

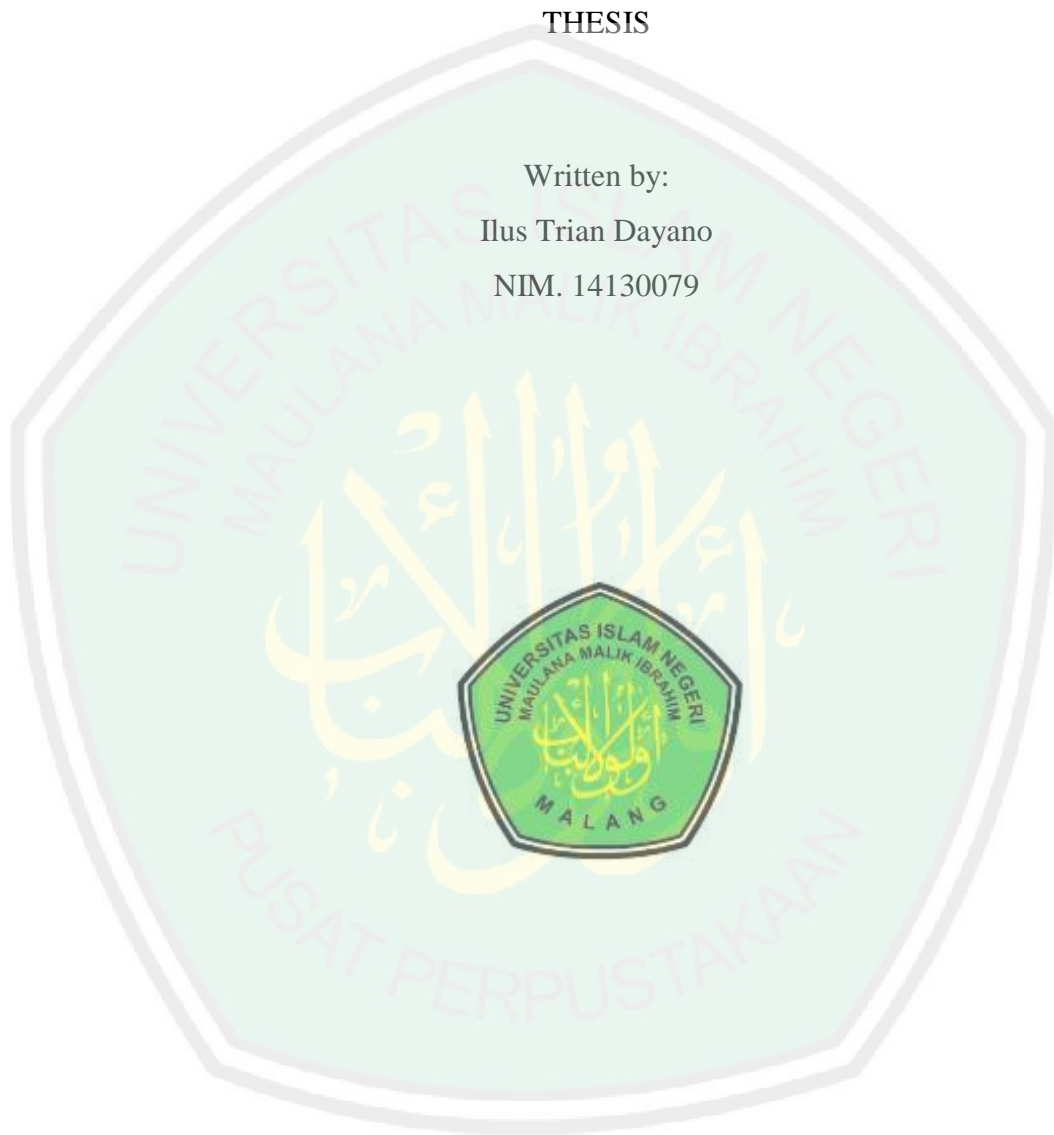
**EXPLORING BOUNDARY-BASED DISCIPLINE TECHNIQUE AMONG  
STUDENTS AT SMPN 1 LAWANG MALANG**

THESIS

Written by:

Ilus Trian Dayano

NIM. 14130079



**SOCIAL SCIENCE EDUCATION DEPARTMENT**

**TARBIYAH AND TEACHER TRAINING FACULTY**

**MAULANA MALIK IBRAHIM STATE ISLAMIC UNIVERSITY**

**MALANG**

**JULY, 2018**

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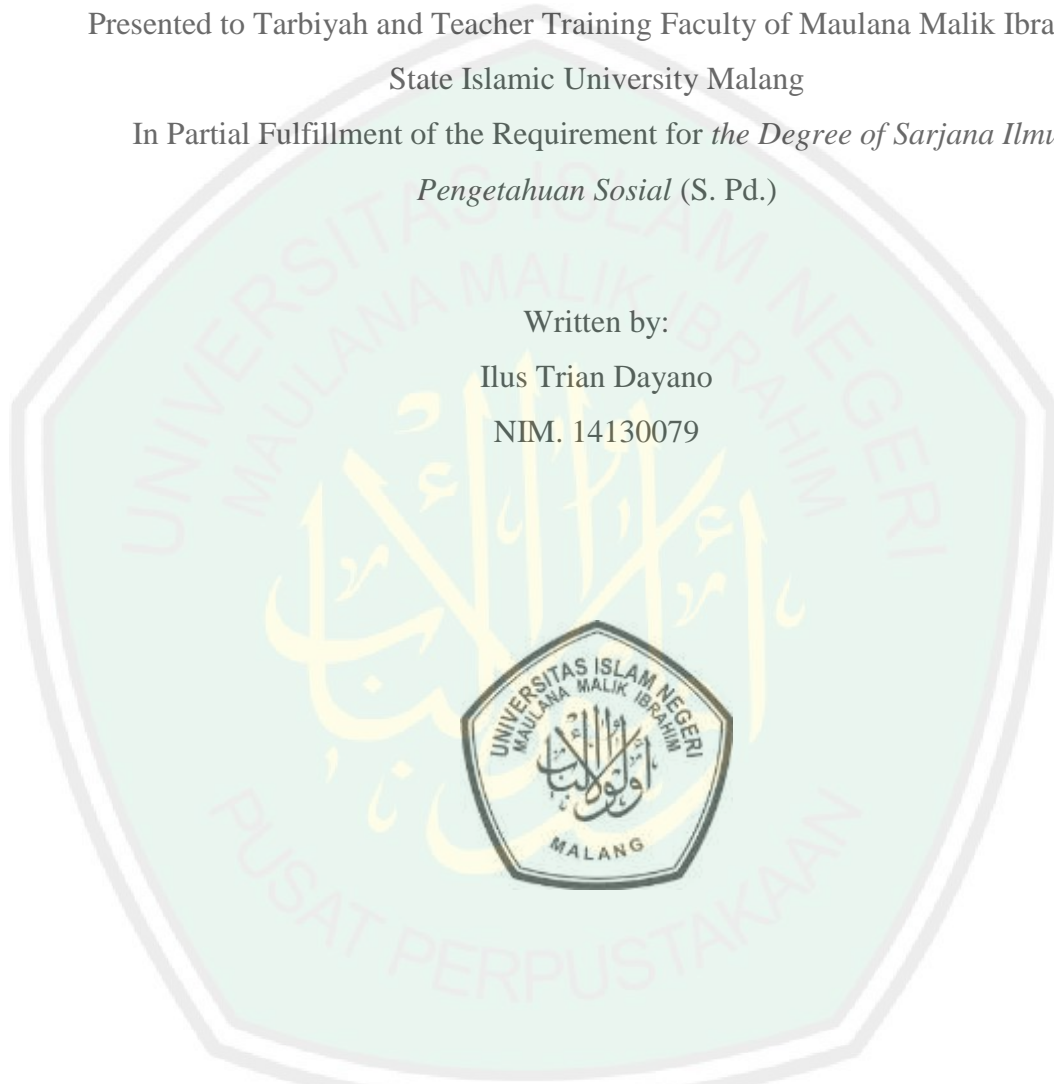
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In Partial Fulfillment of the Requirement for *the Degree of Sarjana Ilmu  
Pengetahuan Sosial (S. Pd.)*

Written by:

Ilus Trian Dayano

NIM. 14130079



**SOCIAL SCIENCE EDUCATION DEPARTMENT**

**TARBIYAH AND TEACHER TRAINING FACULTY**

**MAULANA MALIK IBRAHIM STATE ISLAMIC UNIVERSITY**

**MALANG**

**JULY, 2018**

**APPROVAL SHEET**

**EXPLORING BOUNDARY-BASED DISCIPLINE TECHNIQUE AMONG  
STUDENTS AT SMPN 1 LAWANG MALANG**

**THESIS**

Written by:

**Ilus Trian Dayano**

14130079

Approved by,

Advisor:




**Mokhammad Yahya, MA, Ph. D.**

**NIP. 19740614 200801 1016**

Acknowledged by,

Head of Social Science Eduaction Department



**Dr. Alfiana Yuli Efivanti, MA**

**NIP. 19710701 200604 2001**

**PAGE OF VALIDATION**

**EXPLORING BOUNDARY-BASED DISCIPLINE TECHNIQUE AMONG  
STUDENTS AT SMPN 1 LAWANG MALANG**

**THESIS**

Written by:

Ilus Trian Dayano (14130079)

Has been defended and approved by the board of examiners on June 28, 2018  
As the requirement to acquire (S-1) first degree of Sarjana Pendidikan (S. Pd.)

Signature:

**Main Examiner**  
**Dr. H. Nur Ali, M. Pd.**  
NIP. 19650403199803 1 002

:  \_\_\_\_\_

**Secretary**  
**Dr. H. Abdul Basifh, M. Si.**  
NIP. 19761002200312 1 003

:  \_\_\_\_\_

**Advisor**  
**Mokhammad Yahya, MA, Ph. D.**  
NIP. 19740614200801 1 016

:  \_\_\_\_\_

**Chair Examiner**  
**Dr. Alfiana Yuli Efiyanti, MA**  
NIP. 19710701200604 2 001

:  \_\_\_\_\_

Approved by,  
Dean of Tarbiyah and Teaching Training Faculty of Maulana Malik Ibrahim State  
Islamic University, Malang



**Dr. H. Agus Maimun, M. Pd.**  
NIP. 195650817199803 1 003

## PAGE OF DEDICATION

With the blessing Allah SWT and His mercies,

I am grateful and I want to thank to:

My beloved father and mother supporting me with their great efforts,

*Robb, irhamhuma kama Robbayani shaghira.*

My beloved family, I won't forget their kindness

My special lecturer who teach me the meaning of the world,

Hopefully his knowledges always lighten up Islam

All of the teacher who sincerely educated me,

Thank you for priceless knowledge

My little family, Social Science Department ICP, 2014

Thank for your smiles, you all are my spirit during my study in this university

And all the parties who supported me in this thesis finishing process,

Thank you for your time in helping me during the process.



## MOTTO

He is indeed successful who causeth it (a soul) to grow;

And he is indeed a failure who sunteth it

(As-Syams 9-10)



**Mokhammad Yahya, MA, Ph. D**  
**Lecture of Tarbiyah and Teaching Training Faculty**  
**Maulana Malik Ibrahim State Islamic University, Malang**

---

---

OFFICE MEMO OF ADVISOR

Malang, May 21, 2018

Subject : Ilus Trian Dayano

Attachment : 4 (Four) Exemplars

To Whom It May Concern,

Dean of Tarbiyah and Teaching Training Faculty

Maulana Malik Ibrahim State Islamic University, Malang

at

Malang

*Assalamu'alaikum Wr. Wb*

This office memo declares that Thesis originally owned by:

Name : Ilus Trian Dayano

NIM : 14130079


Study Program : Social Science Education (PIPS)

Title of Thesis : Exploring Boundary-based Discipline Technique at  
SMPN 1 Lawang Malang

Is considered acceptable to be defended after being intensively read and regularly consulted in the area of research content, language, and writing composition.

*Wassalamu'alaikum Wr. Wb.*

Advisor,

  
**H. Mokhammad Yahya, MA**  
NIP. 19740614200801 1 016

**CERTIFICATE OF THESIS AUTHORSHIP**

I hereby declare that this Thesis is originally written by Ilus Trian Dayano, student of Social Science Education Department (PIPS) as the requirement to acquire (S-1) first degree of Sarjana Pendidikan (S. Pd.), Faculty of Tarbiyah and Teaching Training of Maulana Malik Ibrahim Islamic University Malang. This research written does not incorporate any material previously which is published by other parties to achieve the other sarjana status of other Higher Tertiary Education, except those which are indicated in the notes, quotation, and bibliography. Therefore, I am the only person who is responsible for the thesis if there is any objection or claim from others.

Malang, July 05, 2018



Ilus Trian Dayano



## PREFACE

All praise and thanks to Allah SWT, who has given grace and bestow a variety of favors and gift, especially to the author, so that he can complete the writing of a thesis proposal entitled “Exploring Boundary-based Discipline Technique among Students at SMPN 1 Lawang Malang” as well. Shalawat and greetings hopefully always be upon to our Apostle, Prophet Muhammad, as well as to his family, his companions, as well as the people who follows him until the day of judgement.

The author os aware the existence of aids from various parties, such as prayers, support, motivation, criticism, suggestions for the completion of this thesis until it can be resolved properly and smoothly. With the completion of the drafting of this thesis, the author wants to say sincere thanks to all those who have helped the author, either moral or material, especially to:

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There are many parties cannot be mentioned here who actually the deserve to be thanked. Those unmentioned parties have also the numerous merit for completing of thesis proposal. The author says thanks to all of them. Finally, the author hopes guidance and mercy of Allah, and he submits all business to Him.

Malang, July 05, 2018

Ilus Trian Dayano

## TRANSLITERATION GUIDELINES OF ARAB LATIN

Transliteration of Arab Latin in this thesis utilizes in translation guidelines based on the agreement between Religion Minister and Education and Culture Minister of Indonesia number 158, 1987 and number 0543 b/U/1987. Those are:

### A. Letter

ا	=	a	ز	=	z	ق	=	q
ب	=	b	س	=	s	ك	=	k
ت	=	t	ش	=	sy	ل	=	l
ث	=	ts	ص	=	sh	م	=	m
ج	=	j	ض	=	dl	ن	=	n
ح	=	h	ط	=	th	و	=	w
خ	=	kh	ظ	=	zh	ه	=	h
د	=	d	ع	=	'	ء	=	'
ذ	=	d	غ	=	gh	ي	=	y
ر	=	r	ف	=	f			

### B. Long Vocal

Vocal (a) Length = â

Vocal (i) Length = î

Vocal (u) Length = û

### C. Diphtong Vocal

أو = aw

أي = ay

أو = û

إي = î

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## ABSTRAK

Dayano, Ius Trian. 2018. Menjelaskan Boundary-based Discipline Technique Bagi Siswa di SMPN 1 Lawang Malang. Skripsi, Jurusan Pendidikan Ilmu Pengetahuan Sosial, Fakultas Ilmu Tarbiyah dan Keguruan, Universitas Islam Negeri Maulana Malik Ibrahim Malang. Dosen Pembimbing Mokhammad Yahya, MA, Ph. D

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Kedisiplinan adalah faktor penting yang harus ditanamkan kepada seluruh siswa. Kedisiplinan akan menjaga ketentraman dan ketenangan dalam proses pembelajaran. Ada beberapa strategi untuk menegakkan kedisiplinan pada siswa, salah satunya adalah boundary-based discipline technique. Inti dari strategi disiplin ini adalah terdapatnya peraturan yang menjadi kontrol sosial bagi siswa agar mengerjakan apa yang dibolehkan dan apa yang tidak dibolehkan oleh sekolah. Boundary-based discipline technique pada mulanya diterapkan di lingkungan keluarga, namun tidak sedikit sekolah yang menerapkan strategi disiplin ini. Oleh karena itu, peneliti mengadakan penelitian tentang strategi boundary-based discipline technique di lingkungan sekolah. Penelitian ini dilakukan di SMPN 1 Lawang Malang, sebagai salah satu sekolah yang menerapkan strategi tersebut.

Berdasarkan isu di atas, fokus penelitian ini adalah keberadaan boundary-based discipline di SMPN 1 Lawang Malang. Adapun tujuan penelitian ini antara lain: 1) untuk menjelaskan konstruksi boundary-based discipline technique di SMPN 1 Lawang Malang; 2) untuk menjelaskan implementasi boundary-based discipline technique di SMPN 1 Lawang Malang; dan 3) untuk menjelaskan dampak boundary-based discipline technique terhadap siswa di SMPN 1 Lawang Malang.

Untuk mencapai tujuan di atas, peneliti menggunakan pendekatan kualitatif dengan jenis penelitian deskriptif. Penelitian dilakukan melalui pengamatan partisipasi pasif, yaitu peneliti datang ke tempat kegiatan yang diamati, tetapi tidak ikut terlibat dalam kegiatan tersebut. Sehingga penelitian ini bertujuan untuk mendeskripsikan dan menginterpretasi keberadaan boundary-based discipline di SMPN 1 Lawang Malang. Teknik pengumpulan data yang digunakan adalah observasi, wawancara dan dokumentasi. Sedangkan analisis data menggunakan reduksi data yang tidak relevan, penyajian data dan menarik kesimpulan.

Temuan penelitian ini mengindikasikan bahwa: 1) konstruksi boundary-based discipline technique disusun dengan jelas melalui peraturan otoritarian. Strategi konstruksi boundary-based disiplin ini terdiri dari membuat peraturan sekolah, membuat konsekuensi bagi siswa, melibatkan orang tua dan melakukan review peraturan setiap periode; 2) implementasi boundary-based discipline technique terdiri dari mengomunikasikan peraturan, penguatan peraturan, memberikan peringatan, menggunakan konsekuensi logis dan mengirim siswa ke waktu tenang; 3) Siswa yang tidak disiplin dipengaruhi oleh faktor keluarga, sekolah dan teman sebaya.

**Kata Kunci:** disiplin, boundary-based discipline technique, siswa



## ABSTRACT

Dayano, Ilus Trian. 2018. Exploring Boundary-based Discipline Technique among Students at SMPN 1 Lawang Malang. Socil Science Education Department, Tarbiyah and Teaching Training Faculty, Maulana Malik Ibrahim State Islamic University, Malang. Advisor Mokhammad Yahya, MA, Ph. D

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Discipline is an important factor which has to be instilled to all students. Discipline will establish the tranquility and calm in learning process. There are several strategies to enforce discipline behavior of student, the one is boundary-based discipline. The essence of this discipline strategy is the existence of limits which become the social control for students to do what is allowed and what is out of bounds in school. Boundary-based discipline was originally implemented in family, yet there are many schools implement this strategy. Therefore, researcher conduct the research about boundary-based discipline technique in school. This research was conducted at SMPN 1 Lawang Malang, as one of the school implementing the strategy.

Based on the issue above, the statement of the problem is the existence of boundary-based discipline in SMPN 1 Lawang Malang. The objectives of this research are: 1) to explain the construction of boundary-based discipline technique at SMPN 1 Lawang Malang; 2) to explore how the school implement boundary-based discipline technique at SMPN 1 Lawang Malang; 3) to explain the impact of boundary-based discipline technique at SMPN 1 Lawang Malang.

To achieve the objectives above, researcher conducts a qualitative approach in type of descriptive research. The research is conducted through the observation of passive participation, i.e. the researcher comes to the place of observed activity, but not involved in the activity. Hence, this research aims to describe and interpret the existence of boundary-based discipline in SMPN 1 Lawang Malang. Data collection used are observation, interview and documentation. Besides, the data analysis using data reduction, exposure data and conclusion and verification.

The research findings indicate that: 1) the boundary-based discipline technique construction is clearly conducted through authoritarian regulation, the strategy of boundary-based discipline consists of creating school limits, creating consequences for student, involving parent and reviewing the limits every period; 2) the implementation of boundary-based discipline technique consists of communicating the limits, reinforcement the limits, giving warnings whenever possible, using logical consequences and sending student to time-out; 3) undiscipline student is influenced by family, school and peer.

**Keywords:** discipline, boundary-based discipline technique, students



## مستخلص

دايانو ، ايلوس تريان. 2018. يشرح عن تقنيات الإنضباط القائم على الحدود للطلاب في المدرسة المتوسطة الحكومية واحد لاوانغ مالانق. البحث الجامعي، قسم التربية علوم الإجتماعية، كلية علوم التربية والتعليم، جامعة مولانا مالك إبراهيم الإسلامية الحكومية مالانق. المشرف: الدكتور محمد يحيى الماجستير.

الكلمات الرئيسية: الإنضباط القائم على الحدود، الطلاب

الإنضباط هو عامل مهم وجب غرسه للطلاب. الإنضباط سوف يحافظ على الهدوء في عملية التعلم. هناك الاستراتيجيات ليقوم الإنضباط للطلاب، واحد منها هو الإنضباط القائم على الحدود. إن أهمية هذه الإستراتيجية هي وجود نظام تصبح مراقبة اجتماعية للطلاب ليفعل ما أمر به المدرسة او ما نهى به. في الأساس تطبق الإنضباط القائم على الحدود في البيئة الأسرية، ولكن لم تطبق بعض المدارس هذه الاستراتيجية الإنضباط. لذلك، يجري الباحث البحث عن إستراتيجية الإنضباط القائم على الحدود في المدرسة. ينفذ هذا البحث في المدرسة المتوسطة الحكومية واحد لاوانغ مالانق، كأحد المدرسة التي تنفذ تلك الإستراتيجية.

استنادا إلى المعلومات المذكورة أعلاه، فإن تركيز هذا البحث هو وجود الإنضباط القائم على الحدود في المدرسة المتوسطة الحكومية واحد لاوانغ مالانق. الغرض من هذا البحث هو: (1) ليشرح صمم الإنضباط القائم على الحدود في المدرسة المتوسطة الحكومية واحد لاوانغ مالانق؛ (2) ليشرح تطبيق الإنضباط القائم على الحدود في المدرسة المتوسطة الحكومية واحد لاوانغ مالانق؛ (3) ليشرح التأثير الإنضباط على الحدود في المدرسة المتوسطة الحكومية واحد لاوانغ مالانق.

لتحقيق الأهداف المذكورة أعلاه، استخدم الباحث نهجًا نوعيًا لنوع البحث الوصفي. ويتم تنفيذ هذا البحث من خلال ملاحظة المشاركة السلبية، يعني جاء الباحث إلى مكان الملاحظ، ولكنه لا يشارك فيه. لذا تهدف هذا البحث إلى وصف وتفسير وجود الإنضباط القائم على الحدود في المدرسة المتوسطة الحكومية واحد لاوانغ مالانق. تقنيات جمع البيانات المستخدمة هي الملاحظة والمقابلة والتوثيق. واما تحليل البيانات المستخدمة هي تخفيض البيانات غير مناسبة وتقديم البيانات واستخلاص النتائج.

تشير نتائج هذه البحث كما يلي: (1) صمم تصميم الإنضباط القائم على الحدود بالوضوح من خلال التنظيم الاستبدادي، واستراتيجية الانضباط الحدودي يتكون من يصمم نظام المدرسية وعواقب على الطلاب وإشراك الوالدين ومراجعة نظام لكل فترة؛ (2) تنفيذ الإنضباط القائم على الحدود يتكون من يعلن النظام وتعزيز النظام وإعطاء التحذيرات واستخدام العواقب المنطقية وإرسال الطلاب إلى وقت هادئ؛ (3) يتأثر الطالب غير المنضبط من قبل الأسرة والمدرسة والأقران.

## CHAPTER I

### INTRODUCTION

#### A. Introduction

School is a field of intellectual skill training strictly through several number of subjects, such as English, mathematics, sociology, chemistry and so on. Yet, the most important component is the school build an effort to inculcate the social and emotional life of the students.<sup>1</sup> In the wording of the national regulation, we are able to find a common meaning of the function of education. In Law num. 20 Year 2003, article 3 states, “National education functions to develop the ability and build the character as well as the civilization of a dignified nation in order to educate the nation's life, aims for the development of potential learners in order that they become a human being who believes and is pious to God Almighty, have the noble morals, healthy, knowledgeable, capable, creative, independent and be a democratic and responsible citizen.”

Likewise, in the UUD 1945, article 31, paragraph 3 states, “The government manages and organizes a system of national education, which enhances faith and piety as well as noble morals in order to educate the nation’s life, which is regulated by law.” They are same as the content of Curriculum 2013, which in the core competency, there are elements of educational goals which are shapeless of religious and social attitudes, knowledge and skill of students.

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<sup>1</sup> John W. Santrock, *Adolescence* (Jakarta: Erlangga, 2003), page 255.

From the four explanations above, we get the same of wording that the main goals which have to be taken by school/education are 'good attitude - religious and social attitudes', before transferring knowledge. One component which exists in 'good attitude' is discipline. Discipline is part of learning which must be implemented through action.

The ultimate goal of discipline is obedience and following the rules. It is very useful for education/school now that it is able to create a better learning atmosphere. Consequently, the most important element of discipline is the existence of rules (for student discipline). In addition, the element of discipline also includes, habit, punishment, reward and consistency.<sup>2</sup>

In reality, education/school is often more dominant to transfer knowledge alone. This is not in accordance with the content/purpose/function of education put by John W. Santrock and the national regulations which prioritize 'noble character' before 'knowledge'. Thus, religious and social attitudes which are served as the main targets are difficult to achieve. Automatically, discipline students will fade, school will build many students low discipline.

As we know, discipline phenomenon is not just the influenced by school. In life, every individual has three environments, family, peer and school. Discipline phenomenon is also influenced of them - two environments, family and peer. It is same as the explanation of personality theory, Sigmund Freud. He explains that human has three personality points, Ego, Superego and Id. The problem of discipline is the result of the superego. Superego functions to absorb

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<sup>2</sup> Elizabeth B. Hurlock, *Perkembangan Anak* (Jakarta: Erlangga, 1978), page 152.

influences/ideas from outside what is seen, heard or felt. Likewise, the ego does not work steadily to counteract the behavior of human.<sup>3</sup> Hence, it is will be impossible if discipline phenomenon does not come from the influence of the three environments - family, school and peer.

