they are not only prohibited to go out of school, but they are also required to use the yellow vest with the title "offender" written on the back and duration of using it depends on their fault. It will make students feel embarrassed as it can be seen by all. The school principal implementing this modeling system at school as an example or model in improving students' discipline both inside and outside the school. The results showed that every day teachers especially teachers on duty welcome students' arrival in front of the school gate. The students will shake their hands and greet them. This is done to teach students on how to respect older person both in the school setting and outside the school. Besides, the school also teaches the students the habit of praying together to foster students' level of discipline These efforts gain positive results as the coaching is done early and continuously.

CONCLUSION

1. Basic Training on Discipline and Leadership (BTDL) is one activity that can forter the students' discipline because its implementation process involves the police and army.
2. The school principal strategy in coaching the students' discipline is done by maximizing internal supervision to prepare a supporting device for example prepare a license card, making the teacher as a model, regulation and supervision of the use of ICT.
3. The application of punishment and reward system, granting sanction is not in physical form but in the form of social sanction that is more educated. By implementing this system, the students' level of discipline will be better and the number of students who violate the rule will be decreasing.

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