In the family which is not conducive (in any aspect) will result in the loss of confidence of students/individuals for their parents. Similarly, in choosing peers, if students take the negative peers, they will be adversely affected – their discipline will break down.

Hence, students learning activity will be disrupted because of theirself. They will take what the messy personality management is. Anita E. Woolfol and Lorraine McCune Nicolich explain in detail four issues of messy personality management, they are (1) student rarely completes the task; (2) student always conducts the same mistake in the violation of rules; (3) student becomes anyone an opponent who he/she considers the opposite; and (4) student rebelled by violence or destruction of property.

On the contrary, when students take the positive environments, all of them will not happen. Students will easily conduct the discipline behavior. Therefore, they should establish their discipline behavior noplace.

There are five techniques which can be the strategy to avoid low discipline phenomenon and establishing discipline behavior. One of them is boundary-based discipline. Boundary-based discipline is the technique which involves establishing clear limits which show student what they are allowed to

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<sup>3</sup> Daniel L. Pals, *Sosiologi Agama* (Jogjakarta: IRCiSoD, 2012), page 91-92.



do and what's out of bounds. It relates to the existence of regulation. Besides, the existence of establishing consistent is the key boundary-based discipline.<sup>4</sup>

SMPN 1 Lawang is the one of regular school which is inhabited by students who have some characters. There are students arriving late, not following the learning process, respecting to teacher and others, always doing the task and so on. Therefore, they are able to be divided in two behaviors, i.e. discipline and undiscipline students.

SMPN 1 Lawang implements boundary-based discipline technique to tackle the problem of behavior. It prosecutes the school to have the regulation now that the important point of boundary-based discipline technique is the existence of it. In the regulation, there are some violation types and how to punish the violator. Thus, the regulation is written clearly in order that it can establish the full discipline behavior. Hence, the one hope of school is achieving the targets of school vision and mission through implementation of boundary-based discipline technique.

Actually, the theory is implemented in family, but SMPN 1 Lawang implements it also. Therefore, the researcher is interested to discuss about the existence of boundary-based discipline technique among students at SMPN 1 Lawang in the title of thesis, "Exploring Boundary-Based Discipline Technique among Students at SMPN 1 Lawang Malang".

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<sup>4</sup> Winkler JL Walsh ME, CS, *Kind Discipline: Developing a Conceptual Model of a Promising School Discipline Approach. Evaluation and Program Planning* (2017), 62, 15-24.

## **B. Statement of the Problem**

Based on the background above, the statement of the problem is:

1. How is boundary-based discipline technique constructed at SMPN 1 Lawang Malang?
2. How does the school implement boundary-based discipline technique at SMPN 1 Lawang Malang?
3. How is the impact of boundary-based discipline technique at SMPN 1 Lawang Malang?

## **C. Objectives of the Research**

Based on the central phenomenon above, the objective of research includes:

1. To explain the construction of boundary-based discipline technique at SMPN 1 Lawang Malang
2. To explore how the school implement the boudary-based technique at SMPN 1 Lawang Malang
3. To explain the impact of boundary-based discipline technique at SMPN 1 Lawang Malang.

## **D. Significances of the Research**

There are some significances of this research, including the result of this research is able to be used as a scientific reference to determine and understand the boundary-based discipline technique theoretically.

It also benefits for principal whom his research is able to be used a reference on making policies about improving discipline quality for students.

Besides, this research is able to be used the teacher to assist on improving student discipline.

For other researchers, this study is able to be used a reference in conducting similar research. Furthermore, it is the way to get new knowledge which has never known before.

#### **E. Previous Research**

Previous research is the basic for researcher in conducting the present research. Hence, researcher gets the new basic/theories to explor the present research. In previous studies, researcher does not find the same as title.

Previous research show the different and similarity of the research. It is useful to avoid the repeat on the same research. There were 3 researcher who is taken by researcher. All of them take the research which discusses about the student discipline. Here is the deatil explanation.

Ari Parmiyati, a student of Yogyakarta State University, has ever researched the discipline of students in his thesis. The research was aimed at grade V students of SDN Salam 1, Salam district, Magelang. He tended to research about the cause factors of low discipline among students.<sup>5</sup>

Hanif Ardiansyah, a student of Semarang State University, has also researched the student discipline at SMK NU 01 Kendal. He was unlike Ari's research which discussed about cause factors of low discipline among students, but researching the influence factors of learning discipline.<sup>6</sup>

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<sup>5</sup> Ari Parimayati, *Identifikasi Penyebab Rendahnya Kedisiplinan Siswa Kelas V SD Negeri Salam 1, Kecamatan Salam, Magelang Tahun Ajaran 2013/2014* (skripsi, 2013).

<sup>6</sup> Hanif Ardiansyah, *Faktor-faktor yang Mempengaruhi Disiplin Belajar Siswa Kelas XII Jurusan Administrasi Perkantoran di SMK NU 01 Kendal Tahun Pelajaran 2012/2013* (skripsi, 2013)

Agung Ariwibowo, a student of Yogyakarta State University has also researched the student discipline in his thesis. The research is aimed at SDN Suryowijayan, Yogyakarta. He tended to research how school instill discipline values in their students.<sup>7</sup>

The following table of differences and similarities as well as originality of previous and current research:

Table 1.1 Originality of the Research

<b>Num</b>	<b>Writer, Title, Type (thesis/jurnal/etc), Publisher and Year of Research</b>	<b>Similarity</b>	<b>Difference</b>	<b>Originality of Research</b>
1.	Ari Parmiyati, Identifikasi Penyebab Rendahnya Kedisiplinan Siswa Kelas V SD Negeri Salam 1 Kecamatan Salam, Magelang Tahun Ajaran 2013/2014, Universitas Negeri Yogyakarta (skripsi, 2013)	The similarities are explaining about student discipline, and the method which is used is descriptive-qualitative	The previous research discussed about the factors of low discipline among students, while present research discusses about how school establishes the discipline through boundary-based discipline technique	The discussion of this research refers how the school establishes the discipline student through boundary-based discipline technique
2.	Hanif Ardiansyah, Faktor-faktor yang Mempengaruhi Disiplin Belajar Siswa Kelas XII Jurusan Administrasi Pekantoran di SMK NU 01 Kendal Tahun Pelajaran	The similarity is explaining about discipline student	The previous research explained about the influence factors of learning discipline, while the present research	The discussion of this research refers how the school establishes the discipline student through boundary-

<sup>7</sup> Agung Ariwibowo, *Penanaman Nilai Disiplin di Sekolah Dasar Negeri Suryowijayan Yogyakarta* (skripsi, 2013).

	2012/2013, Universitas Negeri Semarang (Skripsi, 2013)		discusses about how school establishes the discipline through boundary-based discipline technique	based discipline technique
3.	Agung Ariwibowo, Penanaman Nilai Disiplin di Sekolah Dasar Negeri Suryowijayan Yogyakarta, Universitas Negeri Yogyakarta (Skripsi, 2014)	The similarities is explaining about cultivating the discipline values, and the method which is used is descriptive-qualitative	The previous research explained about cultivating of discipline values, while the present research discusses about how school establishes the discipline through boundary-based discipline technique	The discussion of this research refers how the school establishes the discipline student through boundary-based discipline technique

The similarity of previous and present researches is the topic, ie student discipline. Yet, there are some differences of discussion between previous and present researches. Present research explains the construction, implementation and evaluation of boundary based discipline technique to establish the behavior students.

## F. Definition of Terms

### 1. Boundary-Based Discipline Technique

Boundary-based discipline technique is the one strategy which emphasize the existence of regulation. Regulation is made to set limits student behavior. Boundary-based discipline technique is about the setting limits.



## 2. Student

Student is a person who study in basic until high level of educational institution. In this research, the student used is middle school and he or she is adolescent. Students who are taken is from SMPN 1 Lawang Malang. Researcher especially takes them about the discipline behavior.

### **G. Systematical of the Research**

Systematical of this research is divided to two sections. First section is the introduction which includes the cover, the topic of content and validation.

In second section, there are six chapters which have to be conducted by researcher. Chapter one is introduction which includes introduction, statement of the problem, objectives of the study, significances of the study, previous study and sistematical of the study.

Chapter two is review of literatures which includes the theories explanations having the relationship of this research. There are three points: (1) discipline: understanding of discipline; elements of discipline; types of discipline; factors affecting discipline phenomenon; (2) middle school student: middle school students' phase; understanding of adolescence; characteristic of adolescence; change occuring to adolescent; relationship between adolescent and family; relationship between adolescent and school; and relationship between adolescent and peer.

Chapter three is research methodology which includes the methods of research. In this chapter includes the approach and type of research, the

attendance of research, site of research, the source of data, data collection, data analysis, checking the validity of data, stage of research and bibliography.

Chapter four is research finding. This chapter contains general description of SMPN 1 Lawang Malang. In addition, this chapter would answer research question about construction of boundary-based discipline technique among students at SMPN 1 Lawang, implementation of boundary-based discipline technique among students at SMPN 1 lawang and evaluation of boundary-based discipline technique among students at SMPN 1 Lawang.

Chapter five is discussion. Discussion chapter contains the analysis of construction of boundary-based discipline technique among students at SMPN 1 Lawang, implementation of boundary-based discipline technique among students at SMPN 1 lawang and evaluation of boundary-based discipline technique among students at SMPN 1 Lawang.

Chapter six is closing. Closing chapter contains two parts, both conclusion and suggestion. The conclusion part contains confirmation about research questions which have been mentioned in statement of the problem. It involves construction of boundary-based discipline technique among students at SMPN 1 Lawang, implementation of boundary-based discipline technique among students at SMPN 1 lawang and evaluation of boundary-based discipline technique among students at SMPN 1 Lawang. While suggestion part contains suggestion or proposition to the next researchers related to the topic of the research.

## CHAPTER II

### LITERATURE REVIEW

This literature review in this study is employed to explain the foundations of analysis which is going to be utilized in this research. This explanation is very crucial in order to see the construction, implementation and evaluation of boundary-based discipline technique among students at SMPN 1 Lawang. The framework of this study and its roadmap would be explained below:

#### A. Theoretical Framework

##### 1. Understanding of Discipline

According to Riberu's statement, discipline comes from the Latin word, *diciplina*. Diciplina is associated with these two terms, *discere* (learning) and *discipulus* (student).<sup>8</sup> It is similar to Suharsini's statement, he argues that the discipline comes from the Latin, *diciplina*, which means learning and teaching. Discipline is a part of the learning which have gotten to be implemented through action. Riberu states that discipline is the arrangement of behavior and living fair according to the teachings followed.

Therefore, discipline is identical with orderliness. As the statement of Sudarwan Danim, discipline has the meaning of the arrangement which reflects to orderliness.<sup>9</sup> Maman Rachman explains that orderliness refers to someone's obedience in following regulation owing to be driven by

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<sup>8</sup> Maria J. Wantah, *Pengembangan Disiplin dan Pembentukan Moral* (Jakarta: DEPDIKNAS, 2005), page 139.

<sup>9</sup> Sudarwan Danim, *Pengembangan Profesi Guru* (Jakarta: Kencana Prenada Media Group, 2011), page 137.

something from the outside.<sup>10</sup> In essence, the discipline appears from someone's self after he/she gets the stimulus from the outside.

From these statements, there are three important ideas, ie:

- a. discipline is identical with the moral which manages the life;
- b. someone will have the limitation action because of regulation;
- c. responding to any regulations submitted, either written or unwritten.

The ultimate goal of the discipline is obedience of regulation faithfully. The goal is very beneficial for education field now that it is able to create a better learning atmosphere. Therefore, it is no wonder if in every school institution will always be posted the school regulation which have to be obeyed by students, clearly.

Nonetheless, not only it is the responsibility of school, but also each of individuals. Each of individual has three environments in life, ie school, family and peer. So that family and society have responsibility in shaping one's discipline too.

Dinkmeyer, Gutkin and Redi suggest the several discipline functions, ie:

- a. discipline gives someone a sense of security;
- b. as discipline, someone will learn to implement the commendable behavior which is liked by society;

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<sup>10</sup> Maman Rachman, *Manajemen Kelas* (Semarang: DEPDIKBUD, 1999), page 81.

- c. discipline is the motivation which encourages someone to achieve what is expected.<sup>11</sup>

Discipline will open a someone's mind to be clear because he/she knows what to do and what not to do.

## 2. Elements of Discipline

According to Hurlock, there are five important elements of discipline, ie: (1) regulation as guideline for behavior; (2) habits; (3) punishment for offender; (4) reward for someone respecting regulation; and (5) consistency in following the regulation, both in giving punishment and reward.<sup>12</sup> The five elements have a bond each other. Owing to the responsibility of discipline is teacher (school), peer and family, they should know the five elements. Here is the explanation:

### a. Regulation

The discipline enforcement has to have a set of regulation. Regulation is the provisions for managing someone's behavior within a group, organization or institution. The main goal is to equip someone with behavioral guideline which is approved by social group, such as wearing school uniform, coming to school on time, doing homework at home and so on.

Regulation has two important functions helping someone to develop into high moral character. *First*, regulation is identical with

<sup>11</sup> Elizabeth B. Hurlock, Op. Cit, page 144.

<sup>12</sup> Ibid., page 154.



educational value owing to be able to introduce to someone the behavior which the group members agree on. For example, in school, student has to consider that their teachers is the second parent and obey their order. *Second*, regulation is able to help coping the behaviors which group members disagree on. For example, student is forbidden to smoke.

b. Habits

The second element is habits. Positive habits should be considered as an important element of discipline. habits are divided into two models. *First*, traditional habit, such as the habit of respecting and greeting teacher or parent when meeting. *Second*, modern habit. It is taught in school, usually. For example, the habit of reading book, sporting, recreation at the weekend and so on.

c. Punishment

Punishment is able to be an alternative in discipline behavior, especially for student of whose difficult control behavior. Essentially, punishment is a form of loss reprisal which is given on someone who commits a wrongdoing (an offense).

There are three functions of punishment, ie (1) function of blocking, punishment is expected to prevent repetition of undesirable behavior by social group; (2) function of educating, the existence of punishment is going to make someone to know whether he/she does wrongdoing or not. The other way, if he/she does not get punishment, it means what he/she does in accordance with social standard; and (3)

function of motivation, punishment motivates someone to avoid behavior which is not accepted by social group.

Orenstien and Eggen explain that there are several ways of giving effective punishment, ie (1) providing a sense of explaining or reason for punishment; (2) punishment should not be followed by resentment; and (3) avoiding physical punishment.<sup>13</sup> Therefore, the punishments which can give to offender is decreasing scores, providing fine, not getting pocket money and so forth.

d. Reward

If someone makes a mistake, He/she will get punishment. If someone makes positive behavior, He/she will get the reward. Actually, the reward concept is the same as punishment, giving a reprisal.

Maslow explains that reward is one of the basic need which encourages a someone to actualize himself through positive behavior.<sup>14</sup> Hence, the main function of reward is as motivation. The reward will motivate someone to encourage through behavior which is accepted by social group.

e. Consistency

The last element is consistency. The core meaning of consistency is to show the content and application of regulation similarly. Consistency is the same as justice or impartiality. For example, in grade X, there is

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<sup>13</sup> Maman Rachman, Op. Cit., 227-228.

<sup>14</sup> Maria J. Wantah, Op. Cit., 163.

student who does not put clothes on gets punishment, while in grade XI, student who does same as him does not get punishment. It is called inconsistency.

Consistency has to be maintained owing to cultivate someone's trust. If there is no consistency, it will construct low discipline. Above, the elements have gotten to be the basic benchmark for teacher, family and peer to establish discipline. If they do not pay attention the five elements, they will find difficulty to construct discipline. In other word, they are the same as establishing discipline lowly.

### 3. Types of Discipline

Types of discipline divide on 5 categories by Winkler CS. Actually. These type of discipline is right for individuals (school and family) should be a personal choice based on temperament, the problem of student and the individuals discipline philosophies. Researcher chooses the boundary-based discipline technique, hence it will take more explanation rather than others. Here is the detail explanation:

#### a. Positive discipline

Positive discipline is based on praise and encouragement. Instead of focusing on punishment, parents/teacher keep making discipline about teaching.<sup>15</sup> Parents/teacher teach problem-solving skills and work with their child to develop solutions. Positive discipline uses a meetings and an authoritative approach to addressing behavior problems.

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<sup>15</sup> Winkler JL Walsh ME, CS, Op. Cit, 15.

Here is the example of the positive discipline. Student refuses to do his homework. A parent using positive discipline might sit down with the child and say, “I know your teacher wants you to get your math paper done tonight and you don’t want to do it. What can we do to get that paper done so you will be able to show Mrs. Smith that you got all your homework done on time?” Positive behavior is one way to discipline kids.

b. Gentle discipline

Gentle discipline focuses on preventing problems. Redirection is often used to steer kids way from bad behavior. Kids are given consequences, but gentle discipline isn’t about instilling shame. Instead, parents/teacher often use humor and distraction. The focus of gentle discipline is about parents/teacher managing their own emotions while addressing a child’s misbehavior.

Here is the example of gentle discipline for student who refuses to do his homework. A parent using gentle discipline might respond with humor by saying, “would you rather write a two-page paper to your teacher expaining why yo didn’t want to do your sociology tonight?” Once the situation is diffused, a gentle disciplinarian would likely offer to look at the sociology paper alongside the child to discuss getting it done.

c. Behavior modification

Behavior modification focuses on positive and negative consequences. Good behavior is reinforced with praise or rewards. Misbehavior is discouraged through the use of ignoring and negative consequences, like the loss of privileges.

Here is the example of behavior modification for student who refuses to do his homework. A parent using behavior modification might remind the child of any prearranged rewards already in place by saying, “remember, once you get the homework done, you get to use the computer for 30 minutes.” Praise would be offered if the child chooses to comply. The parent would ignore any protests.

d. Emotion coaching

Emotion coaching is one of five step discipline process which focuses on teaching kids about feelings.<sup>16</sup> When kids understand their feelings, they can verbalize them rather than act on them. Kids are taught that their feelings are okay and parents help teach them appropriate ways to deal with their emotions.

Here is the example of emotion coaching for student who refuses to do his homework. A parent using emotion coaching would likely try to help the child identify feelings by saying, “I know it makes you sad that you can’t play all night because you have to do homework. Sociology can be really hard sometimes too and that makes you frustrated when you don’t know the answers or when it takes a really long time.

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<sup>16</sup> Winkler JL Walsh ME, CS, Op. Cit, page 22.



Let's spend a few minutes drawing a picture about how you feel when it's time to do your sociology homework.”

e. **Boundary-based discipline**

Boundary-based discipline is one technique to discipline students. It involves establishing clear limits which show kids what they are allowed to do and what's out of bounds. Then, when kids know what the consequences are for stepping out of bounds, they are able to be more compliant.

Setting limits is important way for boundary-based discipline technique. Setting limits means setting a guideline for behavior. Not only it is useful for school field but also important for family and peer field. Setting limits teaches kids self-discipline. Besides, establishing consistent limits and regulation are going to help kids learn how to begin being more self-disciplined on their own.

In addition, setting limits teaches the responsibility. For example teacher/parent asks a kid to do homework, while he/she plays game in that time. Setting limits will remind that the life is not about having fun, but it is about responsibility. Because of consistent limits, kid will care the teacher/parent although he/she does not say it directly generally.

Next, boundary-based discipline technique needs a logical consequence. Logical consequence is about the punishment. Hence, it is directly related to the misbehavior. For example, if a kid/student does not

collect the homework, he/she gets the scoring by school. it helps prevent a power struggle where the student claims it's unfair because he/she didn't know the rules. By warning he/she ahead of time, he has the option to make a choice his about his behavior. Besides, reward is important for the kids. The kids who get the reward are they obeying the regulation. They will take spirit more to obey the regulation owing to fell that teacher cares them.

Therefore, boundary-based discipline technique emphasize the regulation to limit kids' behavior. In regulation, there are some punishment and reward as strengthener of discipline behavior. Yet, kids will test the limits to see how caregivers will react. But, when they know the limits and the consequences, they are less likely to test their caregivers. Consequently, behavior problems are reduced. For example a student/kid arrives late to school, he/she get the current punishment because of his/her act, hence.<sup>17</sup>

Boundary-based discipline technique uses a variety of discipline techniques to address regulation violations. Here a few common boundary-based discipline strategies:

- 1) Communicating the limits. It means establishing the school and house regulations and keeping a written list regulation posted. School and family have to make the clear expectation for the regulation.

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<sup>17</sup> Winkler JL Walsh ME, CS, Op. Cit, 24.

- 2) Giving warnings whenever possible. It is important for students in order that he or she thinks that his or her behavior is wrong. Giving warnings is conducted by teacher (school) or parent (family). They give it for the first step. If the kids can accept it, they will change the behavior. Hence, they do not give the punishment based on the limits.
- 3) Offering choices. Clearly outline choices so that student can see that his/her behavior will either result in positive or negative consequences. If he takes the positive behavior, giving the reward is the nice way. While for the student who violate the regulation, offering either scolding or punishment are the true way. Making it will result the student getting the responsible behavior.
- 4) Using logical consequences. A logical consequence, such as taking away a kid's computer privileges because he or she refused to turn off his video game, makes sense. The consequence is directly related to the misbehavior.
- 5) Allowing for natural consequences. Natural consequences help kids learn from their own mistakes while teaching them responsibility. If the kid forgets to pack his or her cleats for soccer practice, the natural consequence might be that he isn't allowed to participate in the game.
- 6) Sending the kid to time-out. When the kid is overstimulated or he/she is being defiant, sending him/her to time-out is important point. It

might be called, “quiet time” or “taking a break” but can be used as a tool to help kids learn how to calm themselves down.

- 7) Keeping the consistent. It is the key of establishing discipline behavior. Consistent means the same as justice or impartiality. It can cultivate student’s trust owing to establish the justice regulation.

Teacher and family should follow these strategies. Boundary-based discipline is going to run fittingly. They will get success to avoid low discipline among students.<sup>18</sup>

#### **4. Boundary-based Discipline Technique Application to the School**

Boundary-based discipline technique is one way to discipline students. This technique is effective and efficient for family and school fields. Discipline will be enforced through regulation. Regulation is the most important element which has to exist in boundary-based discipline technique. In regulation there are two material, ie allowed to do and out of bounds.

SMP Negeri 28 Surabaya is one of the school which implements the boundary-based discipline technique. This school has strict regulation to discipline the students. School plays the role of boundary-based discipline application according to Winkler JL Walsh.

First, principal promotes the regulation to all students. Besides, principal promotes the regulation to their parents. Parents are asked to sign the regulation content when they have understood. Second way the principal

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<sup>18</sup> Ibid, page 15-24.

will go to class after class when free time. The principal uses the time to motivate the students to keep the school regulation and the school reputation.

Second, teacher are role model for students. The teacher at SMP Negeri 28 Surabaya started to establish self-discipline. Automatically, students will imitate the nice character of the teacher. Likewise, teachers and students in SMP Negeri 28 Surabaya make habituation/consistent in upholding the discipline value. The teacher will give reward to students who uphold discipline, In other hand, the teacher will give punishment to students who violate the regulation. Reward and punishment will create good student discipline in SMP Negeri 28 Surabaya.<sup>19</sup>

The obstacles which belong to SMP Negeri 28 Surabaya is teacher often feels pity to give punishment to students who take undiscipline. Moreover, there are parents who do not promote school regulation and lack attention for discipline value. Hence, students take less awareness for discipline value and it can influence to their behavior.

### **5. Factors Affecting Discipline Phenomenon**

Sigmund Freud divides three points of human personality, ie Ego, Superego and Id. In this scheme, Id is the bottommost of human personality. It functions the animal phase of human evolution, the Id substance is lust (eating and sex), hence. *Second*, Superego is at the top of human personality. It represents the influences which have been introduced into the human

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<sup>19</sup> Dewi Puspitaningrum and Totok Suyanto, *Implementasi Tata Tertib Sekolah dalam Membentuk Disiplin Siswa di SMP Negeri 28 Surabaya* (2014), page 347-351.



personality by the outside world since human born. *Third*, Ego is at central of human personality, between Id and superego. The main role of ego is to show the balance between Id and superego continuously. Besides, it also accepts and rejects the wise which collides among them.<sup>20</sup>

Discipline is one type of behavior. Therefore, the formation of discipline is the result of superego - external ideas and influences. Considering that humans live in three environments (family, school and peer), those ideas and influences are born by them.

Consequently, if the human ego can not control well, low discipline will be constructed. On the contrast, if the ego works well, discipline will be well constructed. Ego role is the recipient and repellent what available in human self is. Here's explanation of the three environments clearly:

1) Family

Each individual has different family characteristics. There are parents who nurture and support and show abusive to their children. There are some children whose divorce parents or have mom or dad only. Nonetheless, there are a complete family. The Situation will affect children's behavior, including discipline.

Baumrind says that there are four types of parenting, ie:

- a) *Authoritarian parenting*, it is restrictive and punitive parenting. The authoritarian parents order their children to follow his orders. Children who can not accept this rule will vent the emotion. It could be that

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<sup>20</sup> Daniel L. Pals, Op. Cit., page 91-92

they go out from the house without permission, confine themselves in the room without several activities, take a stress and so on. It is unlike children who can accept authoritarian parenting, they are able to establish discipline behavior.

- b) *Authoritative parenting*, it is the parenting which encourages their children to be independent and not curbing and limiting. Yet, parents always control their children's act/behavior. It will take children peace. Parents will have discussion if their children make mistakes. Through authoritative parenting, children will establish discipline easily.
- c) *Neglectful parenting*, it is the parenting which parents are not actively involved in their children's life. Usually it occurs in parents who are very busy daily. Parents can only spoil their children with monthly allowance (without any education). Hence, children freely move their ego (they freely accept or reject discipline behavior). Still, this parenting makes children to be less able to control themselves and not motivated to be human beings.
- d) *Indulgent parenting*, it is the parenting which the parents are involved in the children's life, but giving very little restriction. Parents let their children do self-actualization. Consequently, discipline or undiscipline behavior is determined by themselves.<sup>21</sup>

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<sup>21</sup> John W. Santrock, *Psikologi Pendidikan* (Jakarta: Kencana, 2008), page 91-92.

## 2) School

An important individual which affects discipline or undiscipline behavior among student is teacher. At school, student spend a lot of time with teacher.

School is the great field to cultivate the discipline behavior. Teacher not only give the intellectual skill, but also does he/she give the behavior. Behavior of student will uphold more because of school.

Apperently, teacher is not a person who always educates in goodness value, he/she can also make mistakes. As Hollingswort describes that the problems has ever been done by teacher, including (1) teacher lets student to wrong act; (2) teacher does not like current student; (3) teacher throws out sarcasm words which cause student getting embarrassment; (4) teacher uses monotonous and boring learning methods; and (5) teacher gives the task difficulting to be done by student.

Stimulus which is given by teacher will be responded by student through emotion - bored, stress and so forth. Emotion is inner adjustment and physiological state which is overwhelming in individual. Emotion will manifest in behavior. Teacher who supresses student will conduct undiscipline behavior.<sup>22</sup>

In addition, parents' involvement in their children's education in school also greatly influences discipline behavior. However, as Joyce Epstein says that most parents don't know much about their children's

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<sup>22</sup> L. Crow & A. Crow, *Psychology Pendidikan* (Yogyakarta: Nur Cahaya, 1989), page 98.

education. In fact, parents never ask "how is your school today?" to their children.<sup>23</sup>

Workman & Gage mentions the problems appearing because of parental ignorance to children's education. Hence, some children arrive to school with filthy clothes, sleeping and ignoring their homework.<sup>24</sup>

والعصره انالانسان لفي خسره الاالذين ءامنوا وعملواالصالحات  
وتواصوابالحق وتواصوابالصبره

*In the name of Allah, the Beneficent, the Merciful. By the declining day; Lo! Man is a state of loss; Save those who believe and do good works, and exhort one another to truth and exhort one another to endurance (al-Ashr, 1 – 3).*

Al-Ashr explains people who can not use the time as good as possible, they are the loser. This *surah* has clearly shown us that Allah has commanded us in discipline life. Because of discipline, we are able to reach the best life. While, if our life has a low discipline, we can not reach the best life, our life is down.

### 3) Peer

A third field which is able to affect discipline behavior is the interaction of peer. In one study, the interaction with harmonious peer in adolescence give the positive mental, even to middle age the day after. On the contrary, the interaction with bad peer causes to drop out in school and to crime in adolescence.<sup>25</sup>

<sup>23</sup> John W. Santrock, Op. Cit., 96.

<sup>24</sup> Ibid., page 96.

<sup>25</sup> John W. Santrock, Op. Cit., page 100.

The adolescence is their time to show the popularity to public (self-actualization). There is self-actualization in good and bad ways. Low discipline phenomenon is a reflection of bad way self-actualization. Syaiful Bahri and Aswan Zain mention some discipline violation resulting from bad way self-actualization.

a) The act to attract the attention of others

Student on this act usually look for opportunity at the right time to do something which he/she may catch the attention of others. For example, when teacher is boring in explaining the lesson, he/she will instantly get upset and make a fuss in the classroom.

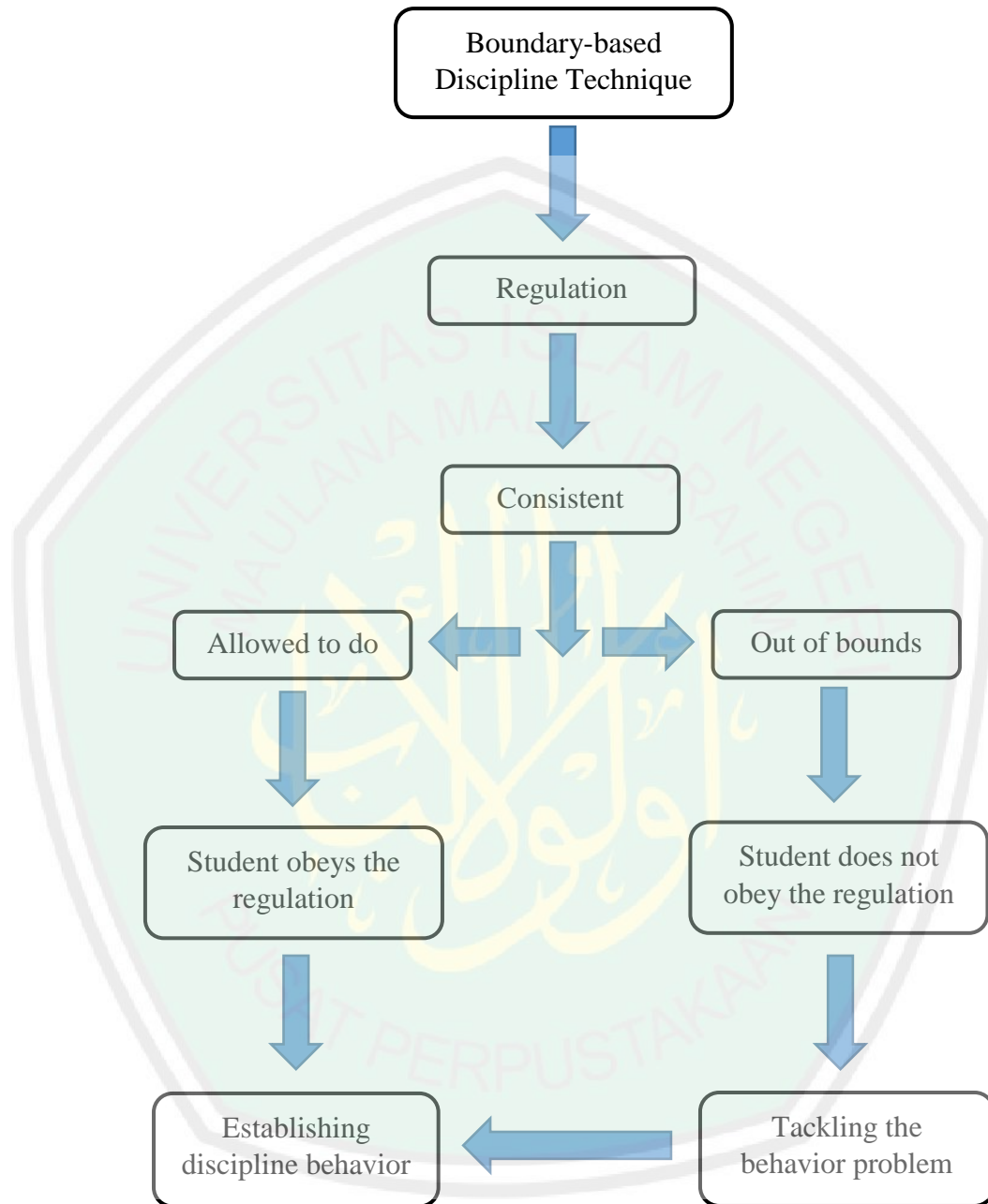
b) The act of inability

The aim of the act of inability is student who is ignorance of any work. For example, he/she does not do homework because he sure will get a failure. Even if he/she want, he does not it wholeheartedly and tends to try cheating the homework's friend.

The discipline behavior is ego role of student. Ego is able to manage any outside influences (superego) which enter into the student's personality. Ego processes 'the data', it determines two choices, discipline or undiscipline.



## B. Research Roadmap



Picture 2.1 Roadmap

## CHAPTER III

### METHOD OF RESEARCH

#### A. The Approach and Type of Research

This research uses a descriptive-qualitative approach owing to be directed to describe the existence of boundary-based discipline at SMPN 1 Lawang. As Moloeng, Bogdan & Taylor explanation that qualitative method is defined as research procedure which produces descriptive data in the form of written or oral words of observable act. This approach is directed to the background of individual comprehensively. Hence, in this context, researcher should not isolate individual or organization into variable or hypothesis, yet looking at them as part of comprehensibility.<sup>26</sup> The theoretical foundation to understand the phenomenon uses the psychological approach.

While the design research is case study. Case study is research on the subject of research which relates to a specific phase of the whole personality. Subjects of research may be individual, group, institution or society. Researcher want to research about the construction, implementation and evaluation of boundary-based discipline. The purpose of case study is to provide a detailed picture of the background and special characteristics of the case or individual status. They will be made general explanation.

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<sup>26</sup> Lexy J. Moelong, *Metodologi Penelitian Kualitatif* (Bandung: PT Remaja Rosdakarya, 2005), page 4.

## **B. The Attendance of Researcher**

In qualitative research, the attendance of researcher is absolutely needed owing to act as instrument as well as data collector. Moelong explains that researcher is the main data collector in qualitative research.<sup>27</sup> Researcher is able to act as full observer to the action and activity of research subjects in boundary-based discipline. Besides, the presence of researcher is known by research subjects.

## **C. Site of Research**

Location of research is in SMPN 1 Lawang. SMPN 1 Lawang is located on Sumber Taman 50, Lawang district, Malang regency. SMPN 1 Lawang is an educational institution which has the uniqueness, ie the existence of Islamic values. Automatically, in the education aspect, not only does this school provide the science generally, but also religion. One function of science and religion is to conduct the student has positive behavior.

The reason the researcher chooses this location owing to SMPN 1 Lawang has the boundary-based discipline. Actually, boundary-based discipline is only implemented at family field. Researcher want to know how the boundary-based discipline is also implemented at school field.

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<sup>27</sup> Ibid., page 4.

#### **D. The Source of Data**

According to Lofland, the main data source is the words and actions in qualitative research.<sup>28</sup> Besides, there is additional data, such as document and other. Data source in this research is primary and secondary data:

##### **1. Primary data**

Primary data are data which are obtained from the main source directly. Researcher conducts the observation and depth interview with principal, curriculum vice, counselling teacher and 10 students.

##### **2. Secondary data**

Secondary data are data which are obtained from existing data and have a relationship of problem researched, including documentations. Researcher needs the documentations of the violation which has ever undertaken by research subjects and conducting boundary-based discipline technique data.

#### **E. Data Collection**

In this research, researcher uses 3 data collection techniques, including observation, interview and documentation methods. Here is the detail explanation:

##### **1. Observation**

According to Anwar Sanusi, observation is the way of data collection through the process of recording the behavior of subjects (people), object or a systematic phenomenon without any questions or

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<sup>28</sup> Ibid., page 157.

communication with the individuals which is researched.<sup>29</sup> In this research, observation is addressed for boundary-based discipline technique which is implemented by school. Researcher will conduct the observation at April until June, 2018.

## 2. Interview

Interview is a conversation with a specific purpose. Conversation is conducted by two parties – interviewer who asks any questions and interviewee who provides answers for questions.<sup>30</sup> Interview will be conducted on the subject of research who is described below.

Through this interview, researcher will get the data directly about boundary-based discipline technique through the questions. Researcher will also observe directly how the reaction of respondents and facial expression when providing the answers. Below is the list of interviewee and their purpose:

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<sup>29</sup> Anwar Sanusi., *Metodologi Penelitian Praktis; Untuk Ilmu Sosial dan Ekonomi* (Malang: Buntara Media, 2003), page 97-98.

<sup>30</sup> Ibid., page 186.



Table 3.1 Interview list

Num	List of Interviewee	Purpose
1.	Counselling teacher	To explore the boundary-based discipline technique which is implemented to students
2.	Assistant Principal for Students	To explore the regulation and how to establish discipline with the boundary-based discipline technique
3.	Coordinator of Discipline	To explore the regulations and how to establish discipline with the boundary-based discipline technique
4.	10 students, 5 students who have discipline behavior and 5 students who have low discipline	To explore his/her acts and behaviors in discipline phenomenon as well as how they take attention for boundary-based discipline

### 3. Documentation

Documentation is the observation of inanimate objects.<sup>31</sup> The reason why this documentation is used because the document is a stable source information both in its accuracy to reflect on the situation and the strengthening of interview data and observation. Documentation is addressed to data/document of discipline and low discipline which are conducted by research subject and the strategies of boundary-based discipline technique data.

## F. Data Analysis

According to Bogdan and Biklen, analysis of qualitative data is an effort conducted through the way of working data, organizing data, sorting them into manageable units, synthesizing, searching and discovering the pattern,

<sup>31</sup> Suharsimi Arikunto, *Prosedur Penelitian (Suatu Pendekatan Praktik)* (Jakarta: PT Rineka Cipata, 2010), page 274.

discovering what important is and what learned is, and deciding what can be explained to others.<sup>32</sup>The researcher uses interactive data model in analysis data.

Here is the detail explanation:

1. Data collection

Data collection, data sought and collected all. AT this stage, researcher also could begin the process of the intial classification (in general). In this process ideally a researcher also do tracking, record keeping, organizing revelant data to focus on the problems which is researched. In this research, the researcher collects data thought interview, observation and documentation.

2. Data reduction

Data reduction, i.e. the selection of data, focus and si,plification of data, from all the data already obtained. After that the data is not needed and set aside important data for research collected so one, and are classified into more spesific.

3. Exposure data

Exposure data can be conducted in form of short description, chart, relation between category, flow chart, etc. Miles and Huberman stated that exposure data which mostly used in qualitative researc h is narrative text. In this stage, the researcher carries out the display data presentation, i.e. the data obtained are presented in the form of a matrix or table which can represent the characters as needed.

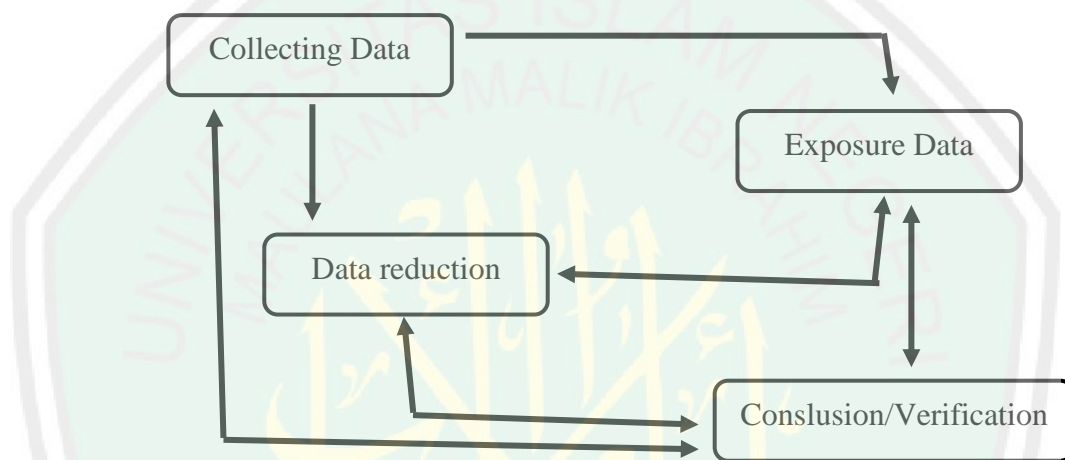
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<sup>32</sup> Lexy J. Moelong, Op. Cit., page 248.

#### 4. Conclusion and verification

Early conclusion that is temporal, and will be changed if there is no supporting evidence and vice versa. If it supported by strong and consistent evidence so that is a credible conclusion.

From these four procedures of analysis, so that can be illustrated in a chart, below:



Picture 3.1 The chart of data analysis

#### G. Stages of Research

In this research, there are three stages which is conducted by researcher, including pre-field, data collection and composing the research report based on the data result which is obtained. Here is the detail explanation:

##### 1. Pre-field

The activities of researcher in this stage include:

- a. Researcher chooses field of research. Researcher choses SMPN 1 Lawang as a field of research. It is chosen owing to the fact that there is a culture of some discipline phenomenon. Besides, researcher is

interested to explore how it copes it through boudary-based discipline which belongs to the school;

- b. Researcher takes care of licensing both formally ( through campus and school) and informal (subjects and subject family of research).

## 2. Data collection

In this stage, the activities which is conducted by researcher include:

- a. Interviewing counselling teacher, research subjects and family research subjects;
- b. Following/stalking every behavior and activity which is undertaken by research subjects.

## 3. Composing research report

The final step in this research activity is composing the research report.

In this stage, researcher write a research report based on the draft which has been printed in systematical of research report by college.

## CHAPTER IV

### EXPOSURE DATA AND RESEARCH FINDINGS

#### A. Exposure Data

##### 1. General Description of SMPN 1 Lawang

The first of SMPN 1 Lawang was the Middle School which is proposed by the teachers of SMPN 7 Malang. SMPN 7 Malang is located in Pagas which now transforms into SMPN 3 Singosari. The proposal was submitted to government now that at that time, there was no Middle School at Lawang, in 1977.

Due to have no place at that time, SMPN 1 Lawang opened a new school period registration at the office of Lawang government. The first school period at SMPN 1 Lawang did not start from June (as usual) but January. The teaching and learning process was still in SMEA Kosgoro Lawang and the Principal is still from SMPN 7 Lawang, Drs. Joni Sumarti.

In 1978, the government had built a building of SMPN 1 Lawang which is located in Kalirejo field, east of Kalirejo village at present. November 27, 1978 had been inaugurated the building of SMPN 1 Lawang which is no filial with SMPN 7 Malang. SMPN 1 Lawang still accepted students with a capacity of 3 classes, until 1980. In 1985-1990 the class capacity was transformed to five parallel classes but still in a limited class. Consequently, there were students who go to school at morning and afternoon.



In next time, Principal who leads SMPN 1 Lawang is not from SMPN 7 Malang. SMPN 1 Lawang has already had own Principal named Slamet Karto Sudiro. He is the first Principal of the school.

In 2005-2006, SMPN 1 Lawang has gained to become Nation School. The location of SMPN 1 Lawang is in Lawang district which is division between Malang and Pasuruan.

Now, SMPN 1 Lawang becomes one of the favorite school destination for netizen around. Year to year, the number of registrants is increasing. SMPN 1 Lawang has 27 classrooms, library, laboratory room, teacher room, administration room, Principal room, counseling room, health room, multimedia room, sport center and so on. Here are the vision and mission of SMPN 1 Lawang:

*Vision*

Achieving in IMTAQ and Science and Technology as well as environmentally friendly

*Mission*

- Conducting learning and guidance in a scheduled, effective and efficient to obtain improvement in student quality
- Optimizing educational staff in the context of the development of teaching and learning process to always be active, creative and have high motivation in efforts to develop the quality of human resources
- Implementing active participatory management that involves all components of the school according to their respective tasks and functions

- Mobilizing community participation in efforts to improve schools both physically and non-physically<sup>33</sup>

## **B. Research Findings**

### **1. Construction of Boundary-based Discipline Technique among Students at SMPN 1 Lawang Malang**

The school activities are referred to cognitive, social and emotional development. The target of social and emotional development can be achieved through discipline enforcement. Discipline has important role to instill sosioemotional for student, so that he or she controls the behavior. An important element which has to be established by school is construction of regulation. It is same as boundary-based discipline strategy which pays full attention for construction of regulation as the main role of discipline.

Regulation has a role as a guide to show what is allowed to do and what is out of bounds. Here is the research findings of construction boundary-based discipline technique among students at SMPN 1 Lawang Malang which is divided in two explanation, i.e. model of regulation and construction of regulation.

#### **a. Model of Regulation**

There are many strategies to discipline students. One of them is boundary-based discipline technique. It requires the existence of school regulation. Officially, SMPN 1 Lawang has the regulation to discipline

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<sup>33</sup> Documentation of school vision dan mision

students. In the first concept, school regulation was a workplan of assistant principal for student. There are three important programs of assistant principal for student, i.e. extracurricular, Student Council (*OSIS*) and school regulation.

In the preparation of school regulation, assistant principal for student constructs a team to construct it. It is the same statement as teacher Ali Shodiqin that there are three groups which are entitled to arrange school regulation, i.e. assistant principal for student, coordinator for discipline and counseling teacher. Coordinator for discipline has ten members who are divided into four sections. First, a major coordinator. Second, coordinator for disciple of grade 7 which consist of three teachers. Third, coordinator for disciple of grade 8 which consists of three teachers. Fourth, coordinator for disciple of grade 9 which consists of three teachers. Besides, counseling teacher consists of four people.

The team met to discuss about the construction of school regulation. Based on the observation, the model of school regulation which is constructed by SMPN 1 Lawang Malang is authoritarian regulation. It is adopted from John W. Santrock's theory. School regulation is constructed in detail and strict reasoning . Students at school must obey and establish the school regulation. When students fails to obey the school regulation, they will get the punishment. On the contrary, when the students obey the school regulation, they are not

rewarded because it is considered their obligation. It is in the same as teacher Eko's statement, "discipline students should be rewarded, but for the moment the reward is this book (Book of Discipline) is not written (their name). So the blank book is reward. There is no special reward for them who discipline."<sup>34</sup> Teacher Eko's statement is reinforced by teacher Ali's statement,

"sebenarnya ada penghargaan, tapi di situ penghargaannya adalah kalau dulu kita menggunakan model anak-anak yang berprestasi. Kalau yang disiplin tidak ada penghargaan, dulu pernah kita rancang bahwa anak-anak yang disiplin itu harus ada poin. Tapi untuk mempoint anak-anak yang disiplin itu kan butuh tenaga yang ekstra juga. Jadi yang disiplin itu kita anggap sebagai tidak ada masalah."<sup>35</sup>

Based on the statement of Assistant Principal for Student and Coordinator of Discipline/counseling teacher above, it can be concluded that there is no special reward which is given to discipline student (positive consequences). School only prioritizes the punishment (negative consequences) for student who violates the regulation. The model of negative consequences which is applied is score additional. In this model, school creates a maximum score, i.e. 500 as the final tolerance. Hence, student who collects 500 points will be threatened to drop out.

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<sup>34</sup> Interview result with teacher Eko Yudi Susilo, Coordinator of Discipline and Counseling teacher, April 27, 2018.

<sup>35</sup> Interview result with teacher Ali Shadiqin, Assistant Principal for Student, May, 12, 2018.

There are four categories in scoring, (1) low category, for the student who have collected score total 200; (2) middle category, for student who collected score total 300; (3) high I category, for student who collected score total 400; and (4) high II category, for student who collected score total 500. Each category will get strict sanctions which are adjusted by level of score. The sanctions include: (1) low category, writing declaration student letter and school creates spesial letter to parent; (2) middle category, summoning parent, student can not join the class and student is given cleanliness punishment; (3) high I category, summoning parent, writing declaration parent letter, repatriated to parent (getting 3 days suspension); and (4) high II category, summoning parent, writing declaration parent letter, repatried to parent (getting 7 days suspension).<sup>36</sup>

Authoritarian regulation is ccreated to control student behavior though external encouragement. Punishment (negative consequences) in school regulations is a guide for students to be able to control the socioemotional, hence they take good behavior at school. It is the same as teacher Eko's statement,

“....Ada aturan, itu anak-anak jadi takut, tidak ada aturan tidak takut nanti. Sehingga aturan ini karena setiap minggunya, pada hari Jumat itu dievaluasi, misalkan minggu ini ada peraturan apa, itu langsung diumumkan di Pembiasaan (salah satu kegiatan mingguan di hari Jumat). Semua kelas 7, 8, 9 dikumpulkan dilapangan, seminggu ini ada kejadian apa saja.

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<sup>36</sup> Observation result about the regulation model



Di situ dievaluasi. Dengan evaluasi itu akan ada kontrol sosial dari anak-anak yang lain. Misalkan ini lompat pagar, itu dibawa ke depan. Ini contoh yang lompat pagar. Supaya apa? Yang lain tidak mencontoh atau meniru. Nah, dengan itu karena dia ditunjukkan pelanggarannya ini, poinnya sekian. Disampaikan ke semua. Semuanya menjadi takut dan tidak melanggar. Kalau tidak ada aturan ya tambah susah.”<sup>37</sup>

Based on teacher Eko’s statement, the existence of school regulation will, motivate students to avoid the negative behavior. Students will get a fear of to violate the school regulation. For example, school prohibit to disturb learning process in classroom. Student will get an outside impulse in order not to do what is stated in the regulation. If the student violates, he will get negative consequences as the responsibility to act mistake.

Also, the authoritarian regulation functions to educate students that it is conducted to introduce students what good behavior is. Authoritarian regulation emphasize the punishments for undiscipline students. Accordingly, the students will understand when they do not violate the school regulation, they follow in the right corridor (implementing positive behavior).

#### **b. Construction of Regulation**

The construction of authoritarian regulation does not involve students. Students are not allowed to contribute arranging the school regulation. As the ten students said in interview result that they did not

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<sup>37</sup> Interview result with teacher Eko Yudi Susilo, Coordinator of Discipline and Counseling teacher, April 27, 2018.

participate in constructing the school regulation. Teacher Ali Shadiqin affirms their statement that students really do not join to arrange the regulation.

To construct school regulation only involves teachers. As the explanation above, Assistant Principal for Student creates a team to discuss the entire contents of school regulation. The team consists of three parts, i.e. Assistant Principal for Student, Coordinator of Discipline and counseling teacher. It is the same as teacher Ali Shadiqin's statement,

“jadi tata tertib di sini diawali dengan program kerja kesiswaan. Di dalamnya (program kerja kesiswaan) itu ada tiga poin utama, yaitu ketertiban, kemudian osis dan ekstra (ekstrakurikuler). Nah ketertiban itu kan masuk dalam program kerja kesiswaan. Setelah program kerja itu, kemudian kita membentuk Tim Ketertiban. Dan tim itu sudah di-SK-kan oleh Kepala Sekolah. Kurang lebih 10 orang di Tim Ketertiban. Satu orang penanggung jawab, tiga orang di kelas 7, tiga orang lagi di kelas 8, tiga orang lagi di kelas 9. Sehingga ada sembilan ditambah satu sebagai penanggung jawab utama. Penanggung jawab utama itu di bawah naungan kesiswaan. Nah, sembilan penanggung jawab yang per kelas-kelas itu di bawah tanggung jawab penanggung jawab utama (si koordinator). Selanjutnya, kita mengajak guru BK juga untuk membuat tata tertib sekolah.”<sup>38</sup>

After the school regulation have been constructed, the team introduces all the contents to parents. The main purpose is parents understand the contents of school regulation. Besides they are allowed to give some conception in composition of regulation. Therefore, it is concluded that parental status only reviews the final regulation and they

<sup>38</sup> Interview result with teacher Ali Shadiqin, Assistant Principal for Student, May, 12, 2018.

is not allowed to review the contents. As the teacher Ali Shadiqin's statement,

“mengenai hal ini, tata tertib itu yang pertama dibuat oleh tim ketertiban. Kemudian disampaikan ke Kepala Sekolah, *draftnya* seperti ini, Kepala sekolah masih belum berani tanda tangan sebelum itu disampaikan ke pihak wali murid. Nah, wali murid tahu dulu bahwa ketertiban seperti ini, kemudian baru tandangani oleh Kepala Sekolah. Jadi harus sepengetahuan orang tua juga. Dan orang tua kita beri tahu agar nanti tidak terjadi permasalahan. Mereka harus tahu.”<sup>39</sup>

When the parent has approved the school regulation, as a final step to create the regulation, Principal give the signature. School regulation is ready to be socialized to all students.

The existence of school regulation is very important as the first element of discipline. School regulation contains guidelines for establishing the behavior of students at school. The regulation has two functions, i.e. first, regulation is identical with educational value owing to be able to introduce to someone the behavior which the group members agree on. Second, regulation is able to help coping the behaviors which group members disagree on.<sup>40</sup>

Based on observation, the school regulation used to discipline students contains two important things, i.e. positive habits and negative habits. Positive habits is the same as the first regulatory function, which contains guidelines what behavior should be applied to students during school. On the contrary, negative habits are the same as the second

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<sup>39</sup> Ibid.

<sup>40</sup> Observation result of the regulation functions.

regulatory function, which contains what behavioral guidelines are not allowed to be performed by students. Here is a detailed explanation of the positive and negative habits.

### 1) Positive Habits

Positive habits contain the behavior are allowed and should be applied by students at school. Therefore, the contents of positive habits are the positive behavior. Based on the observation, all positive habits refer to school vision, i.e. achieving IMTAQ and Science and Technology as well as environmentally friendly. It is the same as the statement of teacher Ali Shadiqin,

“itu kan arahnya ke visi dan misi sekolah. Unggul dalam IMTAQ, IPTEK dan berwawasan lingkungan. Di iman dan taqwa itu kan diantaranya kan tertib, disiplin dan taat ibadah. Nah itu kan ada di situ.”<sup>41</sup>

There are five important points contained in positive habits.

Here is the explanation:

- a) Concerning school time. Concerning school time sets the maximum time of students attendance to school. On the other hand, it also sets how the students does not join school or class in some day.
- b) Student obligation. Student obligation contains three important things, including (1) obedience in regulation, the order that direct students behavior at school; (2) learning obligation, student is

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<sup>41</sup> Ibid.

required to attend the learning at school and do some task given; and (3) School fee obligation, student is also required to pay all school fees as the resident of school.

c) Student prohibition. Student prohibition contains the behavior which have to be avoided by student. In other words, student should not perform the negative behavior contained in student prohibition. Student prohibition only contain general negative behavior, while detail prohibition is set in negative habits section.

d) Student right. Student right contains four important contents, including (1) the right to learn, related to student teaching and learning process; (2) the right to use educational means, student is allowed to use some facilities and infrastructure in school; (3) the right to service, student will be served and treated equally at school; and (4) the right to participate in school activities, students are permitted to attend all school activities.

e) Other. Other contain about review. School will review the regulation every period. As said by teacher Eko, “about review, it is conducted every year when there are changes or additions which is in that year having the regulation not accommodated or having the changes. Now there is the smartphone seizure. The concept is different. Well that's a review.” The team is allowed



to add, delete and modify school regulation based on the development and the change of school needs.<sup>42</sup>

## 2) Negative Habits

Negative habits contain the negative behavior which is not conducted by student. When the student conduct the negative behavior, he or she will get score in accordance with the level of violence. Score given starts from the number 10 to 500. As the teacher Eko says,

“penyusunan hukuman disesuaikan dengan derajat pelanggaran. Semakin besar, skornya semakin besar. Kita ada 0-500. Dibagi menjadi tiga, pelanggaran ringan, sedang dan berat. Ringan itu 0-200, 200-300 sedang, dan selebihnya berat. Itu menurut degradasi. Nah, di tiap poin itu tidak melulu semuanya besar 250, tidak. Jadi, misalkan akan berkelahi, itu poinnya adalah 100. Kalau berkelahi membawa senjata tajam, poinnya 250. Nah, disitu bisa dilihat, poin 100 atau 250 adalah poin maksimal. Jadi misalkan begini, ada anak melanggar mau berkelahi nonjoknya, nampar ya, nampar sedikit, itu poinnya tidak seratus, tapi bisa 60, 70, lihat perlakuannya. Kalau nonjok sampai berdarah, ya bisa sampai 100. Tapi kalau berkelahinya membawa senjata tajam, bawa kayu, itu 250. Jadi, meskipun itu poinnya berkelahi, tapi ada tingkatannya sesuai dengan perlakuannya.”<sup>43</sup>

Not only does student take the score, but also they take the punishment which corresponds with score. Based on the observation, the school do not give any physical punishment for undiscipline student, moreover it is serious violation. There are five punishments, such as cleanliness punishment, writing student declaration letter,

<sup>42</sup> Documentation of the regulation content

<sup>43</sup> Interview result with teacher Eko Yudi Susilo, Coordinator of Discipline and Counseling teacher, April 27, 2018.

writing parent declaration letter, summoning parent and repatriated to parent for certain time. As final tolerance, school will drop out students if he or she collects score 500 or more.<sup>44</sup>

The type of violation is divided into three parts. First, to discipline about the behavior which has 20 negative habits. Second, to discipline about the diligence which has 10 negative habits. Third, to discipline about the neatness which has 15 negative habits.

Based on the observation, it is the same as positive habits, the main purpose of negative habits with the consequence is to achieve school vision. Students are not expected to practice and always feel wary to negative habits which want or have done.

Here is the content of SMPN 1 Lawang Malang regulation (type of punishment):

### PENILAIAN PELANGGARAN

#### 1. KELAKUAN

Table 4.1 Type of violation in behavior

NO	JENIS PELANGGARAN	SK OR	JENIS PEMBINAAN	PELAKSANA	KETERANGAN
1.	Hamil/menghamili	500	Dikembalikan kepada orang tua selamanya	Kepala Sekolah	Wali kelas, guru BK memberi informasi lengkap kepada KS
2.	Membawa/mengedarkan/menggunakan miras/narkoba	500			
3.	Membawa/mengedarkan VCD/file/buku/gambar porno	450	Dikembalikan kepada orang tua untuk dibina selama 7 hari	Kepala Sekolah	Orang tua dan siswa membuat surat pernyataan bermaterai
4.	Berurusan dengan pihak berwajib karena terlibat kriminalitas/kejahatan	450			

<sup>44</sup> Observation result of establishing regulation.

5.	Berkelahi dan melawan guru memakai senjata tajam	450			
6.	Berkelahi antar sekolah/teman dengan senjata tajam	250	Dikembalikan kepada orang tua untuk dibina selama 5 hari	Guru BK, Wakil KS diketahui KS	Orang tua dan siswa membuat surat pernyataan bermaterai
7.	Bersikap tidak sopan kepada Kepala Sekolah/guru/karyawan (berkata-kata kotor dan melawan)	250			
8.	Berjudi di dalam maupun di luar sekolah	200	Dikembalikan kepada orang tua untuk dibina selama 3 hari	Guru piket, BK, Tim Tatib diketahui KS	Membuat surat pernyataan orang tua
9.	Mengambil/mencuri barang milik orang lain	200			
10.	Merokok di lingkungan sekolah	100	Dikembalikan kepada orang tua untuk dibina selama 1 hari	Guru piket, BK, Tim Tatib diketahui KS	Membuat surat pernyataan orang tua
11.	Berkelahi dengan teman sekolah	100			
12.	Berperilaku asusila, tidak senonoh	100			
13.	Mengancam/mengintimi dasi teman	100			
14.	Membuat surat izin palsu	75	Panggilan orang tua, tidak diperkenankan masuk kelas selama 1 hari, dilibatkan dalam tugas kebersihan sekolah	Guru Piket, BK, Tim Tatib	Membuat surat pernyataan orang tua
15.	Membawa senjata tajam ke sekolah, kecuali ada izin	75			
16.	Merusak sarana dan prasarana sekolah	75			
17.	Melompat pagar	75			
18.	Membawa handphone	75			
19.	Mengganggu ketenangan KBM	45	Membuat surat pernyataan siswa & tugas kebersihan	Guru piket, BK, Tim Tatib	
20.	Bermain bola di dalam kelas	45			

## 2. KERAJINAN

Table 4.1 Type of violation in diligence

1.	Bolos, tidak masuk sekolah tanpa izin/keterangan	45	Panggilan orang tua, membuat surat	Guru mapel,	Panggilan orang tua untuk poin
2.	Pulang sebelum waktunya	45			

3.	Terlambat masuk sekolah lebih dari 3x seminggu	45	pernyataan dan tugas kebersihan	BK, wali kelas	2.1 jika dilanggar 3x
4.	Berada di kantin/kopsis/UKS/perpus tanpa izin saat KBM	20	Diberi tugas kebersihan	Guru mapel, BK, Tim Tatib	
5.	Tidak mengerjakan tugas/PR	10			
6.	Tidak melaksanakan piket kelas/tugas kebersihan taman	10			
7.	Tidak mengikuti kegiatan sekolah	10			
8.	Tidak mengikuti kegiatan pengembangan diri wajib	10			
9.	Keluar kelas tanpa izin	10			
10.	Datang terlambat > 15 menit	10			

### 3. KERAPIAN

Table 4.3 Type of violation in neatness

1.	Beratato	55	Membuat surat pernyataan bertanda tangan orang tua/wali, pembenahan	Guru mapel, BK, Tim Tatib	
2.	Memakai giwang/bertindik bagi siswa putra	55			
3.	Rambut dicat dengan warna selain hitam	55			
4.	Berambut gondrong bagi siswa putra	10	Peringatan 1 (lisan) Diajak membenahi pelanggaran saat itu juga	Guru mapel, BK, Tim Tatib	
5.	Berambut panjang tergerai bagi siswa putri	10			
6.	Membuang sampah tidak pada tempatnya	10			
7.	Merusak tanaman/taman sekolah	10			
8.	Tidak memakai sepatu hitam	10			
9.	Memakai seragam/atribut tidak sesuai ketentuan	10	Peringatan 2, membuat Surat Pernyataan Siswa (SPS)		
10.	Memakai seragam olahraga tidak sesuai ketentuan	10			
11.	Topi/dasi/seragam olahraga dicorat-coret	10			



12.	Tidak memasukkan baju	10	Peringatan 3, orang tua dipanggil, membuat Surat Pernyataan Orang Tua (SPO)		
13.	Kuku panjang atau dicat	10			
14.	Bersolek, memakai perhiasan (berlebihan) bagi perempuan	10			
15.	Memakai gelang/kalung bagi laki-laki	10			

### AKUMULASI SKOR

Table 4.4 Score category

No	Kategori Skor	Ketentuan	Sanksi
1.	Kategori Ringan	Jumlah skor pelanggaran mencapai 200	Membuat SPS & pemberitahuan tertulis kepada orang tua/wali
2.	Kategori Sedang	Jumlah skor pelanggaran mencapai 300	Panggilan orang tua/wali, siswa tidak boleh ikut KBM 1 hari, diberi tugas kebersihan
3.	Kategori Berat I	Jumlah skor pelanggaran mencapai 400	Panggilan orang tua/wali, membuat SPO, siswa dibina orang tua di rumah 3 hari
4.	Kategori Berat II	Jumlah skor pelanggaran mencapai 500	Panggilan orang tua/wali, membuat SPO bermaterai, siswa dibina orang tua di rumah 7 hari <sup>45</sup>

As a final step, school regulation which has constructed is presented to the parents of students. Parents are given the opportunity to review the school regulation which have arranged by the team. In other word, parents are not allowed to be involved in the drafting of school regulation. If there is review by the student's parents, the team will consider it to establish the justice and appropriate regulation for

<sup>45</sup> Documentation of punishment type in school regulation.



students. If there is no review, the school regulation is promptly submitted to principal for review more.

The principal will approve the school rules when he gives his signature as the legality. School regulation which have constructed through some steps is ready to be presented to students when they start the first day school.

## **2. Implementation of Boundary-based Discipline Technique among Students at SMPN 1 Lawang Malang**

Boundary-based discipline technique is a strategy to discipline kids through clearly regulation. Therefore, the existence of regulation is very important as a key element in discipline enforcement. In theory, implementation of boundary-based discipline is divided into six stages, including communicating the limits, giving warnings whenever possible, offering choices, using logical consequences, allowing for natural consequences and sending the kid to time-out. Based on observation and interview, implementation of boundary-based discipline at SMPN 1 Lawang only uses the four stages above which avoid the stage two and five - offering choices and allowing for natural consequences.<sup>46</sup> Yet, school gives reinforcement the limits for students in the stage of implementation. Here is the explanation of boundary-based discipline strategy implementation at SMPN 1 Lawang Malang:

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<sup>46</sup> Observation result of the implementation boundary-based discipline technique steps.

a. Communicating the limits

The first step which has to be implemented to discipline students by school is socialization. SMPN 1 Lawang socializes school regulation to all students in first meeting, School Environmental Introduction (*MPLS*). At the beginning of school entry, Coordinator for Discipline requestes a special time to introduce the contents school regulation. Students are prosecuted to understand the kind of regulation content, i.e. about school entry, student obligation, student right, student prohibiton and the type of violation and punishment.

Each student gets a school regulation sheet as a guideline during he or she is at SMPN 1 Lawang and Discipline Book. As teacher Ali said,

“....Jadi dalam pembuatan itu siswa tidak dilibatkan, tapi disosialisasikan, itu ada di awal masuk kelas 7, itu ada. Itu anak-anak diberikan lembaran ketertiban. Jadi di map PPDB itu ada tata tertib, kemudian blangko isian ketika mereka masuk dan lain sebagainya itu ada. Sehingga mereka tahu. Disitu ditanda tangani oleh siswa, surat pernyataan dan ditanda tangani oleh wali murid.”<sup>47</sup>

Based on teacher Ali's statement above, not only is the school regulation socialized for students, but also it is for parents. It is the same as students, parents are prosecute to sign school regulation as the agreement of the existence of school regulation. As well as students, the socialization of school regulation to parents is carried out when the students start school.

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<sup>47</sup> Interview result with teacher Ali Shadiqin, Assistant Principal for Student, May 12, 2018.

Actually, Likewise one by one students are given a sheet of school regulation, each class has the regulation which is taped to the classroom wall. Nonetheless, it is lost at the position. As stated by 10 students that in his or her class wall do not regulation. It is similar to the teacher Ali's statement, "at the past it is located to wall of classes. Then there is the paint renovation, So many missing. At the past every class must have regulation ever.

b. Reinforcement the limits

Furthermore, SMPN 1 Lawang implements *Pembiasaan* program every Friday for all students. In the program, students are classified into two groups, i.e. students who are Muslim and students who are non-Muslim students. In essence, they are invited to pray/*istighasah* together in one room/*musalla*. After praying/*istighasah*, all students are invited in school field.<sup>48</sup> At that time, Assistant Principal for Student or Coordinator of Discipline will announce the things about the discipline behavior. As teacher Ali says,

"kita juga punya kegiatan Pembiasaan di hari Jumat. Semua agama dikumpulkan. Agama Islam sana (musalla), yang non-Muslim di ruang kelas. Pembiasannya doa, kemudian ada info-info penting tentang ketertiban. Itu ada di Pembiasaan. Nah, kita juga menyampaikan anak-anak yang terjerat pelanggaran, namun kita sebut secara umum saja. Cuma inisialnya. Kita tidak pernah untuk menindak (pada waktu Pembiasaan). Cuma mau mengingatkan saja dalam satu minggu kemarin sering terjadi ada perkelahian, ada anak yang *malak* teman. Ada yang ngomong jorok. Misalkan seperti itu. Jadi, kita sebut secara umum-umum saja."<sup>49</sup>

<sup>48</sup> Observation result of *Pembiasaan* time at every Friday.

<sup>49</sup> Ibid.

Not only does teacher announce the behavior of undicipline student, but also he give appreciation for the student who get the achievement. As teacher Ali said that he invited outstanding student to come forward. Teacher Ali deliberately summe the student in order to be an example and a new encouragement (for all students) in contribution activities at school.

c. Giving warnings whenever possible

Giving warnings are only given to undiscipline students with low-level violation categories. Based on observation, giving warnings are often conducted by lesson teacher. The lesson teacher reminds student who do not establish the school regulation. There are three violations conducted by students then the lesson teacher applies givings warnings. First, student 8D took out his uniform at rest time, then there was a teacher who knew the incident. He immediately advise to tidy his uniform. Second, there were student who do not wear the belt, then a teacher reminded to take the belt in the day after. Third, there were student who throw garbage carelessly, then the teacher give warning to student to take and throw garbage into the trash.<sup>50</sup>

The three incidents above, the teachers who know the act of the student does not give a score or report to counseling teacher or Coordinator of Discipline. If only they are scored, they will get a low score, i.e. 10. The researcher concluded that the negative habits in low

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<sup>50</sup> Observation result of giving warning whenever possible by teacher.

level category are treated differently, i.e. as the first warning, which is given warnings only.

d. Using logical consequences

Regarding the violation, most students who often take the violation in SMPN 1 Lawang is low type of violation. As teacher Eko's statement who mentions there are three kinds of low type of violations which are often violated by students, i.e. coming late, not following lesson without permission and not doing homework. The statement is the same as admission of five students who are often violate the regulation that they are often coming late, not following the lesson, not bringing some books and so on.

Moreover, SMPN 1 Lawang had ever found students who do high type of violation. In this school had be found the students who take the drug. As Mr. Eko said,

“narkoba. Membawa, mengedarkan, memakai. Salah satu diantaranya harus keluar dari sekolah. Di sini ada jaringan para pengedar narkoba itu.”<sup>51</sup>

If teacher Eko found the drug and its network as the high type of violation, teacher Ali also conveyed the same thing, but in the different time context. Teacher Ali conveyed the biggest violation which has ever done by students in this period (school year),

“pelanggaran terbesar untuk saat ini itu adalah berkelahi (kayaknya). Berkelahi yang sampai orang tua tidak terima. Itu saja. Jam pelajaran berakhir, masuk ke ruang guru, jam istirahat

<sup>51</sup> Interview result with teacher Eko Yudi Susilo, Coordinator of Discipline and counseling teacher, April 27, 2018.



kesenggol temannya, berkelahi. Sampai berdarah. Kita lerai, tapi pas pulang ke rumah terus dilanjutkan. Akhirnya orang tua mencak-mencak ke sini. Itu yang membuat kita ramai dengan pihak orang tua juga. Itu kasus yang paling besar yang sampai orang tua.”<sup>52</sup>

For the students who break school regulation will get handling and punishment. The person (teacher) who firstly handle the problems is the first person (teacher) who knows it. Then, when the first person feels unable to solve the problem, it will be immediately handed over to Coordinator of Discipline (as dividing the class in the team of regulation construction). Coordinator of Discipline will record (write) the data of the problem and give little lectures. Furthermore, counseling teacher will score and punish based on school regulation and providing additional lectures for the undiscipline student.<sup>53</sup>

Yet, there is special treatment for the student who take the high violation. Principal will directly create a special team to uncover the high violation. As Mr. Eko says,

“...meskipun memang ada hal-hal tertentu yang memang ini dianggap penting, Kepala Sekolah langsung *menghandle*, membuat tim. Diambil dari kesiswaan dua, BK dua, ketertiban dua. Ini tentang narkoba. Tim ini saja yang bergerak. Karena ini butuh penanganan cepat dan tidak boleh banyak yang tahu. Jadi, ya buat tim ini.”<sup>54</sup>

On the contrary, students who take the discipline are not given a special reward. As the statement of Angel Aurellia, student 8 F, “tidak

<sup>52</sup> Interview result with teacher Ali Sahdiqin, Assistant Principal for Student, Mei 12.

<sup>53</sup> Observation result of tacking the undiscipline student problem.

<sup>54</sup> Interview result with teacher Eko Yudi Susilo, Coordinator of Discipline and counseling teacher, April 27, 2018.

pernah.”<sup>55</sup> It is the same statement as Titania Lafaisa, student 8 A, , “Ya, setidaknya bisa masuk di kelas 8 A (kelas unggulan),”<sup>56</sup> Indeed, SMPN 1 Lawang puts some students into excellent class. The excellent class is in parallel A (eg: 8 A) and parallel I (eg: 8 I). Still, it is not necessarily all the students in the excellent class applies high discipline. Teacher Eko clarified the statements above, he says,

“anak-anak disiplin itu harusnya ada penghargaan, cuma sementara ini penghargaannya adalah bukunya ini (buku ketertiban siswa) tidak tertulis. Jadi bukunya bersih adalah penghargaan. Tidak ada penghargaan khusus, dia yang paling disiplin. Mestinya ada.”<sup>57</sup>

Actually, school should give special reward for discipline student. However, in its implementation does not exist. As Mr. Ali said,

“sebenarnya ada penghargaan, tapi di situ penghargaannya adalah kalau dulu kita pergunakan model anak-anak yang berprestasi. Kalau yang disiplin tidak ada penghargaan, dulu pernah kita rancang bahwa anak-anak yang disiplin itu harus ada poin. Tapi untuk mempoint anak-anak yang disiplin itu kan butuh tenaga yang ekstra juga. Jadi yang disiplin itu kita anggap sebagai tidak ada masalah.”<sup>58</sup>

The team (constructor) has designed a reduction of scores on student who had done violations, but in the later days he or she changes into discipline. Nonetheless, in its implementation is still not exist in that either Assistant Principal of Student and Coordinator of Discipline

<sup>55</sup> Interview result with Angel Aurellia, student 8 A, April 24, 2018.

<sup>56</sup> Interview result with Titania Lafaisa, student 8 A, April 24, 2018.

<sup>57</sup> Interview result with teacher Eko Yudi Susilo, Coordinator of Discipline and counseling teacher, April 27, 2018.

<sup>58</sup> Interview result with teacher Ali Shadiqin, Assistant Principal for Student, Mei 4, 2018.

derived from the teachers feel that they do not have more time to take care of it.

e. Sending student to time-out

Sending student to time-out applies only to students who violate high level of violation. Based on the observation, school divided four types of sending to time-out, i.e. first, middle category (score 300), student has to receive sending to time-out for one day. Second, high I category (score 400), student has to receive sending to time-out for three days. Third, high II category (score 500), students must receive sending to time-out for a week.<sup>59</sup>

M. Danang Kusuma, student 8F has ever received a sending to-time out for one day. As he said, “diskor satu hari (tidak boleh masuk sekolah) pernah, panggilan orang tua tiga kali. Buat surat pernyataan siswa, disuruh bersih-bersih.” Periodically, M. Danang gets a lot of punishment before sending student to time-out, hence M. Danang has collected score 350, he take one day at home.

### **3. Impact of Boundary-based Discipline Technique among Students at SMPN 1 Lawang Malang**

There are five important elements of discipline, i.e (1) regulation as guideline for behavior; (2) habits; (3) punishment for offender; (4) reward for someone respecting regulation; and (5) consistency in following the regulation. All elements are needed to establish discipline behavior.

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<sup>59</sup> Documentation of the punishment model.

Accordingly, all elements should be applied to discipline student in school. SMPN 1 Lawang Malang has implemented all elements of discipline, yet there is no reward for someone respecting regulation. Here is a table to facilitate the explanation of boundary-based discipline implementation at SMPN 1 Lawang Malang.

Table 4.5 Implementation of discipline elements

<b>Element of Discipline</b>	<b>Implementation</b>
Regulation	<ul style="list-style-type: none"> <li>• Having written regulation clearly</li> <li>• Socialized at first day school</li> </ul>
Habits	Added to regulation which consists of positive and negative habits
Punishment	<ul style="list-style-type: none"> <li>• Having punishment clearly</li> <li>• Implemented for undiscipline student</li> </ul>
Reward	Nothing
Consistency	All of elements are implemented consistency

Based on the table above, researcher concludes that the implementation of discipline strategy in SMPN 1 Lawang Malang is very good. Moreover, school consistently provides punishment for offender. Yet, the school does not apply rewards for student who establish discipline behavior. It is true because the regulation used is authoritarian regulation which do not place rewards as positive consequences for discipline student.

If school has fulfilled all elements of discipline, school will easily establish discipline behavior. However, the result of behavior in SMPN 1 Lawang Malang has disadvantages. There are still many students who violate school regulation and some students who continue to violate at

different times. Below is a data of violations which is occurred for three months in grade 8.

**Period I: 17-1-2018 to 16-2-2018**

Table 4.6 Violation data at period I

No	Hari/Tanggal	Nama/Kelas	Skor	Kejadian
1.	Senin/ 15-1- 2018	1. Engga Arif (8G)	45	Jam ke 7-8 tidak masuk kelas tanpa keterangan
2.	Rabu/ 17-1- 2018	1. Farisky (8G)	45	Pada jam pelajaran ke 7 tidak masuk kelas, melainkan mengobrol di tangga
		2. Engga Arif (8G)	45	
		3. Roy Nendra (8I)	45	
		4. Nouval (8F)	45	
3.	Rabu/ 17-1- 2018	1. Bima Satriya (8E)	250	Terjadi perkelahian
		2. Reza Alfiada (8G)	250	
4.	Kamis /18-1- 2018	1. Berliana Zulfa (8G)	10	Terlambat masuk kelas hingga 30 menit
		2. Roy (8E)	45	Dikeluarkan dari kelas karena ramai
		3. Bima Satria (8E)	45	
		4. Tito (8E)	45	Izin ke kamar mandi, tidak kembali ke kelas
5.	Senin/ 22-1- 2018	1. Siti Ilmiatun N. (8G)	10	Tidak membawa topi
		2. Thania Rosalia (8E)	10	
		3. Naura Soraya (8C)	10	
		4. Alfindah (8G)	10	
		5. Berliana Zulfa (8G)	10	
6.	Rabu/ 24-1- 2018	1. Dhani Fajar (8G)	45	Ramai di dalam kelas dan membantah perintah guru serta mengganggu pelajaran
		2. Aldy Satria (8G)	45	
		3. Dicky Candra (8G)	45	
		4. Engga Arif (8G)	45	Keluar lingkungan sekolah pada jam pelajaran olahraga
		5. Ade Ananda (8G)	45	
		6. Naura Soraya (8C)	45	Membawa minuman waktu pelajaran
7.		1. M. Danang Kusuma (8F)	55	Rambut disemir



	Jumat /26-1- 2018	2. Rendy Purnama S. (8F)	55	
8.	Senin/ 29-1- 2018	1. Berliana Zulfa (8G)	10	Tidak membawa topi
9.	Rabu/ 31-1- 2018	1. Bima satria (8E)	20	Rambut gondrong, baju tidak rapi
10.	Kamis /1-2- 2018	1. Muh. Ari Dwiyanto	10	Salah pakai seragam (tidak pakai batik)
		2. Tito (8E)	45	Keluar kelas saat jam pelajaran, lalu makan ke kantin
		3. Bima Satria (8E)	45	
		4. Rio Ferdinand (8E)	45	
		5. Rizal Oktaviana (8B)	45	Keluar lingkungan sekolah dengan melompat pagar
11.	Sabtu/ 3-2- 2018	1. Ramli Ramadan	10	Rambut panjang
		2. Tito	10	Baju dikeluarkan
12.	Senin/ 5-2- 2018	1. Tito	10	Baju dikeluarkan
13.	Selasa /6-2- 2018	1. Fauzan Kamil (8D)	10	Memakai topi di kelas meski sudah diperingatkan
		2. Dimas Jodi (8D)	10	
		3. M. Nur Aprilia (8D)	10	
		4. A. Lukman Hakim (8D)	10	
		5. Picky (8D)	10	
		6. Kurniawan (8C)	45	Baju dikeluarkan
14.	Rabu/ 7-2- 2018	1. M. Yusuf Hadi (8B)	10	Tidak pakai tanda lokasi
		2. Ahmad Alfian Syafaat (8H)	10	
		3. Adi Syaputra (8H)	10	
		4. Dimas Bagus (8A)	10	Terlambat, tidak pakai lokasi, tidak pakai nama
		5. Rizki Bagus (8D)	30	
		6. M. Mushollin (8D)	30	
		7. Nathan Frithzie A (8H)	10	Tidak memakai lokasi
15.	Jumat /9-2- 2018	1. Ade (8G)	45	Mengganggu KBM
		2. Firman (8G)	45	
		3. Aldi (8G)	45	
		4. Aldi (8G)	10	Rambutnya panjang
16.		1. Binty A. B. (8E)	20	Berada di aula ketika KBM

	Sabtu/ 10-2- 2018	2. Royhan R. (8E)	20	
		3. M. Nur Aprilian (8D)	20	
17.	Senin/ 12-2- 2018	1. Angga Dannarta (8D)	20	Pakai topi di kelas, baju dikeluarkan
18.	Senin/ 12- 02- 2018	1. Ade Alfian (8D)	45	Mengganggu ketenangan KBM
		2. A. Lukman H. (8D)	10	Baju dikeluarkan
		3. Arif Iqbal Maulana (8F)	30	Baju dikeluarkan, sepatu putih, nama dibaju tidak ada
		4. Brian Dimas (8F)	30	
		5. Bintang Adi Busono (8E)	50	Mengganggu KBM
19.	Selasa /13-2- 18	1. Angga Dannarta (8D)	55	Seragam tidak benar, dikeluarkan, makan saat KBM

**Period II: 17-2-2018 to 16-3-2018**

Table 4.7 Violation data at period II

No	Hari/ Tang gal	Nama/Kelas	Skor	Kejadian
1.	Senin/ 19-2- 2018	1. Bagus Patria Tama (8F)	10	Seragam tidak lengkap
		2. Fahrudin S. Amir (8A)	10	Tidak ada tanda nama
		3. Adinda S. (8A)	10	
		4. M. Wildan A. (8A)	10	Memakai gelang
		5. Vito Rizki (8A)	10	Rambut panjang
		6. Vania (8E)	20	Tidak pakai nama dan bendera pada seragam
		7. Syakira (8E)	20	
		8. Hutai Suraida (8E)	10	Tidak berdasi
		9. M. Fahreza Putra (8E)	20	Tidak ada nama dan bendera
		10. Devina Putri (8E0)	10	Tidak ada nama
		11. Raihan Ramadan (8E)	10	Baju dikeluarkan
		12. Bima Satria (8E)	10	Dasi dicoret-coret
		13. Rio Ferdinand (8E)	10	
		14. Nafi S. M. (8E)	10	
		15. M. Roy (8E)	10	Belum ada nama
		16. M. Ulin N. (8E)	10	Dasi dicoret-coret

		17. Angela Sekar Wahyudi (8E)	10	Belum ada nama
		18. Daffa (8E)	10	Celana dicoret-coret
		19. A. Febri (8E)	20	Belum ada nama, dasi dicoret-coret
2.	Selasa /20-2-2018	1. Angga Dannarta (8D)	10	Atribut tidak lengkap
		2. Dimas (8F)	10	Terlambat
		3. Haris Surya (8F)	10	
		4. Sastro Prabowo (8H)	10	Terlambat, tidak ada nama
		5. Nouval (8G)	20	
		6. Mega Reja (8H)	20	
		7. Nur Fiki H. (8H)	10	Terlambat
		8. Achmad Rizal (8H)	10	
		9. Reza Darmawan (8I)	10	Tidak ada atribut nama
		10. Acmad Fauzan Kamil (8D)	10	
		11. Niken Ayu M. (8D)	10	
		12. Bisma Ramadhan (8D)	10	Tidak pakai ikat pinggang
		13. Lukman Hakim (8D)	10	Tidak ada bendera
		14. M. Fiki Hadi S. (8D)	10	Dasi dicoret-coret
		15. Angga Dannarta (8D)	10	
		16. Windi Febrianti (8D)	10	Tidak ada nama
		17. Yovan (8C)	10	
		17. Yovan (8C)	20	Dasi dicoret-coret
3.	Rabu/ 21-2-2018	1. Ade Ananda (8G)	20	Baju tidak dimasukkan, tidak pakai sabuk
		2. Putri M. (8C)	20	
		1. Ade Ananda (8G)	20	Tidak pakai lokasi, tidak ada nama
4.	Kamis /22-2-2018	1. Bima satria (8E)	20	Tidak pakai sabuk, tidak ada nama
		2. Roy (8E)	10	Dasi dicoret-coret
		3. Safira (8E)	10	
		4. Nafi S. M. (8E)	10	Tidak pakai sabuk
		5. Ari H. (8E)	10	
		6. Irsalina (8E)	10	

		7. Rayhan Ramadhan (8E)	45	Menggangu ketenangan KBM
		8. Bima Satria (8E)	45	
		9. Kaka (8E)	45	
		10. Fauzan Kamil (8D)	45	
		11. Dimas Jodi (8D)	45	
		12. M. Nur Aprilia (8D)	45	
5.	Rabu/ 28-2- 2018	1. Haris Surya (8C)	10	Terlambat
		2. Reza Darmawan (8I)	10	
		3. Siti Nadia (8D)	10	
		4. M. Danang W. (8F)	295	Menggangu ketenangan KBM, melawan guru
		5. Bintang Aji B. (8E)	55	Menggangu ketenangan KBM, dasi dicoret-coret
		6. M. Ulin Nuha (8E)	45	Menggangu ketenangan KBM
		7. Rio Ferdinand (8E)	45	
		8. Reza Oktavia (8E)	45	
		9. Bima Satria (8E)	55	Menggangu ketenangan KBM, dasi dicoret-coret
		10. Tito (8E)	45	Menggangu ketenangan KBM
		11. Tania (8E)	45	
6.	Jumat/ 2-3- 2018	1. Tegar Adi Putra (8C)	10	Sepatu tidak sesuai peraturan (tidak hitam)
		2. Joko Bagus (8A)	10	
7.	Selasa /6-3- 2018	1. Fiki (8D)	10	Tidak ada nama
		2. Angga Dannarta (8D)	10	Pakai topi di kelas
		3. Nadia Wulandari (8D)	10	Dasi dicoret-coret
		4. Susi Cintia (8D)	10	

**Period III: 17-03-2018 to 16-04-2018**

Table 4.8 Violation data at period 3

No	Hari/ Tang gal	Nama/Kelas	Skor	Kejadian
1.	Senin, 28-3- 2018	1. Angga Dannarta (8D)	10	Tidak membawa topi
		2. Alfian Ramadan (8H)	10	

		3. Bagus P. (8F)	20	Tidak ada nama, sepatu tidak hitam	
		4. Berliana Zulfa (8G)	20	Tidak ada nama, tidak bawa topi	
		5. M. Mushollin (8B)	45	Bolos sekolah di hari Sabtu kemarin	
		6. Rizki Baguss (8B)	45		
		7. Willy Genta (8B)	45		
		8. Arif Iqbal M. (8F)	45		
		9. Bagus P.	45		
		10. Brian Dimas (8F)	45		
		11. Cellina Putri (8F)	45		
		12. Edo Arisandi (8F)	45		
		13. Julian (8F)	45		
		14. Gilang A. (8F)	45		
		15. Irfan Maulana (8F)	45	Model rambut tidak sesuai aturan, menentang guru, pulang tanpa keterangan	
		16. M. Laffayza (8F)	45		
		17. Naufal Dwi (8F)	45		
		18. Rendy P. (8F)	45		
		19. Reza Fahrezi (8F)	45		
		20. Kevin Febrian (8F)	45		
2.	Kamis /19-4-2018	1. Amirudin (8H)	155		
3.	Jumat /20-4-2018	1. Rizal Khoirudin (8G)	45		Terlambat masuk sekolah
		2. Rega (8C)	45		
		3. Julian (8F)	45		
		4. Reza (8I)	45		
		5. Engga Dannarta (8D)	45		
		6. Haris Surya (8C)	45		
		7. Bintang Aji (8E)	45		
		8. Rizal Oktavian (8H)	45		
		9. Ari Dwiyanto (8H)			
		10. Adi Putra (8H)			
		11. Naura (8G)			
		12. Thania (8E)			
		13. Rizal (8G)			
		14. Djoko Bagus (8A) <sup>60</sup>			

<sup>60</sup> Documentation of the undiscipline students and their violations.



Based on the data above, total of offenders for three months is 162 students. In first period, 61 students, second period, 67 students and third period, 34 student. In average, there are 54 students who violated the school regulation from total 290 students at grade. Accordingly, for 3 months, the offenders does not change maximal. Moreover, at the second month, the offenders increase to 67. The conclusion of implementation of boundary-based discipline technique at SMPN 1 Lawang Malang is weak.

The key of boundary-based discipline technique is the existence of regulation. School applies the authoritarian regulation which gives reinforcement student through their self outside. Hence, it is needed the awarness by student self to establish discipline behavior. In other word, the outside reinforcement is not maximal implementation if it is not supported by self reinforcement.

Discipline behavior is influenced by three environments, family, school and peer. Here is explanation of four students who constantly violate school regulation:

- a. Engga Arief P. (8G)

Table 4.9 Engga Arief's violation

No.	Day and Date	Score	Violation
1.	Monday/15-1-2018	45	Not following class without statement
2.	Thursday/24-1-2018	45	Out of school when sport lesson <sup>61</sup>

<sup>61</sup> Documentation of Engga Arief's violations at 3 monts.

The table above is the violation of Engga Arief for three months. Score collected is 90. Engga Arief state that he felt lazy to study at school, accordingly he often do not follow the lesson. As said by Engga Arief, “malas mas, karena gurunya suka marah-marrah kepada saya. Saya ya malas nanti kalau dimarahi lagi. Apalagi ada guru yang suka bicara keras sama saya. Saya ya malas masuk.”<sup>62</sup>

Based on interview, Engga’s family applies neglectful parenting. As Engga says, “bapak saya kerja, ibu saya juga kerja. Ndak ada yang merhatiin mas, sibuk sendiri-sendiri.”<sup>63</sup>

Besides, Engga joins into the negative association on peer. As he said, Furthermore, Engga enter into the negative friend association. As he said, “kadang ya tidur di rumah, kadang mampir dulu ke warung sama teman-teman, macam-macam pokoknya.”<sup>64</sup>

b. Raihan Ramadhan (8F)

Table 4.10 Raihan Ramadhan’s violation

No.	Day and Date	Score	Violation
1.	Saturday/3-2-2018	10	Long hair
2.	Saturday/10-2-2018	20	Being in the hall when learning time
3.	Monday/19-2-2018	10	Take out clothes
4.	Tuesday/22-2-2018	45	Disturbing learning process <sup>65</sup>

<sup>62</sup> Interview result with Engga Arief P., student 8G, May 2, 2018.

<sup>63</sup> Ibid.

<sup>64</sup> Ibid.

<sup>65</sup> Documentation of Raihan Ramadhan’s violations at 3 months.

For three months, Rayhan Ramadhan has conducted four violation. Total score for three months is 85. Based on Rayhan clarification, he did out of class because he is invited by his friend. Rayhan was often lazy to attend classes because the teacher who teaches him is peevish.

The parenting of Raihan's family is authoritative parenting. As Raihan says, "orang tua tahu mas. Paling ya dimarahi sebentar, saya ya dengar saja sebagai anak berbakti (sambil tertawa). Orang tua saya perhatian mas, tapi ya gitu saya suka cuek sama perintah orang tua."<sup>66</sup>

c. M. Danang Kusuma (8F)

Table 4.11 M. Danang Kusuma's violation

No.	Day and Date	Score	Violation
1.	Jumat/26-1-2018	55	Coloring hair
2.	Rabu/28-2-2018	295	Disturbing learning process and opposing teacher <sup>67</sup>

Based on the table above, M. Danang Kusuma has collected score total 350. Score 350 is the level of middle which results sending student to time out for one day. Based on M. Danang's statement, he disturbed learning process and opposed teacher because one problem. M. Danang said, "melawan guru ya gara-gara makan di kelas, kemudian saya *diilok-ilokkan* kayak sapi terus saya *dikepruk* ya saya tantang gelut

<sup>66</sup> Interview result with Raihan Ramadhan, student 8F, May 2, 2018. (The original text is located at appendix, 113).

<sup>67</sup> Documentation of M. Danang Kusuma's violations at 3 months.

gurunya (maksudnya ya gak sampai bertengkar, cuma main mulut saja).”<sup>68</sup> Besides, M. Danang imitates the style of his friend in hair. As the Danang’s statement, “biar kelihatan gaul toh mas. Lah teman-teman mainku *podo* disemir, saya juga ikut dong mas, *ben koyok artis*.”<sup>69</sup>

The parenting of Danang’s family is neglectful parenting. As Danang state, “jujur mas, orang tua saya senang bertengkar di rumah. Ya ndak pukul-pukulan, cuma bentak-bentakan gitu. Saya jarang omong-omongan sama orang tua mas. Bahkan sehari gak ngomong *ae* pernah. Orang tua baru tahu ya pas dipanggil guru BK ke sini.”<sup>70</sup>

d. Angga Dannarta

Table 4.12 Angga Dannarta’s violation

No.	Day and Date	Score	Violation
1.	Monday/12-2-2018	20	Wearing a hat in class, take out clothes
2.	Thursday/20-2-2018	10	Incomplete attribute
3.	Monday/28-3-2018	10	Not to bring a hat
4.	Friday/20-4-2018	45	Late for school <sup>71</sup>

Based on the table above, Angga Dannarta has conducted the violation four times. He has collected score total 85. Angga Dannarta did all because the influences of friend. He follow the bad behavior of

<sup>68</sup> Interview result with M. Danang Kusuma, student 8F, May 2, 2018.

<sup>69</sup> Ibid.

<sup>70</sup> Ibid.

<sup>71</sup> Documentation of Angga Dannarta’s violations at 3 months.

friend as his statement, “sekarang kalau nakal ya gak bisa *mandek* mas. Nakal ya nakal terus mas. Kalau tidak nakal ya tidak seru mas.”<sup>72</sup>

The parenting of Dannarta’s family is authoritative parenting. As the explanation of Dannarta that parents always pay attention for him, in usual they ask homework at night day. Yet, Dannarta often avoid the order of parent.

e. M. Laffayza

M. Laffayza only conducted the one violation. He did not arrive to school because the inviting of friends for it. Laffayza clarifies that he regrets the problem occurring. He got the score 45 owing to conduct the negative behavior. Based on interview, M. Laffayza is the one obey the order of parents. Yet, parents give the freedom for him in all day. Parents rarely take attention more for his activity at school and other.

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<sup>72</sup> Interview result with Angga Dannarta, student 8I, May 2, 2018.



## CHAPTER V

### DISCUSSION

This research is conducted by using interview, observation and documentation methods. Discussion in this research is covering several problems, i.e. construction of boundary-based discipline technique among students at SMPN 1 Lawang; implementation of boundary-based discipline technique among students at SMPN 1 Lawang; and impact of boundary-based discipline technique among students at SMPN 1 Lawang.

#### **A. Construction of Boundary-based Discipline Technique among Students at SMPN 1 Lawang Malang**

The one important element in discipline is the existence of regulation. As the implementation of boundary-based discipline, regulation is designed in detail and clear for student's guidance during at school. The construction of regulation is referred to the existing school condition. Regulatory model applied in SMPN 1 Lawang Malang is authoritarian regulation adopted from John W. Santrock's theory.

The stages to construct authorization regulation in SMPN 1 Lawang Malang consists of: creating written regulation, creating the punishment clearly, involving parenting, regulatory review. Authoritarian regulation contains two things, including positive habits and negative habits.

Here is detail explanation of boundary-based discipline technique at SMPN 1 Lawang Malang.

## 1. Model of regulation

The regulatory model applied in SMPN 1 Lawang Malang is authoritarian regulation. Authoritarian regulation is a regulation designed to control behavior based on pressure, encouragement and compulsion on outside the student's self.<sup>73</sup> Student who is at school is required to comply to the regulation which has established. Student who do not comply to school regulation will be punished as a consequence. The punishment model which is constructed by school is a scoring model. In this model, the school assigns a maximum score, i.e. 500, as the final tolerance given. Thus, student who has collected score total 500 will be threatened dropping out. Each score has some punishment. The higher score, the heavier punishment is.

The punishment functions to compel, press, and encourage students to comply with school regulation, although the punishment does not involve the physical. Furthermore, the punishment also functions to educate students about the behaviors which should not be applied at school.

On the contrary, student who establish discipline behavior in school is not rewarded to positive consequences. Hence, the construction of authoritarian regulation does not include reward for discipline students. Maslow said that reward is one of the basic needs which encourage a

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<sup>73</sup> Geof Colvin, *Tujuh Langkah Untuk Menyusun Rencana Disiplin Kelas Produktif* (Jakarta: PT. Indeks, 2008) page 55.

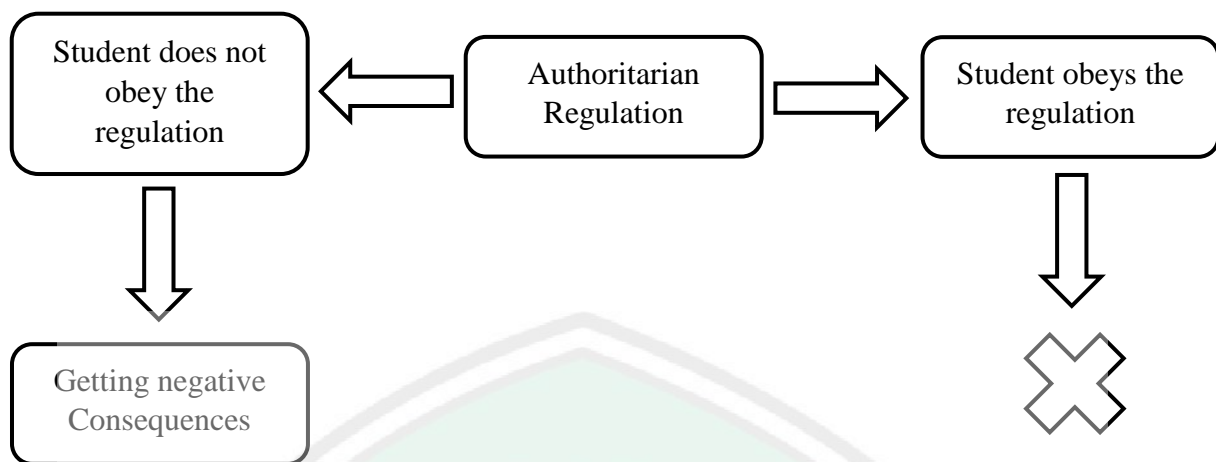
person to actualize him or herself. Student will continue to improve and maintain discipline when the discipline results some reward. However, reward is not applied in authoritarian regulation.

The construction of authoritarian regulation shows that the team of constructor (teacher) establishes policy without any compromise<sup>74</sup>. The teacher demonstrates the act in dominating or authorizing the student, determining and managing the students' behavior, feeling powerful and entitled to give the order, prohibition and punishment.

There are two aspects which is resulted by authoritarian regulation applied in SMPN 1 Lawang Malang. First, the aspect of behavioral boundaries. In this aspect, it is encouraged and constructed by compulsion. Student is not given the opportunity to ask teacher for his or her mistake or violation. In other word, student only takes resignation for punishment who has been set. Second, behavioral encouraged. In this aspect, regulation is useful to control the behavior of student only without supporting his or her student in order to be able to think and tackle the problem solving. Here is the simply chart of authoritarian regulation model among students at SMPN 1 Lawang Malang:

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<sup>74</sup> Ibid.



Picture 5.1 Chart of authoritarian regulation

## 2. Construction of Regulation

Boundary-based discipline is one of the types of discipline strategies. The theory of boundary-based discipline is implemented for kids in family. Boundary-based discipline involves establishing clear limits that show kids what they are allowed to do and what's out of bounds. Then when kids know what the consequences are for stepping out of bounds, they will be more compliant.

As the Ari Parimayati's thesis, he explains that the elements of discipline should be implemented in order to get the maximal result. The one of discipline elements is the limits (regulation). The limits contents of punishment, reward and some instruction to aim the kids' behavior.<sup>75</sup>

Consequently, it is important to create a clear set of household rules so the kids know what's allowed and what type of behavior is off limits, Clear rules is a simple way to reduce behavior problems and

<sup>75</sup> Ari Parmiyati, Identifikasi Penyebab Rendahnya Kedisiplinan Siswa Kelas V SD Negeri Salam 1 Kecamatan Salam, Magelang (skripsi, 2013).

increase consistency in discipline. There are the guidelines to make the rules most effective in family:

1. Writing down the list of rules and hang them in a prominent location.  
This will serve as an excellent reminder to everyone to follow the rules
2. Trying to limit the list to the 10 most important rules. Certainly, Parents don't want a 100 page policy manual that outlines every possible infraction
3. Worded the rules positively if it can. For example, instead of saying, "don't throw your clothes on the floor," it can be more positively when he or she saying, "place your dirty clothes in the hamper." Parents should make a list of what to do instead of what not to do
4. Inviting the kids involved in making the rules. Parent should ask their opinion about what sorts of things they think are important when creating the rules and trying to include some of their ideas. It can help to get kids more invested in following the rules.<sup>76</sup>

The above explanation is the construction of boundary-based discipline in family environment. It is unlike the construction of boundary-based discipline in school environment. Thus, the strategy should be more complex in every way now that the school environment is larger than the family environment. Yet, the existence of setting limits in boundary-based discipline is unforgettable.

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<sup>76</sup> Winkler JL Walsh ME, CS, *Kind Discipline: Developing a Conceptual Model of a Promising School Discipline Approach. Evaluation and Program Planning* (2017), 62, 15-24.



The limits are useful for organizing and reconciling students to behave in ways which are acceptable to both school and out of school. In other word, the limits function to establish student discipline in school, family and society.

In constructing the limits, school needs a special team which consists of several people (teachers). The contents of the limits should not escape the condition of school, family and society. In other word, limits content should contribute positive behavior to all environments. Here are the strategies of constructing the limits in school:

a. Creating written regulation clearly

Written regulation is originated from the workplan of Assistant Principal of Student. Therefore, school are required to have written regulation. Written regulation are useful as a guide to discipline students in school. The concept of school regulation is vast. It is unlike the boundary-based discipline construction in the family. School regulation should include matters which is able to be a social control for students while they are in school. Therefore, the contents of school regulation contains about school entry, student obligation, student right and student prohibition.

Besides, school regulation should include giving positive behavior in two different environments, i.e. family and society. Therefore, the hidden content of regulation also must regulate the

live of students while they are in the family and community environment, even in maximal implementation is at school.

b. Creating the punishment clearly

The school regulation provides the types of violation clearly. As explanation above, the type of violation also covers vastness. Indeed, in its implementation, it is only applicable in school, but the content of violation types also includes things which are prohibited when students are present both in family and society.

There are three classification of violation types which are listed in the school regulation. First, behavior, eg: (1) bringing/distributing/using alcohol/drug; (2) crime; (3) fighting with schoolmate, (4) and so forth. Second, diligence, eg: (1) not arriving to school without permission; (2) not doing the task; (3) leaving class without permission; (4) and so forth. Third, neatness, eg: (1) having tattoo; (2) wearing bracelet/necklace for boys; (3) preening excessively for girls; (4) and so forth.

School regulation should write down any violation which are likely violated by students at certain time. Therefore, for students who violate the regulation will directly get a punishment which is comparable with the type of violation occurring. It is useful in order that he or she become a deterrent and not repeat his or her act more.

The form of punishment listed in the school regulation is a score. The scoring should be similar to the violation level. If the violation is low, the score which is given to student will be low too. On the contrary, if the violation is high, the score given student will also be high. Furthermore, each score will receive a consequence. The consequences applied should be comparable with the level. Consequently, the school regulation should provide the category to facilitate the appropriate consequences. Eg: (1) low (score maximum 200), the consequence is writing student declaration letter, given the duty of cleanliness; (2) middle (score maximum 300), the consequence is summoning parent, student can not join the class for 1 hour and given the duty of cleanliness; (3) high (score maximum 500), the consequence is student is repatriated to parent (getting a 3 days, a week suspension) or dropping out.

School regulation should also include maximal score, eg 500. If the student has stepped on or over the maximum score, the school must provide the peak consequences, eg: dropping out student.

To facilitate understanding, here are table example of violation types, punishment/ score and consequence as well as implementer:

## Behavior

Table 5.1 example of violation in behavior

<b>Num</b>	<b>Type of violation</b>	<b>Score</b>	<b>Consequence</b>	<b>Implementer</b>
1.	bringing/distributing/using alcohol/drug	500	Dropped out	Principal
2.	Crime	450	repatriated to parent (getting a week suspension)	Principal
3.	Fighting with schoolmate	100	Summoning parent	Teacher, Coordinator of Discipline and counseling teacher
4.	.....	.....	.....	.....
5.	.....	.....	.....	.....

## Diligent

Table 5.2 example of violation in diligent

<b>Num</b>	<b>Type of violation</b>	<b>Score</b>	<b>Consequence</b>	<b>Implementer</b>
1.	not arriving to school without permission	45	Writing student declaration letter, given the duty of cleanliness	Teacher, Coordinator of Discipline and counseling teacher
2.	not doing the task	10	Given the duty of cleanliness	Teacher, Coordinator of Discipline and counseling teacher
3.	leaving class without permission	10	Given the duty of cleanliness	Teacher, Coordinator of Discipline and counseling teacher
4.	.....	.....	.....	.....
5.	.....	.....	.....	.....

## Neatness

Table 5.3 example of violation in neatness

<b>Num</b>	<b>Type of violation</b>	<b>Score</b>	<b>Consequence</b>	<b>Implementer</b>
1.	Having tattoo	55	Writing student declaration letter, given the duty of cleanliness	Teacher, Coordinator of Discipline and counseling teacher
2.	Wearing bracelet/necklace for boys	10	Writing student declaration letter, given the duty of cleanliness	Teacher, Coordinator of Discipline and counseling teacher
3.	Preening excessively for girls	10	Writing student declaration letter, given the duty of cleanliness	Teacher, Coordinator of Discipline and counseling teacher
4.	.....	.....	.....	.....

### c. Involving parent

Parent should know the composition of school regulation which has worked by the team. Consequently, parent also needs to control their children while they are at home (society also) through school regulation. Therefore, parent is allowed to contribute to revise the contents of school regulation which are less effective in implementation. Still, the contribution of parent is very limited, parent is not permitted to arrange the regulation directly because the school environment is larger, so if it is done, it will take for a long time.



In the end, the signature of parent is very important as an agreement on the implementation of the regulation. It is also an agreement that if the child violates, he or she will get the consequence which is applied by school regulation.

d. Regulatory review

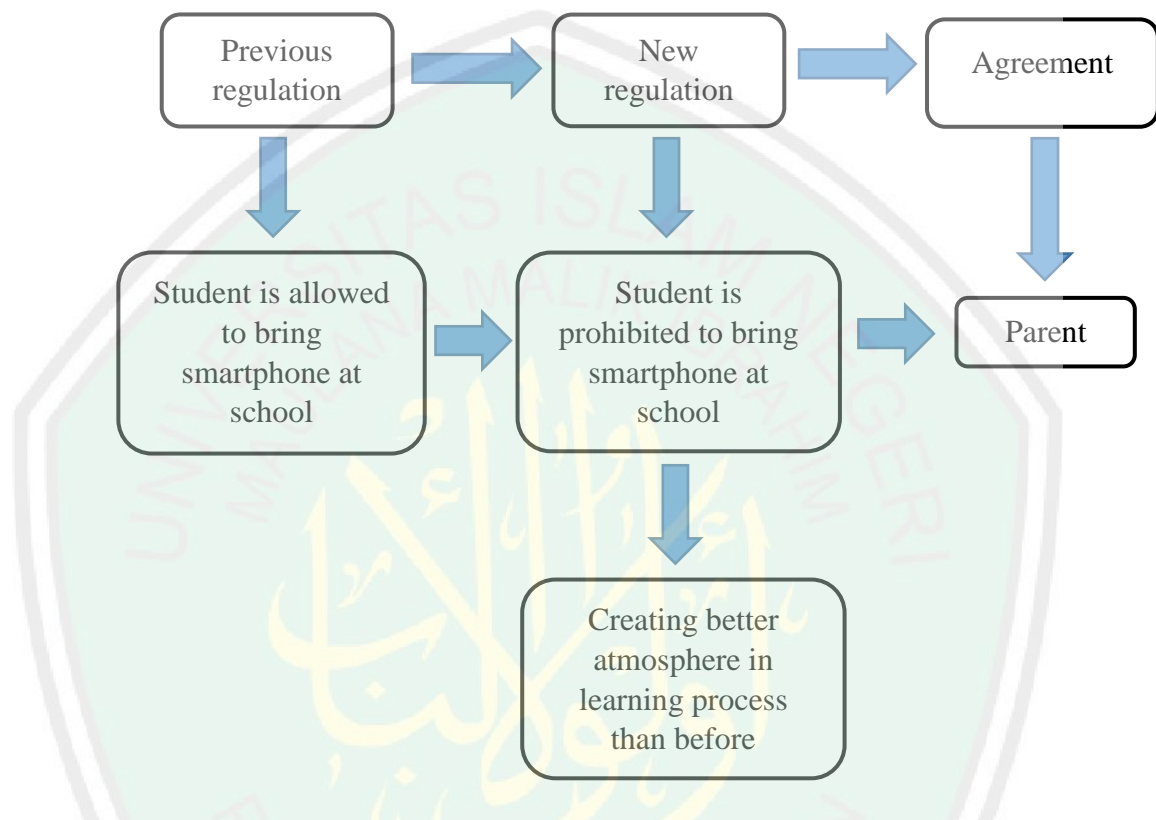
As the above explanation, school has a larger space which has hundreds of residents (students). Therefore, regulatory review is essential to improve the order for all its residents. The review is referred to the existing school condition. In other word, the team may add, delete or modify the contents of school regulation. Eg: Previously student is allowed to bring smartphone at school. After reviewing, school regulation modifies that student is prohibited to bring smartphone at school.

The review should also pay attention to the reasons for consideration. As the example above, if student brings smarphone, he or she will disturb the learning process. On the contrary, if student is prohibited to bring smartphone, he or she will create the nice atmosphere in learning process (better than before).

When the regulatory review finishes, it has also to obtain the approval to the parents' students. Hence, the best time in regulatory review is at the end of the student's academic year.

Besides, in the new period, the school offers new school regulation for students (the result of review).

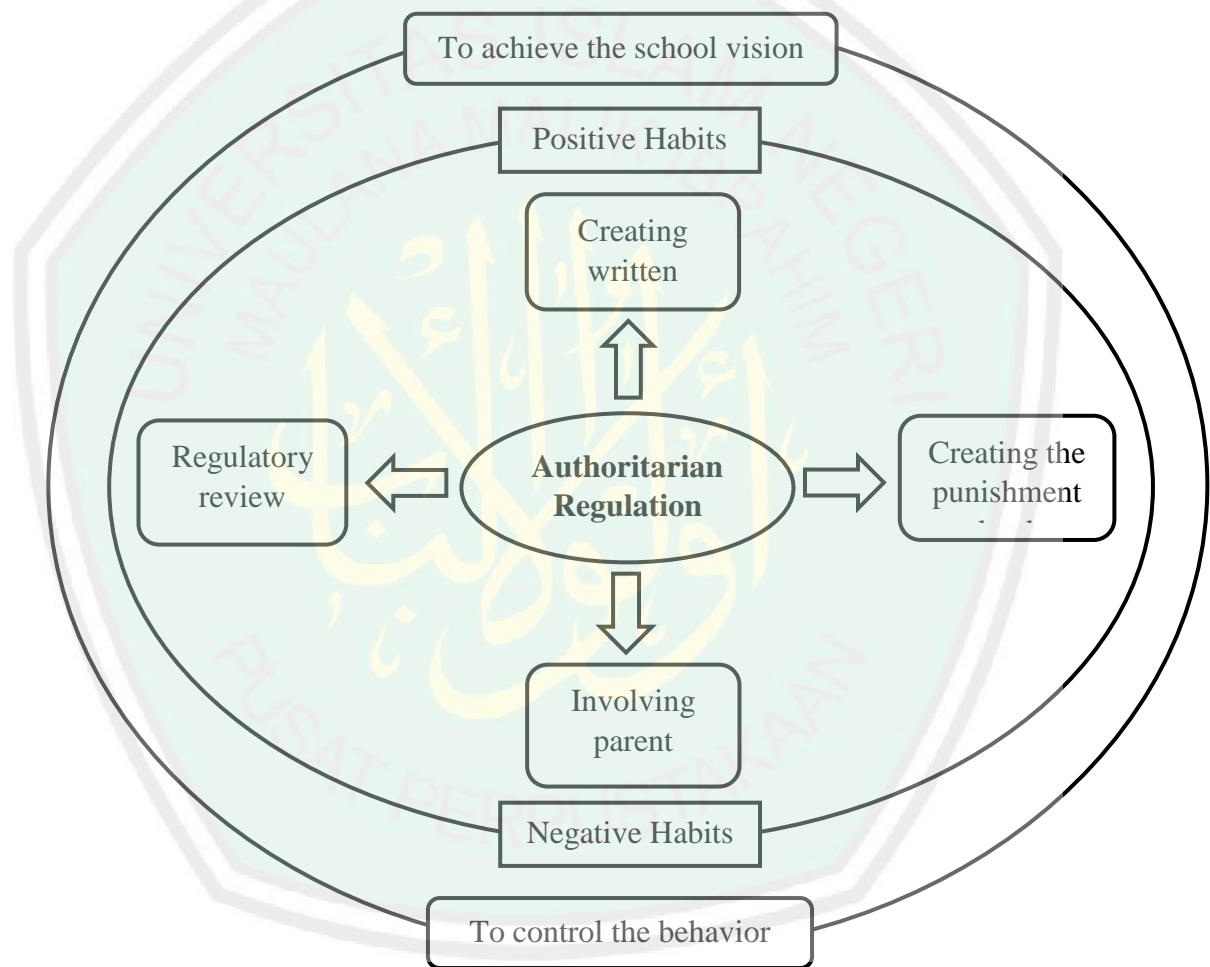
Here is the example regulatory review in chart:



Picture 5.2 Chart of regulatory review

The above explanation, simply, the construction of regulation in SMPN 1 Lawang Malang contains two points, namely positive habits and negative habits. Habits is an act which is always done by someone in his or her life. Positive habits contain school entry, student obligation, student rights and student prohibition. Whereas negative habits contain about the types of violation.

Student is required to establish all positive habits, on the contrary student is prohibited to perform negative habits. The main goal of all habits is to control discipline behavior of student. In addition, the final goal of regulation is to achieve in IMTAQ and Science and Technology as well as environmentally friendly. Here is the chart of all explanation:



Picture 5.3 Chart of boundary-based discipline construction

## **B. Implementation of Boundary-based Discipline Technique among Students at SMPN 1 Lawang Malang**

Boundary-based discipline uses a variety of discipline techniques to address rule violations. Here are a few common boundary-based discipline strategies in family:

### 1. Communicating the limits

Establishing house rules and keep a written list rules posted is the important point. When parents have expectations that aren't on the list, they can make the expectations clearly. Parents can say, "you can your computer for 30 minutes tonight," or "You will need to clean your room before you can go outside."

### 2. Giving warnings whenever possible

Trying to give a five-minute warning for transitions. Parents can say, "in five minutes it will be time to shut off your game so you can set the table." When the kid is testing the limits, offer an "if ...." then warning, such as, "if you don't pick up the toys right now, then you won't be able to play with your blocks for the rest of the day."

### 3. Offering choices

Clearly offering choices so that kids can see that their behavior will either result in positive or negative consequences. Parents can say, "you can either shut off the game now and set the table or you can keep trying to play and lose your electronics until tomorrow." They have to

make it clear that it is not forcing the kids to do something but instead, it's their responsibility to make the choice.

#### 4. Using logical consequences

A logical consequence, such as taking away a kid's computer privileges because he or she refused to turn off his video game, makes sense. The consequence is directly related to the misbehavior.

#### 5. Allowing for natural consequences

Natural consequences help kids learn from their own mistakes while teaching them responsibility. If the kid forgets to pack his or her cleats for soccer practice, the natural consequence might be that he isn't allowed to participate in the game.

#### 6. Sending the kid to time-out

When the kid is overstimulated or he/she is being defiant, sending him/her to time-out is an important point. It might be called, "quiet time" or "taking a break" but can be used as a tool to help kids learn how to calm themselves down.<sup>77</sup>

Implementation of boundary-based discipline in school has a larger scale than at home. Hence, boundary-based discipline which is implemented in school refers more to undisciplined students only. For disciplined students, they do not get the special attention or anything positive consequence. At school, implementation of boundary-based discipline is similar to home. Here are the strategies for boundary-based discipline implementation at school:

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<sup>77</sup> Ibid.



## 1. Communicating the limits

Socializing school regulation is very important applied when starting school entry (School Environmental Introduction / *MPLS*). It is able to show the student act which they are limited by a regulation. The regulation show what they are allowed to do and what is out of bounds. Besides, the socialization of school regulation has to get the approval from students through their signatures. It indicates that the student also agrees if he or she violates, he/she will get the appropriate punishment.

Communicating the limits is the first important step to establish the discipline behavior. As the Ariwibowo's thesis which explain that to cultivate the discipline value should be started by the socialization of regulation. It is important because students will understand what allowed to do and out of bounds when they are in school.<sup>78</sup>

## 2. Reinforcement the limits

Reinforcement school regulations is very important point too. Reinforcement the limits can be done once a week. It is able to establish the students in order that they control their self for the limits. Hence, students will be more discipline because of the limits.

Reinforcement of the school regulation is able to be implemented effectively. Teacher/Coordinator of Discipline does not read the composition of regulation one by one. He or she ia able to use a way of

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<sup>78</sup> Agung Ariwibowo, *Penanaman Nilai Disiplin di Sekolah Dasar Negeri Suryowijayan Yogyakarta* (skirpsi, 2013).

telling some undisciplined students and what punishments they have received (during a week) are. Moreover, teacher/Coordinator of Discipline is also able to use a way of discipline student (or student receiving the achievement). It is useful for establishing new spirit to keep away from the limits and to take discipline behavior. In other words, the hope of reinforcement the limits is all students are able to gain positive social control during they are at school and out-of-school (family and society).

### 3. Giving warnings whenever possible

Giving warnings can be applied in undisciplined students, especially. Giving warnings provide an opportunity for undisciplined student to change his or her behavior. Yet, it only applies to low violation types. Eg: there is a student with long hair, so a teacher who knows that the student violates the limits warns him to cut his hair immediately. Also, to give a deterrent effect, the student is also given a score.

If student do some high violation level, giving warnings will not be effectively applied. Eg: there is student who distributing the drug, the student should not be given warnings but directly given the punishment, hence. Giving warning for high violation will be difficult to change the behavior of students. The appropriate way should be given some directly punishment.

### 4. Using logical consequences

Giving the logical consequences for undisciplined student must be adjusted with the application of school regulation. The consequence

contains the score which indicates the level of violation. Eg: If the violation is low, student will get low score and some punishment as well as low. Conversely, if the violation is high, the student will get high score and some punishment as well as high.

Giving logical consequences must be accompanied by investigating the causes of violation. It is important now that through the investigation, teacher or Coordinator of Discipline is able to determine the score and punishment which are truly appropriately for student. Not only does teacher or Coordinator of Discipline investigate, but also he or she is prosecuted to give the positive lectures and motivation as well as controlling the student so that he or she feels chary and no act it again.

#### 5. Sending student to time-out

Sending student to time-out only applies to students who constantly violate the limits. Besides, it also applies to students who dare to violate the high violation level. Sending student to time-out which school can do is send the student back to his or her parent for a certain time. The duration is adjusted to the level of violation or collection of scores received by students during he or she is at school. Consequently, there are two interpretations which must be done to implement sending student to time-out. First, Eg: there is a student who is investigated to steal friend's smartphone (high violation), he or she will be sent to his or her parent for three days. Second, Eg: there is a student who is no arriving to

school one day, then he or she acts it again, and again, he or she will also be sent to his or her parent for scoring three days.

Sending to time out also applies to students who have entered or exceeded the maximum limit of score (score 500). Thus, the last consequence is the student is sent to parent and nurtured at home forever. In other word, sending to time out only applies to students who can not be regulated by the limits or the students who are too overloaded in applying indiscipline.

Actually, sending to time out aims to make students to calm themselves at home and to muse on the mistakes which he has ever done. Also, a family is needed in rehabilitating the student to get back on the right path. After sending to time out finishes, the students are allowed to join the activities at school again, except for students who have ran on or exceeded the maximum score.

### **C. Impact of Boundary-based Discipline Technique among Students at SMPN 1 Lawang Malang**

Discipline is useful to develop student in order to behave in limits submitted. Therefore, there are three important ideas which are constructed by discipline behavior, such as: discipline is identical with the moral which manages the life of the regulation and responding to any regulations submitted.<sup>79</sup>

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<sup>79</sup> Maria J. Wantah, *Pengembangan Disiplin dan Pembentukan Moral* (Jakarta: DEPDIKNAS, 2005), page 139.

Based on the explanation above, regulation is the key of discipline enforcement. Besides, discipline also requires habits, punishment, reward and consistency - the elements of discipline in act. Here is the detail explanation of discipline elements:

### 1. Regulation

Regulation is defined the provisions for managing one's behavior within a group, organization, institution or community. Regulation has the educational value now that it introduce student about behavior which is approved by school field. In addition, regulation support to curb unwanted behavior. The type of regulation used by SMPN 1 Lawang Malang is written regulation in type of authoritarian regulation. The main purpose of this regulation is to control student in what is allowed to do and what is out of bound. Besides, the main goal is to achieve the vision of school.

### 2. Habits

Habits are behavior which is perpetuated by someone. Habits are divided into two, i.e. positive and negative habits. Positive habits are habits which are allowed to be applied by student at school. On the contrary, negative habit is a habit which student should avoid at school. Positive and habits has been contained in school regulation.

### 3. Punishment

Punishment is a form of loss which is imposed on a person who does wrong. The authoritarian regulation applied by SMPN 1 Lawang should include physical punishment to offender. However, it does not exist. The



punishment applied is the score additional. Then, any violation or score has negative consequences as student responsibility in act. The punishment provided by the school is upheld to undiscipline student.

#### 4. Reward

Reward is a technique which is able to encourage student to be more motivated to take positive action and avoid violation. Hence, reward is given after a good action is conducted. Since SMPN 1 Lawang implements an authoritarian discipline, the school do not reward discipline student. Discipline is regarded as an obligation which has to be upheld by anyone.

#### 5. Consistency

Consistency shows the similarity in content and application of regulation. In other word, consistency is to establish regulation, giving punishment and reward on target and in all time. Therefore, the implementation of consistency will provide the justice to all school residents. SMPN 1 Lawang justly enforces the regulation and gives punishment to students who actually break the regulation.<sup>80</sup>

Based on above description, it explains that SMPN 1 Lawang has established all elements of discipline, except reward. Accordingly, boundary-based discipline applied by SMPN 1 Lawang should be able to discipline students. However, external encouragement, through school regulation, gives two different results. First, student obeys school regulation - student discipline. Second, student does not obey school regulation - undiscipline student.

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<sup>80</sup> Elizabeth B. Hurlock, Op. Cit, page 144.

Yet, for 3 months, implementation of boundary-based discipline at school is not showed the improvement target. In first month, there are 61 offenders. Second month is 67. Third month is 34. Total offenders are 162. Hence, the existence of boundary-based discipline technique at SMPN 1 Lawang Malang is still showed the weakness.

Based on the theory, the implementation of boundary-based discipline technique emphasizes the student outside. This strategy gives the control of behavior based on pressure, impulse, coercion by the outside of person.<sup>81</sup> It is identical with the punishment. The punishment is used to force, suppress and encourage student to obey the regulation. In simply word, compulsion reinforcement is weak to be implemented to students at SMPN 1 Lawang Malang.

In addition, the implementation of boundary-based discipline technique is identical to one-side. Teacher is in dominance to create the regulation, some punishments and implementation of discipline strategy. Students does not get the opportunity to join in creating them. Hence, students have to present the submission to teacher as the compulsion. It is able to create the weakness aspect in implementation of boundary-based discipline technique.

Undiscipline student is also divided into two parts. First, the undiscipline student who breaks the regulation does not repeats his or her mistake again. Second, undiscipline student who breaks the regulation repeats

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<sup>81</sup> Anita E. Woolfolk Lorraine and McCune Nicolich, Educaional Psychology (Jakarta:Inisiasi Press), page 479-480.

the same as mistake. There are three factors which are able to influence the behavior hence student do not obey the school regulation. Here is the detail explanation:

### 1. Family

Each parent has different parenting in discipline kids. Baumind divides parenting into four parts. First, authoritarian parenting. This parenting is limiting and punishing the kids when they establish negative behavior. Authoritarian parenting prosecutes the existence of regulation, either written or unwritten model. Second, Authoritative parenting. This parenting is encouraging the kids to be independent and not binding and limiting. However, parent still controls their behavior.<sup>82</sup> Moreover, parent will invite to discuss when the kids conduct some mistake, as problem solving. Third, neglectful parenting. This parenting tends to the kids do anything. Usually it occurs in parents who are busy in working for a full day. Therefore, the kids do not get more attention by parents. Fourth, indulgent parenting. This parenting invites parent to be involved in life of their children. Yet, parents give limits and restraints less. In other word, the kids are allowed to do self-actualization.

### 2. School

As explained by Hollingswort, there are five important points which cause students to fall into negative behavior. First, teacher lets student to wrong act. Second, the teacher does not like current student. Third, teacher

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<sup>82</sup> John W. Santrock, Op. Cit. Page 96.

throws out sarcasm words which cause student getting embarrassment. Fourth, teacher uses monotonous and boring learning methods. Fifth, teacher gives the task difficulty to be done by student.<sup>83</sup> The result of five things above is to establish on undisciplined student. Student will feel bored, stress and other negative emotional disturbances caused by negative impulses. Emotions will transform into the behavior of students, i.e. implementing negative behavior.

### 3. Peer

Peer is also one of the factors driving the students in determining their behavior. According to Syaiful Bahri and Aswan Zain, there are two things which are able to cause student to fall into negative behavior. First, the behavior to attract attention on friends. Student will find the right time to apply negative behavior to actualize their negative behavior to friends. For example, taking out clothes to be praised that he is a real man. Second, the demonstration of incompetence<sup>84</sup>. Student does not want to take their responsibilities during school time because of their inability to solve the problem. For example, student is asked to do homework, but he can not do it thus the only way is to cheat or leave the homework in blank.<sup>85</sup>

Based on the research findings of five undisciplined students, there are several factors which influence them to uphold the negative behavior. Here is detail explanation:

<sup>83</sup> L. Crow & A. Crow. *Psychology Pendidikan* (Yogyakarta: Nur Cahaya, 1989), page 98.

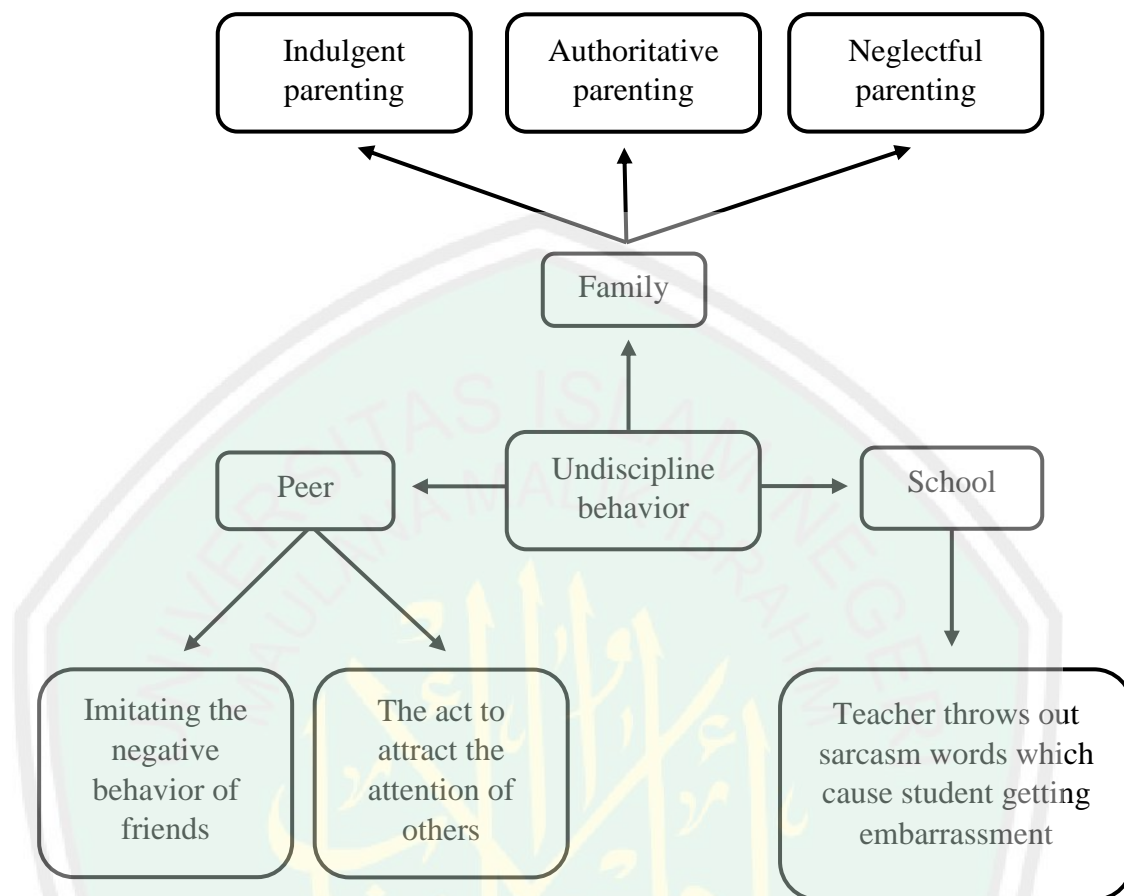
<sup>84</sup> Sudarwan Danim. *Pengembangan Profesi Guru* (Jakarta: Kencana Prenada Media Group), page 64.

<sup>85</sup> John. W. Santrock. *Op. Cit.* Page 96-100.

- a. Engga Arif P. (8G), he gets the neglectful parenting at home. Besides, he breaks the regulation now that the teacher throws out sarcasm words which cause him getting embarrassment. In peer, Engga imitates negative behavior his friends.
- b. Raihan Ramadhan (8E), he gets the authoritative parenting. It is the same as Engga, he breaks the regulation because the teacher throws out sarcasm words which cause him getting embarrassment. In peer, it is also the same as Engga.
- c. M. Danang Kusuma (8F), he gets the neglectful parenting. In class, he breaks the regulation now that the teacher throws out sarcasm words which cause him getting embarrassment. In peer, Danang attract friends in negative behavior.
- d. Angga Dannarta (8I), he gets the authoritative parenting. In peer, he imitates the negative behavior his friends.
- e. M. Laffayza (8F), he gets the indulgent parenting. In peer, he imitates the negative behavior his friends.

Here is the chart of explanation above:





Picture 5.4 Chart of negative behavior factor

Based on the explanation above, it is concluded that establishing discipline is less if it just relies on boundary-based discipline technique which emphasizes the existence of regulation. It needs the collaboration in three environments, i.e. family, school and peer. Besides, the development stage of student in middle school is in first period. In this stage, student tends to leave the parent attention. Hence, although parent has conducted the authoritative parenting which is able to establish discipline to kids – based on theory, yet it can not be the solution of problems. Besides, peer is the main key of problems. In this period, student takes strong conformity in peer.

## CHAPTER VI

### CONCLUSION

#### A. Conclusion

Having discusses and critically analysez the concept of boundary-based discipline among students at SMPN 1 Lawang Malang, this chapter will delineate the conclusive findings of this research as follow:

1. Construction of Boundary-based Disicipline technique

The reguation model which is implemented is authoritarian regulation. Besides, the steps to construct the authoritatiran regulation consist of creating written regulation clearly, creating the punishment clearly, involving parent and regulatory review.

2. Implementation of boundary-based discipline technique

The implementation of boundary-based discipline tehniqe consists of communicating the limits, reinforcement the limits, giving warning whenever possible, using logical consequences and sending student to time-out.

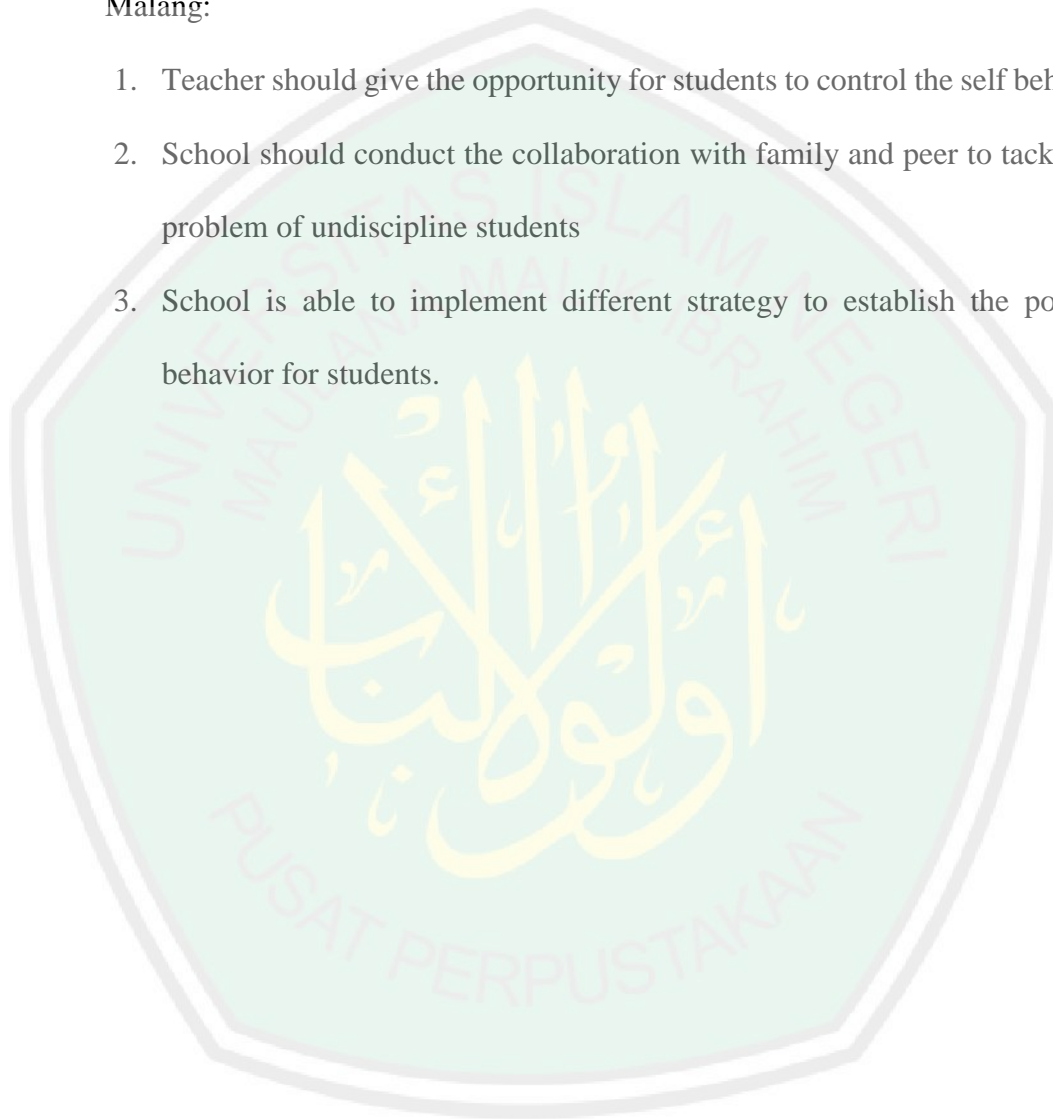
3. Impact of boundary-based discipline technique

The implementation of boundary-based discipline technique is weak. Student is forced to obey the regulation. It occurs undiscipline student still conduct the violation at the different time. Family, school and peer are the factors which is affected student to undiscipline way.

## B. Recommendation

Based on the conclusion above, the author want to contribute in the form of suggestion of boundary-based discipline concept at SMPN 1 Lawang Malang:

1. Teacher should give the opportunity for students to control the self behavior
2. School should conduct the collaboration with family and peer to tackle the problem of undiscipline students
3. School is able to implement different strategy to establish the positive behavior for students.



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# Appendix



## Appendix 1

### Pedoman Observasi

Peneliti akan mengamati keberadaan boundary-based discipline technique di SMPN 1 Lawang Malang. Rincian yang diamati meliputi konstruksi boundary-based discipline technique, implementasi boundary-based discipline technique dan dampak dari penegakkan kedisiplinan melalui boundary-based discipline technique. Berikut adalah penjelasan lengkapnya:

1. Konstruksi boundary-based discipline technique
  - a. Model tata tertib sekolah yang dibuat oleh sekolah
  - b. Langkah-langkah mengonstruksi tata tertib sekolah
  - c. Mengetahui bukti fisik tata tertib sekolah
  - d. Keterlibatan siswa dalam mengonstruksi tata tertib sekolah
2. Implementasi boundary-based discipline technique
  - a. Langkah-langkah implementasi boundary-based discipline technique
  - b. Interaksi guru dan siswa dalam implementasi boundary-based discipline technique
  - c. Ketepatan pemberian hukuman kepada siswa yang bermasalah (tidak disiplin)
  - d. Ketepatan pemberian penghargaan kepada siswa yang disiplin
  - e. Cara guru menangani siswa yang bermasalah
  - f. Reaksi siswa terhadap implementasi boundary-based discipline technique
3. Dampak boundary-based discipline technique
  - a. Perbandingan siswa yang patuh dan tidak patuh terhadap tata tertib sekolah
  - b. Kejegan siswa dalam menegakkan tata tertib sekolah
  - c. Faktor yang menyebabkan siswa tidak patuh terhadap peraturan sekolah

## Appendix 2

### Pedoman Wawancara

#### A. Wawancara dengan Wakil Kepala Sekolah bagian Kesiswaan, Tim Ketertiban dan Guru BK

##### 1. Konstruksi boundary-based discipline technique

- Apakah bapak membuat peraturan/tata tertib sekolah untuk siswa (secara tertulis)?
- Bagaimana cara bapak dalam penyusunan peraturan sekolah?
- Apakah bapak melibatkan siswa dalam penyusunan peraturan sekolah?
- Berdasarkan apa bapak menyusun hukuman dan penghargaan (konsekuensi) dalam peraturan sekolah?
- Apakah bapak mensosialisasikan peraturan di seluruh siswa?

##### 2. Implementasi boundary-based discipline technique

- Bagaimana cara bapak mensosialisasikan peraturan sekolah ini?
- Adakah hukuman yang diberikan bapak jika ada siswa yang melanggar peraturan?
- Seperti apa bentuk hukuman yang bapak berikan?
- Apakah setiap siswa yang melanggar selalu diberikan hukuman?
- Bagaimana cara bapak mengidentifikasi masalah siswa yang melanggar peraturan?
- Bagaimana cara bapak mengatasi masalah siswa yang tidak disiplin?
- Apakah bapak memberi penghargaan kepada siswa yang menaati peraturan?
- Seperti apa bentuk penghargaan yang bapak berikan?
- Apakah bapak selalu memberi penghargaan kepada setiap siswa yang disiplin?
- Bagaimana cara bapak agar siswa terus mempertahankan kedisiplinannya?
- Dalam waktu tertentu, apakah bapak pernah membiarkan siswa melanggar peraturan sekolah?
- Seberapa sering bapak membiarkan siswa melanggar peraturan sekolah?

##### 3. Dampak boundary-based discipline technique

- Bagaimana sikap siswa terhadap peraturan yang ada?
- Apakah siswa mengetahui konsekuensi yang diperoleh jika ia melanggar/menegakkan kedisiplinan?
- Apakah terdapat banyak siswa yang melakukan pelanggaran tata tertib sekolah?
- Seperti apa pelanggaran yang sering dilakukan oleh siswa (terbesar dan terkecil)?
- Mengapa siswa tersebut melakukan pelanggaran?
- Apakah terdapat banyak siswa yang menegakkan kedisiplinan?

- Seperti apa kedisiplinan yang sering diterapkan oleh siswa?
- Menurut bapak, apakah peraturan sekolah dengan segala konsekuensi di dalamnya efektif diimplementasikan di SMPN 1 Lawang Malang?

## **B. Wawancara dengan siswa**

### **1. Konstruksi boundary-based discipline technique**

- Apakah Anda tahu mengenai peraturan sekolah (dengan segala konsekuensinya) di sini?
- Apakah Anda dilibatkan dalam pembuatan peraturan sekolah?

### **2. Implementasi boundary-based discipline technique**

- Bagaimana cara sekolah mensosialisasikan peraturan ini?
- Apakah Anda pernah melanggar peraturan sekolah?
- Seperti apa bentuk hukuman yang diberikan kepada Anda?
- Apakah setiap Anda melanggar peraturan selalu mendapatkan hukuman?
- Apa hukuman yang pernah Anda terima?
- Apakah Anda diajak mendiskusikan (mengidentifikasi dan mengatasi) permasalahan bersama guru BK Anda?
- Apakah Anda selalu menegakkan kedisiplinan di sekolah ini?
- Apakah Anda mendapatkan penghargaan?
- Seperti apa penghargaan yang Anda terima?

### **3. Dampak boundary-based discipline technique**

- Bagaimana pandangan Anda mengenai peraturan di sekolah ini?
- Apakah peraturan ini efektif diimplementasikan di MAN 2 Mojokerto?
- Apakah Anda merasa jera mendapatkan hukuman?
- Bagaimana cara Anda untuk mengatasi masalah ini?
- Apakah Anda merasa senang mendapatkan penghargaan?
- Bagaimana cara Anda untuk mempertahankan prestasi ini?

### Appendix 3

#### INTERVIEW RESULT

**Interview result with teacher Eko Yudi Susilo, Counselling Teacher & Coordinator of Discipline, April, 27, 2018**

#### **Construction of Boundary-based Discipline**

*1. Bagaimana langkah-langkah penyusunan tata tertib sekolah?*

Kita sudah ada (tata tertib sekolah) dari tahun ke tahun, sudah ada. Cuma kalau ditelusuri cara penyusunannya, kita punya tim tata tertib, kemudian tim BK, kemudian siswa, kemudian orang tua dan staf sekolah, itu mereka menyusun tata tertib dan memberi masukan-masukan atau revisi tata tertib. Nah, disitu akan dibicarakan, kalau *review* berarti ada yang baru. Kalau awal, berarti akan dibagi menjadi beberapa ranah, misalkan ada hak siswa, kewajiban siswa, pelanggaran siswa, sanksi dan tindak lanjut. Isinya begitu. Setelah mereka ini berkumpul menyusun, membuat satu susunan itu, kemudian akan dibagi menjadi dua bagian. Yang pertama adalah bagian panduannya, kemudian isi tata tertibnya, yang ketiga adalah sanksinya. Ada tiga bagian. Nah, dari situ kalau sudah selesai baru diserahkan kepada pak Kepala Sekolah. Kalau Kepala Sekolah sudah tanda tangan, tembusannya melalui Kapolsek Lawang.

Mengenai *review*, ya dilakukan setiap tahun ketika ada perubahan atau tambahan, di tahun itu kok ada tata tertib yang tidak terakomodasi atau ada perubahan. Kalau sekarang ada penyitaan HP. Konsepnya beda. Nah itu *direview*.

*2. Apakah dalam penyusunan tata tertib sekolah juga melibatkan siswa?*

Ya, melibatkan siswa

*3. Apakah penyusunan tata tertib sekolah juga melibatkan orang tua?*

Ya, orang tua juga. Harusnya orang tua, cuma sementara ini praktiknya tidak ada.

*4. Bagaimana cara menyusun hukuman dan penghargaan (konsekuensi) yang ada di tata tertib sekolah?*

Penyusunan hukuman disesuaikan dengan derajat pelanggaran. Semakin besar, skornya semakin besar. Kita ada 0-500. Dibagi menjadi tiga, pelanggaran ringan, sedang dan berat. Ringan itu 0-200, 200-300 sedang, dan selebihnya berat. Itu menurut degradasi. Nah, di tiap poin itu tidak melulu semuanya besar 250, tidak. Jadi, misalkan akan berkelahi, itu poinnya adalah 100. Kalau berkelahi membawa senjata tajam, poinnya 250. Nah, disitu bisa dilihat, poin 100 atau 250 adalah poin maksimal. Jadi misalkan begini, ada anak melanggar mau berkelahi nonjoknya, nampar ya, nampar sedikit, itu poinnya tidak seratus, tapi bisa 60, 70, lihat perlakuannya. Kalau nonjok sampai berdarah, ya bisa sampai 100. Tapi kalau berkelahinya membawa senjata tajam, bawa kayu, itu 250. Jadi, meskipun itu poinnya berkelahi, tapi ada tingkatannya sesuai dengan perlakuannya.

*5. Bagaimana cara sekolah mensosialisasikan tata tertib sekolah?*



Yang pertama, siswa masuk itu melalui MPLS. MPLS itu MOS kalau dulunya. Itu disampaikan ke anak-anak. Kemudian ketika ada perkumpulan orang tua, disampaikan kepada orang tua pas awal. Jadi, orang tua, siswa, selain membaca juga disosialisasikan oleh sekolah lewat satu orang atau beberapa orang.

Sedangkan tata tertib sekolahnya ditempel di kelas-kelas, ada juga diberikan kepada wali murid ketika masuk. Jadi ketika awal masuk, itu sudah diberi satu rangkap tata tertib sekolah, satu rangkap surat pernyataan siswa. Kemudian, kalau yang ditempel, ditempel di tiap kelas.

### **Implementation of Boundary-based Discipline**

*6. Apa saja bentuk pelanggaran yang sering dilakukan oleh siswa?*

Terlambat, tidak mengerjakan PR, telat masuk kelas. Skor tidak mengerjakan PR itu 5, terlambat 15, telat masuk kelas itu 10, main dikantin itu 10. Ada tabelnya.

*7. Apakah setiap siswa yang melanggar langsung diberi hukuman?*

Di sini juga ada langkah-langkahnya. Setiap anak kan harus dilihat sebab-sebanya mengapa anak itu menampar (misalnya). Apa hal yang mendahuluinya? Apakah dia diganggu, apakah dia memang nakal, disitu nanti kita mencari tahu akar masalahnya apa.

Anak-anak berkelahi itu pasti ada penyebabnya dan yang menyebabkan ini siapa. Jadi tidak serta-merta yang memukul duluan ini kena hukuman. Lah yang *nggudo-nggudo, ngilokno jenenge bapake*, lah itu kan bikin emosi. Nah, dia lah penyebabnya sehingga dia juga ikut andil (terjerat pelanggaran).

*8. Apakah ada hukuman lain selain skor yang tertera di tata tertib sekolah?*

Macam-macam. Kan ada tiga kelompok, pelanggaran berat, sedang dan ringan. Itu ada tahap-tahapannya. Yang pertama, surat peringatan lisan 1, 2, 3. Diperingatkan satu kali, tidak mempan, diperingatkan lagi kedua dan ketiga. Kok masih tetap, maka dia membuat surat pernyataan. Surat pernyataan kok masih tetap, maka dia akan ada panggilan orang tua. Panggilan orang tua sudah sampai tiga kali kok tidak ada perubahan, maka dia akan ditambah menjadi skor satu hari. Terus skor tiga hari, lima hari, tujuh hari. Kalau sudah tujuh hari dan akumulasinya sudah 450 poinnya, maka nanti kalau sudah sampai 500 maka kita akan keluarkan.

Dari surat peringatan lisan ini, saya ada tambahan. Misalkan *disenesi* sama disuruh bersih-bersih. Jam pertama tidak boleh ikut pelajaran, dia harus nyapu musalla, aula, macam-macam peringatannya.

*9. Apa pelanggaran terbesar yang pernah dilakukan oleh siswa di sini?*

Narkoba. Membawa, mengedarkan, memakai. Salah satu diantaranya harus keluar dari sekolah. Di sini ada jaringan para pengedar narkoba itu.

*10. Bagaimana cara menangani anak-anak yang melanggar peraturan?*



Begitu, jenis pelanggaran, itu siapa yang membuat, ada alurnya. Mekanisme pemecahan itu, misalkan ada satu kejadian, jadi yang menangani itu siapa yang menemukan dulu. Misalkan guru mata pelajaran yang tahu, ya guru itu yang menangani. Misal ada yang *meso*, ya ditulis pelanggaran itu.

Dari guru mata pelajaran itu, kalau dia tidak sanggup, maka dia akan menyampaikan ke wali kelas (ke yang lebih tinggi). SMP itu kan mata pelajaran ya yang menemukan, kemudian ke wali kelas (wali kelas itu orang tuanya anak-anak). Kalau wali kelasnya sudah tidak mampu, maka dikirim ke ketertiban atau kesiswaan. Nah, kalau tidak mampu kemudian dibawa ke BK, kalau tidak mampu ya dibawa ke Kepala Sekolah. Alurnya seperti itu.

Meskipun memang ada hal-hal tertentu yang memang ini dianggap penting, Kepala Sekolah langsung *handle*, membuat tim. Diambil dari kesiswaan dua, BK dua, ketertiban dua. Ini tentang narkoba. Tim ini saja yang bergerak. Karena ini butuh penanganan cepat dan tidak boleh banyak yang tahu. Jadi, ya buat tim ini.

*11. Apakah siswa yang menaati peraturan diberi penghargaan?*

Anak-anak disiplin itu harusnya ada penghargaan, cuma sementara ini penghargaannya adalah bukunya ini (buku ketertiban siswa) tidak tertulis. Jadi bukunya bersih adalah penghargaan. Tidak ada penghargaan khusus, dia yang paling disiplin. Mestinya ada.

#### **Impact of Boundary-based Discipline**

*12. Apakah tata tertib sekolah efektif diimplementasikan?*

Kalau pendapat pribadi, bisa. Ada aturan, itu anak-anak jadi takut, tidak ada aturan tidak takut nanti. Sehingga aturan ini karena setiap minggunya, pada hari Jumat itu dievaluasi, misalkan minggu ini ada peraturan apa, itu langsung diumumkan di Pembiasaan (salah satu kegiatan mingguan di hari Jumat). Semua kelas 7, 8, 9 dikumpulkan dilapangan, seminggu ini ada kejadian apa saja.

Di situ dievaluasi. Dengan evaluasi itu akan ada kontrol sosial dari anak-anak yang lain. Misalkan ini lompat pagar, itu dibawa ke depan. Ini contoh yang lompat pagar. Supaya apa? Yang lain tidak mencontoh atau meniru. Nah, dengan itu karena dia ditunjukkan pelanggaran ini, poinnya sekian. Disampaikan ke semua. Semuanya menjadi takut dan tidak melanggar. Kalau tidak ada aturan ya tambah susah. Efektif? Efektif sekali.

*13. Apakah masih ada anak-anak yang melanggar tata tertib untuk kedua kalinya?*

Ada. Cuma sekarang khusus. Hanya beberapa saja, tidak lebih dari tiga orang. Ada yang setiap hari terlambat, ada. Dua anak. Penyebabnya sangat beragam. Ada yang masalah keluarga, kurangnya perhatian orang tua. Kemudian transportasi, jadi macam-macam.

Jadi ada dua siswa yang sampai saat ini kita belum bisa merubah, jadi sering terlambat terus. Orang tuanya dipanggil, kita sudah *home visit* tetap saja tidak ada perubahan.

Tambahan dari saya, di sekolah kita itu ada peraturan. Nah, peraturan itu akan ditulis, dicatat di tiap jenjang kelasnya masing-masing. Karena kelas 7 ini ada tiga guru yang menangani dari ketertiban, kelas 8 ada tiga guru, kelas 9 ada tiga guru, kemudian ada koordinator dan ketua. Ini yang ketertiban. Nah, setelah dari sini, dari ditulis di buku besar itu, maka akan dipindah ke aplikasi. Aplikasinya itu nanti akan bisa merekap seluruh kejadian. Misalkan kita hanya mau mengambil yang namanya Andi. Andi itu pelanggarannya apa saja, dimasukkan nomor induknya, nanti ketahuan, Andi itu tanggal sekian, pelanggaran apa, tindak lanjutnya apa, sanksinya apa, poinnya berapa. Rekap itu akan disampaikan nanti ketika kenaikan kelas, di rapat pleno kenaikan kelas.

Nah, kalau yang di buku besar itu per kelas. Ada juga di buku besar itu mereka membuatnya satu anak satu. Misalkan ini anak yang sering melanggar ya. Si Andi, si Luqman, itu satu lembar, satu lembar. Ada yang menulisnya per hari. Per hari itu pelanggaran apa saja, siapa saja. Jadi per harinya. Tapi ada di kelas 8 itu menggunakan satu anak satu lembar, satu anak satu lembar. Yang tidak pernah melanggar ya tidak pernah ditulis di buku itu.

#### **Interview result with Engga Arif P., Student 8/G, May, 2, 2018**

*1. Apakah sekolah pernah mensosialisasikan tata tertib sekolah?*

Pernah. Waktu Jumat pagi pas Pembiasaan di depan (lapangan). Juga pernah disosialisasikan waktu awal masuk. Ke orang tua juga.

*2. Apakah setiap kelas ada tata tertib sekolah?*

Tidak

*3. Apakah Anda sering melanggar tata tertib sekolah?*

Sering. Saya pernah keluar sekolah, keluar pada jam pelajaran, bolos, banyak pokoknya. Saya terakhir melanggar ya bolos itu.

*4. Kenapa kamu bolos dan tidak masuk kelas?*

Malas mas, karena gurunya suka marah-marah kepada saya. Saya ya malas nanti kalau dimarahi lagi. Apalagi ada guru yang suka bicara keras sama saya. Saya ya malas masuk.

*5. Apakah orang tua tahu kalau kamu sering melakukan pelanggaran di sekolah?*

Bapak saya kerja, ibu saya juga kerja. Nggak ada yang merhatiin mas, sibuk sendiri-sendiri.

*6. Apa yang kamu lakukan setelah pulang sekolah?*

Kadang ya tidur di rumah, kadang mampir dulu ke warung sama teman-teman, macam-macam pokoknya.

*7. Apa yang kamu lakukan di warung?*

Ya Cuma *ngopi* mas, ngerokok bareng, mainan kartu, macam-macam pokoknya mas.

8. *Apa hukuman yang diberikan kepada Anda?*

Disuruh bersih-bersih, menulis surat pernyataan. Dipanggil orang tua juga. Bahkan empat kali kayaknya.

9. *Apakah tim tata tertib langsung memberikan hukuman sesuai dengan pelanggaran Anda?*

Ya

10. *Apakah Anda merasa jera mendapatkan hukuman?*

Mau gimana lagi mas. Sulit kayaknya.

11. *Apakah Anda pernah mendapatkan suatu penghargaan dari sekolah?*

Pernah mendapatkan juara Pramuka se-kabupaten.

12. *Apakah tata tertib sekolah efektif dijalankan?*

Kurang. Karena masih ada banyak anak yang melanggar.

#### **Interview result with Raihan Ramadhan, Student 8/E, May 2, 2018**

1. *Apakah sekolah pernah mensosialisasikan tata tertib sekolah?*

Pernah. Pas awal MPLS.

2. *Apakah Anda sering melanggar tata tertib sekolah?*

Kabur, bolos, tidak mengikuti pelajaran, mengganggu pelajaran, banyak mas. Saya terakhir melanggar ya tidak membawa topi, tadi itu (digunakan untuk upacara pada pagi hari).

3. *Kenapa kamu tidak ikut KBM pada waktu itu?*

Saya diajak teman saya ke aula *mbolos*, ya sudah langsung terima

4. *Kenapa kamu mau ikut teman kamu?*

Malas pelajaran terus, saya kan butuh refreshing.

5. *Kenapa kamu mengganggu KBM waktu itu?*

Lah gurune *mbose*ni mas. *Senengane muring-muringe*. Gak aku tok mas, dulu itu

6. *Apakah orang tua tahu sikap kamu di sekolah?*

Orang tua tahu mas. Paling ya dimarahi sebentar, saya ya dengar saja sebagai anak berbakti (sambil tertawa). Orang tua saya perhatian mas, tapi ya gitu saya suka cuek sama perintah orang tua.

7. *Apakah setiap kelas ada tata tertib sekolah?*

Tidak

8. *Apa hukuman yang diberikan kepada Anda?*

Disuruh bersih-bersih, menulis surat pernyataan. Dipanggil orang tua juga sering. Banyak pokoknya mas.

9. *Apakah tim tata tertib langsung memberikan hukuman sesuai dengan pelanggaran Anda?*

Ya

10. *Apakah Anda merasa jera mendapatkan hukuman?*

Saya sudah terbiasa nakal di rumah mas, ya di sini ya nakal.

11. *Apakah Anda pernah mendapatkan suatu penghargaan dari sekolah?*

Pernah mendapatkan juara Pramuka se-kabupaten

12. *Apakah tata tertib sekolah efektif dijalankan?*

Kurang.

#### **Interview result with M. Danang Kusuma, Student 8/F, May 2, 2018**

1. *Apakah sekolah pernah mensosialisasikan tata tertib sekolah?*

Pernah. Waktu awal masuk sekolah dan setiap hari Jumat.

2. *Apakah Anda sering melanggar tata tertib sekolah?*

Makan di kelas, pulang saat jam pelajaran, bolos, terus tidak bawa buku, melawan guru ya gara-gara makan di kelas, kemudian saya *diilok-ilokkan* kayak sapi terus saya *dikepruk* ya saya tantang gelut gurunya (maksudnya ya gak sampai bertengkar, cuma main mulut saja), dan banyak lagi mas.

3. *Kenapa rambut kamu cat?*

Biar kelihatan gaul toh mas. Lah teman-teman mainku *podo* disemir, saya juga ikut dong mas, *ben koyok artis*.

4. *Bagaimana sikap orang tuamu melihat rambut kamu itu?*

Orang tua loh ndak ngelarang.

5. *Bagaimana sikap orang tua kamu setelah mengetahui sikapmu di sekolah?*

Jujur mas, orang tua saya senang bertengkar di rumah. Ya ndak pukul-pukulan, cuma bentak-bentakan gitu. Saya jarang omong-omongan sama orang tua mas. Bahkan sehari gak ngomong *ae* pernah. (Peneliti kembali menekankan pertanyaan utama) Orang tua baru tahu ya pas dipanggil guru BK ke sini.

6. *Apakah setiap kelas ada tata tertib sekolah?*

Tidak

7. *Apa hukuman yang diberikan kepada Anda?*



Diskor satu hari (tidak boleh masuk sekolah) pernah, dipanggil orang tua tiga kali, SP (Surat Pernyataan) 3, terus mengambil sampah.

8. *Apakah tim tata tertib langsung memberikan hukuman sesuai dengan pelanggaran Anda?*

Ya

9. *Apakah Anda merasa jera mendapatkan hukuman?*

Saya tidak nakal mas. Saya cuma malas.

10. *Apakah Anda pernah mendapatkan suatu penghargaan dari sekolah?*

(ia menjawab dengan jawaban yang tidak bisa dimengerti)

11. *Apakah tata tertib sekolah efektif dijalankan?*

Kurang.

**Interview result with Muh. Laffayza, student 8/F, May 2, 2018**

1. *Apakah sekolah pernah mensosialisasikan tata tertib sekolah?*

Pernah.

2. *Apakah Anda sering melanggar tata tertib sekolah?*

Bolos sekolah saja pas dino kecepat satu kelas cowoknya bolos dan cuma ada dua cowok saja.

3. *Apakah setiap kelas ada tata tertib sekolah?*

Tidak

4. *Apa hukuman yang diberikan kepada Anda?*

Mengambil sampah.

5. *Apakah tim tata tertib langsung memberikan hukuman sesuai dengan pelanggaran Anda?*

Ya

6. *Apakah Anda merasa jera mendapatkan hukuman?*

Saya bukan anak nakal sebenarnya mas. Cuma sekali itu saja yang aku lakukan.

7. *Apakah Anda pernah mendapatkan suatu penghargaan dari sekolah?*

Pernah mendapat juara futsal.

8. *Apakah tata tertib sekolah efektif dijalankan?*

Kurang.



**Interview result with Angga Dannarta, student 8/I, May 2, 2018**

*1. Apakah sekolah pernah mensosialisasikan tata tertib sekolah?*

Pernah. Waktu hari Jumat dan MPLS dulu.

*2. Apakah Anda sering melanggar tata tertib sekolah?*

Telat, bolos, kabur, merokok di kelas, terus bawa sepeda motor di sekolah, terus tidak mengerjakan tugas, masih banyak lagi.

*3. Apakah orang tua tahu sikap kamu di sekolah?*

Tahu mas. Wong sering dipanggil orang tua kok (sambil tertawa)

*4. Bagaimana sikap orang tua terhadap kamu?*

Ya perhatian mas, tiap hari ditanyai terus PR sampai bosan jawab (sambil tertawa). Apalagi habis dipanggil, saya langsung tunduk sama orang tua

*5. Apakah setiap kelas ada tata tertib sekolah?*

Tidak

*6. Apa hukuman yang diberikan kepada Anda?*

Kalau yang telat ya mengambil sampah, pernah juga dipanggil orang tua bahkan saya tidak dianggap anaknya.

*7. Apakah tim tata tertib langsung memberikan hukuman sesuai dengan pelanggaran Anda?*

Ya.

*8. Apakah Anda merasa jera mendapatkan hukuman?*

Sekarang kalau nakal ya gak bisa *mandek* mas. Nakal ya nakal terus mas. Kalau tidak nakal ya tidak seru mas.

*9. Apakah Anda pernah mendapatkan suatu penghargaan dari sekolah?*

Pernah mendapatkan juara Pramuka se-kabupaten

*10. Apakah tata tertib sekolah efektif dijalankan?*

Kurang.

## **Interview result with Ali Shodiqin, Assistant Principal for Student, May 12, 2018**

### **Construction of Boundary-based Discipline**

#### *1. Bagaimana langkah-langkah penyusunan tata tertib sekolah?*

Jadi tata tertib di sini diawali dengan program kerja kesiswaan. Di dalamnya (program kerja kesiswaan) itu ada tiga poin utama, yaitu ketertiban, kemudian osis dan ekstra (ekstrakurikuler). Nah ketertiban itu kan masuk dalam program kerja kesiswaan. Setelah program kerja itu, kemudian kita membentuk Tim Ketertiban. Tim itu sudah di-SK-kan oleh Kepala Sekolah. Kurang lebih 10 orang di Tim Ketertiban. Satu orang penanggung jawab, tiga orang di kelas 7, tiga orang lagi di kelas 8, tiga orang lagi di kelas 9. Sehingga ada sembilan ditambah satu sebagai penanggung jawab utama. Penanggung jawab utama itu di bawah naungan kesiswaan. Nah, sembilan penanggung jawab yang per kelas-kelas itu di bawah tanggung jawab penanggung jawab utama (si koordinator).

Kemudian dari program yang tim ketertiban itu kemudian membuat program yang kemudian disebut dengan tata tertib sekolah. Tata tertib sekolah ada di buku tata tertib dan ada di file tata tertib sekolah.

Namun, tidak sepengetahuan siswa. Siswa tidak dilibatkan dalam pembuatan tata tertib. Kalau siswa tahu, ya harus.

#### *2. Apakah dalam penyusunan tata tertib sekolah juga melibatkan siswa?*

Siswa tidak dilibatkan dalam pembuatan tata tertib.

#### *3. Apakah penyusunan tata tertib sekolah juga melibatkan orang tua?*

Mengenai hal ini, tata tertib itu yang pertama dibuat oleh tim ketertiban. Kemudian disampaikan ke Kepala Sekolah, *draftnya* seperti ini, Kepala sekolah masih belum berani tanda tangan sebelum itu disampaikan ke pihak wali murid. Nah, wali murid tahu dulu bahwa ketertiban seperti ini, kemudian baru tandatangan oleh Kepala Sekolah. Jadi harus sepengetahuan orang tua juga. Dan orang tua kita beri tahu agar nanti tidak terjadi permasalahan. Mereka harus tahu.

#### *4. Bagaimana cara menyusun hukuman dan penghargaan (konsekuensi) yang ada di tata tertib sekolah?*

Kita koordinasi dengan tim ketertiban itu, kemudian ditambah dengan BK. Jadi di situ ada poin-poin pelanggaran. Misalnya hamil/menghamili, kemudian narkoba, itu poinnya langsung tinggi. Misalnya ini ya, langsung 500, sesuai dengan ketentuan, 500 itu adalah anak harus dikembalikan ke orang tua. Jadi, poin yang tertinggi itu tanpa ini itu langsung dikembalikan. Kalau poin yang kecil-kecil itu mulai dari peringatan, teguran, panggilan orang tua sampai nanti poinnya mencapai 500. Kalau sudah 500 mereka dapat panggilan orang tua, kembali ke orang tua.

## Implementation of Boundary-based Discipline

### 5. *Bagaimana cara sekolah mensosialisasikan tata tertib sekolah?*

Jadi dalam pembuatan itu siswa tidak dilibatkan, tapi disosialisasikan, itu ada di awal masuk kelas 7, itu ada. Itu anak-anak diberikan lembaran ketertiban. Jadi di map PPDB itu ada tata tertib, kemudian blangko isian ketika mereka masuk dan lain sebagainya itu ada. Sehingga mereka tahu. Disitu ditanda tangani oleh siswa, surat pernyataan dan ditanda tangani oleh wali murid.

Dulu juga pernah ditempel ke kelas-kelas. Kemudian ada renovasi dicat, banyak yang hilang. Dulu setiap kelas itu harus ada tata tertib siswa. Sempat ada. Kemudian di buku ketertiban, anak-anak itu punya buku ketertiban, kemudian ada lembaran yang disebarakan kepada orang tua tentang ketertiban, ada.

Kita juga punya kegiatan Pembiasaan di hari Jumat. Semua agama dikumpulkan. Agama Islam sana (musalla), yang non-Muslim di ruang kelas. Pembiasannya doa, kemudian ada info-info penting tentang ketertiban. Itu ada di Pembiasaan. Nah, kita juga menyampaikan anak-anak yang terjerat pelanggaran, namun kita sebut secara umum saja. Cuma inisialnya. Kita tidak pernah untuk menindak (pada waktu Pembiasaan). Cuma mau mengingatkan saja dalam satu minggu kemarin sering terjadi ada perkelahian, ada anak yang *malak* teman. Ada yang ngomong jorok. Misalkan seperti itu. Jadi, kita sebut secara umum-umum saja.

Untuk anak disiplin juga kita buat contoh teladan. Saya suruh ke depan terutama pada anak-anak yang berprestasi. Nah, ini mesti saya panggil ketika mereka dapat juara apa gitu, saya bawa ke depan. Kemudian contoh prestasi-prestasi diberikan untuk sekolah, pastilah kita panggil. Anak-anak kita panggil ke depan, untuk memeberikan semangat (untuk dirinya sendiri dan seluruh siswa).

### 6. *Apa saja bentuk pelanggaran yang sering dilakukan oleh siswa?*

Kalau pelanggaran yang sering dilakukan siswa ya pelanggaran kecil, seperti rambut, kemudian datang terlambat, macam-macam pokoknya. Itu kan sudah hampir di mana-mana (sekolah-sekolah lain).

### 7. *Apakah setiap siswa yang melanggar langsung diberi hukuman?*

Pastinya. Sesuai dengan tindakan apa yang dilakukan oleh siswa itu.

### 8. *Apa pelanggaran terbesar yang pernah dilakukan oleh siswa di sini?*

Pelanggaran terbesar untuk saat ini itu adalah berkelahi (kayaknya). Berkelahi yang sampai orang tua tidak terima. Itu saja. Jam pelajaran berakhir, masuk ke ruang guru, jam istirahat kesenggol temannya, berkelahi. Sampai berdarah. Kita lerai, tapi pas pulang ke rumah terus dilanjutkan. Akhirnya orang tua mencak-mencak ke sini. Itu yang membuat kita ramai dengan pihak orang tua juga. Itu kasus yang paling besar yang sampai orang tua.

### 9. *Bagaimana cara menangani anak-anak yang melanggar peraturan?*

Anak-anak yang bermasalah itu yang poin kecil-kecil dan besar ya ditangani, ditulis namanya, diingatkan. Kalau yang besar-besar baru lempar ke BK.

Jadi ketertiban itu hanya mendata ada laporan pertama kali kasus itu. Misalnya guru menemukan kasus, maka guru itu langsung menangani di tempat. Kalau tidak bisa menangani diserahkan ke wali kelas. Dari wali kelas, kalau tidak bisa menangani karena masalahnya berat, lapor ke ketertiban, ketertiban akan merekam (ditulis) masalah-masalahnya, kemudian setelah terekam itu diberikan wejangan-wejangan. Kalau wejangan-wejangan larinya ke situ (BK). Jadi yang menangani, menyelesaikan itu BK. Kita hanya sebatas merekam jejaknya anak itu gini, diberi nasihat-nasihat sebentar, lalu diserahkan ke BK.

*10. Apakah siswa yang menaati peraturan diberi penghargaan?*

Sebenarnya ada penghargaan, tapi di situ penghargaannya adalah kalau dulu kita pergunakan model anak-anak yang berprestasi. Kalau yang disiplin tidak ada penghargaan, dulu pernah kita rancang bahwa anak-anak yang disiplin itu harus ada poin. Tapi untuk mempoint anak-anak yang disiplin itu kan butuh tenaga yang ekstra juga. Jadi yang disiplin itu kita anggap sebagai tidak ada masalah.

Pernah dirancang sih, anak yang disiplin itu. Artinya apa, anak yang bermasalah tadi, katakanlah poinnya 500, agar poinnya turun maka kemudian dia rajin salat, kemudian dimasukkan ke poin kedisiplinan. Sehingga tadi 500 menjadi 450. Dia berbuat baik dengan gurunya, turun. Itu pernah dirancang seperti itu. Pernah dirancang saja, tapi dalam implementasinya sulit. Sulitnya karena *nggak nutut* pekerjaanku.

### **Impact of Boundary-based Discipline**

*12. Apakah tata tertib sekolah efektif diimplementasikan?*

Itu kan arahnya ke visi dan misi sekolah. Unggul dalam IMTAQ, IPTEK dan berwawasan lingkungan. Di iman dan taqwa itu kan diantaranya kan tertib, disiplin dan taat ibadah. Nah itu kan ada di situ.

Namun, ada kekurangan juga dari tata tertib di sini. Tim ketertiban kan ada di guru. Sedangkan guru itu kan ngajarnya sudah banyak. *Full* sudah, 24 ke atas, ada yang 34 jam. Mereka satu hari itu *full* mengajar terus. Tidak bisa fokus kepada masalah-masalah anak.

Efektif, pastinya efektif. Jadi para guru-guru ini menggunakan waktu luang, pas jam istirahat untuk mengatasi masalah-masalah anak. Jadi mereka harus menggunakan waktu longgar. Cuman saja waktu untuk menangani anak-anak itu kurang. Kalau BK itu kan tidak mengajar sama sekali, ya jadinya fokus kepada anak-anak. Jadi ketertiban itu hanya mendata ada laporan pertama kali kasus itu. Misalnya guru menemukan kasus, maka guru itu langsung menangani di tempat. Kalau tidak bisa menangani diserahkan ke wali kelas. Dari wali kelas, kalau tidak bisa menangani karena masalahnya berat, lapor ke ketertiban, ketertiban akan merekam (ditulis) masalah-masalahnya, kemudian setelah terekam itu diberikan wejangan-wejangan. Kalau wejangan-wejangan larinya ke situ (BK). Jadi yang



menangani, menyelesaikan itu BK. Kita hanya sebatas merekam jejaknya anak itu gini, diberi nasihat-nasihat sebentar, lalu diserahkan ke BK.





**Appendix 4****TATA TERTIB SISWA  
SMP NEGERI 1 LAWANG****1. HAL MASUK SEKOLAH**

1. Siswa hadir di sekolah 10 menit sebelum bel berbunyi
2. Siswa tidak masuk sekolah wajib memberi informasi tertulis tertanda orang tua/wali. Jika melalui telepon, informasi bisa diterima tidak melebihi pukul 07.00 WIB dan harus ditindak lanjuti oleh orang tua/wali dengan menulis surat ijin dan diantar langsung ke sekolah.

**2. KEWAJIBAN SEKOLAH**

1. Siswa wajib taat dan patuh pada Kepala Sekolah, guru dan karyawan
2. Siswa ikut bertanggung jawab atas terselenggaranya 9 K
3. Siswa memakai seragam yang telah ditentukan
4. Siswa mengikuti kegiatan yang diadakan oleh sekolah
5. Siswa menyelesaikan administrasi sekolah sesuai dengan aturan yang berlaku
6. Mengembangkan rasa ikut memiliki sarana prasarana yang ada di sekolah
7. Mengganti setiap kerusakan yang ada di kelas masing-masing
8. Mengunci kelas masing-masing pada waktu olah raga atau ke ruang lab serta selesai pelajaran
9. Membersihkan kelas setelah bel pulang sesuai piket hari berikutnya.

**3. LARANGAN SISWA**

1. Siswa meninggalkan sekolah tanpa izin dari sekolah
2. Siswa dilarang meninggalkan kelas tanpa izin dari guru yang mengajar
3. Siswa membawa peralatan selain peralatan sekolah (yang dapat mengganggu KBM)
4. Siswa dilarang merusak sarana dan prasarana yang ada di sekolah
5. Siswa dilarang membeli makanan di luar sekolah
6. Siswa dilarang duduk di depan pintu gerbang
7. Siswa melakukan kegiatan yang bertentangan dengan norma agama dan masyarakat
8. Siswa bersolek berlebihan
9. Tidak boleh masuk ke kelas lain tanpa izin.

**4. HAK SISWA**

1. Siswa mengikuti pelajaran
2. Siswa menggunakan sarana dan prasarana sekolah
3. Siswa mendapat perlakuan yang sama
4. Siswa mengikuti kegiatan sekolah.

## 5. LAIN-LAIN

1. Hal-hal yang tidak tercantum dalam tata tertib ini akan diatur kemudian oleh sekolah
2. Tata tertib akan ditinjau ulang setiap tahun ajaran baru.



## Appendix



Interview with teacher Ali Shadiqin, Assistant Principal for Student



Interview with 5 undisciplined students



KEMENTERIAN AGAMA  
UNIVERSITAS ISLAM NEGERI (UIN) MAULANA MALIK IBRAHIM MALANG  
FAKULTAS ILMU TARBİYAH DAN KEGURUAN  
JALAN GAJAYANA 50 MALANG, TELEPON 0341-552398, FAKSIMILE 0341-552398

BUKTI KONSULTASI SKRIPSI

JURUSAN PENDIDIKAN ILMU PENGETAHUAN ILMU PENGETAHUAN SOSIAL

Nama : Ilus Trian Dayano  
Nim : 14130079  
Judul : Exploring Boundary-based Discipline  
Technique among Students at smpn 1  
Lawang Malang  
Dosen Pembimbing : Mokhammad Yahya, MA, Ph. D.

No.	Tanggal	Catatan Perbaikan	
1	7 April 18	Chapter I	
2	12 April 18	Chapter II	
3	20 April 18	Chapter III	
4	27 April 18	Chapter IV	
5	1 Mei 2018	Chapter V	
6	2 Mei 2018	Chapter VI	
7	10 Mei 2018	Chapter VII	
8	15 Mei 2018	Chapter VIII	
9	20 Mei 2018	Chapter IX	
10	21 Mei 2018	All of the chapters	
11			
12			

Malang, 21 Mei 2018  
Mengetahui,  
Kajur PIPS,

NIP.





KEMENTERIAN AGAMA REPUBLIK INDONESIA  
 UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG  
 FAKULTAS ILMU TARBIYAH DAN KEGURUAN  
 Jalan Gajayana 50, Telepon (0341) 552398 Faximile (0341) 552398 Malang  
 http:// fitk.uin-malang.ac.id. email : fitk@uin\_malang.ac.id

Nomor : 894 /Un.03.1/TL.00.1/04/2018  
 Sifat : Penting  
 Lampiran : -  
 Hal : Izin Penelitian

02 April 2018

Kepada  
 Yth. Kepala SMPN 1 Lawang Malang  
 di  
 Malang

**Assalamu'alaikum Wr. Wb.**

Dengan hormat, dalam rangka menyelesaikan tugas akhir berupa penyusunan skripsi mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan (FITK) Universitas Islam Negeri Maulana Malik Ibrahim Malang, kami mohon dengan hormat agar mahasiswa berikut:

Nama : Ilus Trian Dayano  
 NIM : 14130079  
 Jurusan : Pendidikan Ilmu Pengetahuan Sosial (PIPS)  
 Semester - Tahun Akademik : Genap - 2017/2018  
 Judul Skripsi : **Exploring Boundary-based Discipline Technique among Students at SMPN 1 Lawang**  
 Lama Penelitian : April 2018 sampai dengan Juni 2018  
 (3 bulan)

diberi izin untuk melakukan penelitian di lembaga/instansi yang menjadi wewenang Bapak/Ibu.

Demikian, atas perkenan dan kerjasama Bapak/Ibu yang baik disampaikan terima kasih.

**Wassalamu'alaikum Wr. Wb.**

  
 Dekan  
 Or. H. Agus Mahmud, M.Pd  
 NIP. 19650917 199803 1 003

Tembusan :

1. Yth. Ketua Jurusan PIPS
2. Arsip





PEMERINTAH KABUPATEN MALANG  
DINAS PENDIDIKAN  
**SMP NEGERI 1 LAWANG**

Jl. Sumber Taman 50 Telp. (0341) 426317 Lawang – Kab Malang

E-mail : lawang.smpn1@gmail.com

MALANG 65216

**SURAT KETERANGAN**

NO. : 242/212/35.07.101.331.01/2018

Yang bertanda tangan di bawah ini Kepala SMP Negeri 1 Lawang, menerangkan bahwa :

N a m a : **ILUS TRIAN DAYANO**  
N I M : 14130079  
Jurusan : Pendidikan Ilmu Pengetahuan Sosial (PIPS)  
Semester – Tahun Akademik : Genap – 2017/2018

Bersama ini menerangkan bahwa yang bersangkutan diatas telah melaksanakan observasi/penelitian untuk penyelesaian skripsi di SMP Negeri 1 Lawang pada bulan April s/d Mei 2018 dengan judul : **"EXPLORING BOUNDARY-BASED DISCIPLINE TEACHNIQUE AMONG STUDENTS at SMP NEGERI 1 LAWANG"**.

Demikian Surat Keterangan ini kami buat, untuk dipergunakan sebagaimana mestinya.

Lawang, 23 Mei 2018

Kepala SMPN 1 Lawang,

  
**ENDIK YULIASTO, S.Pd, M.Pd**  
NIP. 19610220 198 403 1 007



**DATA OF THE RESEARCH**

Name : Ilus Trian Dayano  
NIM : 14130079  
Place and Date of Birth : Mojokerto, August 22, 1996  
Fac./Study Program : FITK/ Social Science Education  
Entrance Year : 2014  
Address : desa Jabon, kecamatan Mojoanyar, Mojokerto  
Contact : 085648141217  
Email : trianilus@gmail.com