

**SOCIOLOGICAL ANALYSIS ON CLASSROOM MISBEHAVIOR
AMONG SOCIAL SCIENCES STUDENTS AT MA MAMBAUL ULUM
PAGELARAN MALANG**

THESIS

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**SOCIAL SCIENCE EDUCATION DEPARTMENT
TARBIYAH AND TEACHER TRAINING FACULTY
MAULANA MALIK IBRAHIM STATE ISLAMIC
UNIVERSITY MALANG**

NOVEMBER, 2018

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MA MAMBAUL ULUM PAGELARAN MALANG**

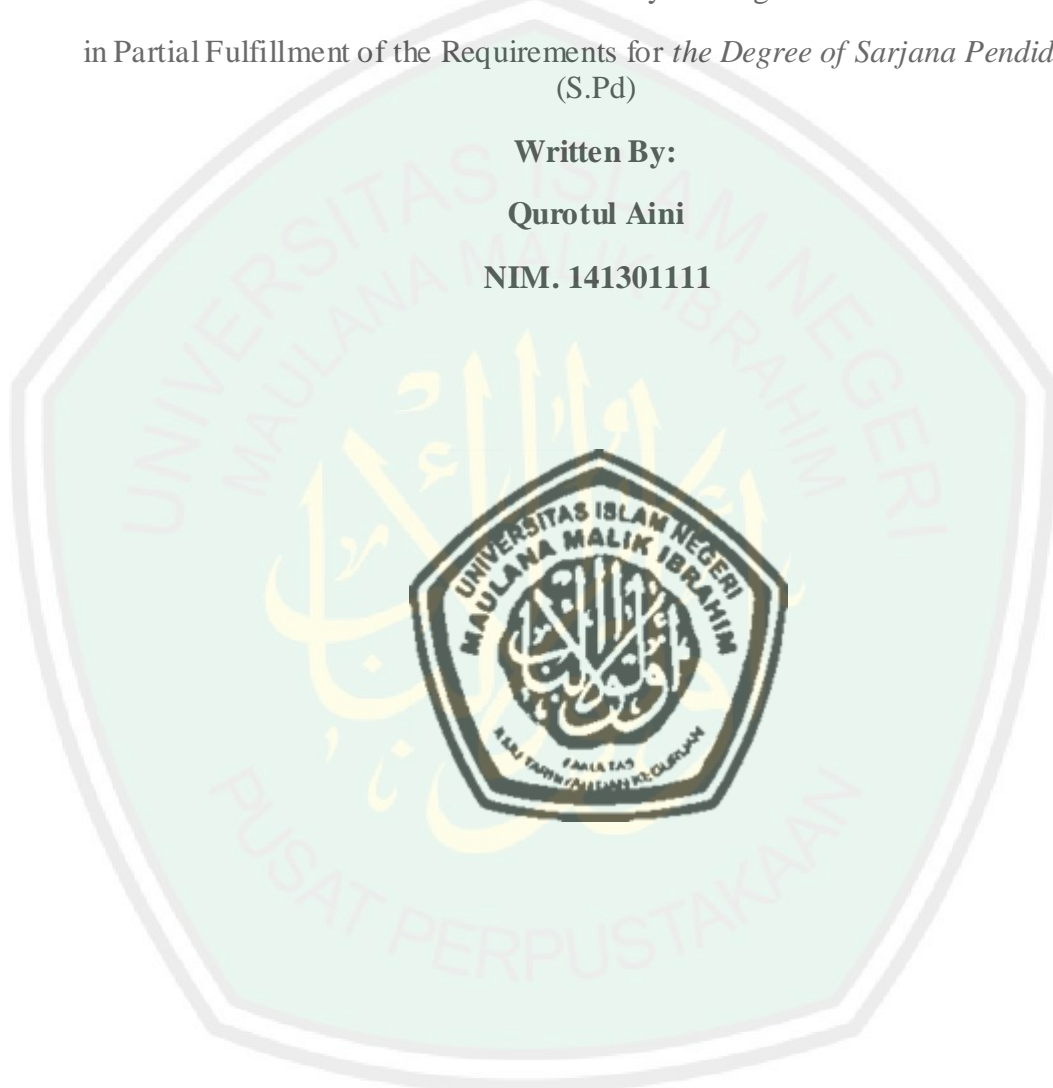
Presented to Tarbiyah Teacher Training Faculty Maulana Malik Ibrahim State
Islamic University Malang

in Partial Fulfillment of the Requirements for *the Degree of Sarjana Pendidikan*
(S.Pd)

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**SOCIAL SCIENCE EDUCATION DEPARTMENT
TARBIYAH AND TEACHER TRAINING FACULTY
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APPROVAL SHEET

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PAGELARAN MALANG

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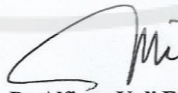


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THESIS

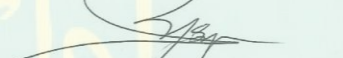
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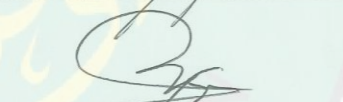
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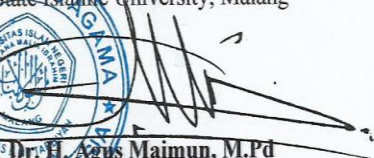
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In the name of Allah the most Merciful and the most Gracious.

All praise is due to Allah SWT; we praise Him, seek His help, and ask for His forgiveness. I am thankful to Allah, who supplied me with the courage, the guidance, and the love to complete this thesis.

Mom and Dad (Siati and Sadili) you've a plant seed although did not watch it grow. I may not be the tallest tree, but here's one thing I dedicated for you both.

Rabbighfirli dzunubi waliwalidayya warhamhuma kama Robbayani shaghira

My eldest sister and older brother and also my nephew I am truly indebted of them for their warmth and am that they would be proud of my achievements.

Bismillahirrahmanirahim "And say my Lord have mercy on them just as they raised me when I was small" (Bani Israel: 24) for you Insya Allah

I am forever thankful for supportive surrounding. People who sticks around,
Thank you! You know who you are.

MOTTO

وَهْدُوا إِلَى الطَّيِّبِ مِنَ الْقَوْلِ وَهْدُوا إِلَى صِرَاطِ الْحَمِيدِ ﴿٢٤﴾

24. And they were given instruction to good words and (also) appointed (praised) to Allah¹.

(Al-Hajj:24)

¹ Al-Qur'an dan Terjemahannya (Jakarta Timur:Magfirah Pustaka, 2006), page 335

Dr. Alfiana Yuli Efianti, M.A

The lecturer of Tarbiyah and Teaching Sciences Faculty
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ADVISOR OFFICIAL NOTE

Matter : Thesis of Qurotul Aini Malang, 08th November 2018

Appendixes : 4 (fourth) exemplar

To Whom It May Concern,
Dean of Faculty Tarbiyah and Teaching Sciences
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At
Malang

Assalamualaikum wr.wb

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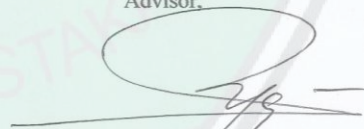
Department : Social Science Education

Title of Thesis: "Sociological Analysis on Classroom Misbehavior among Social Sciences Students at MA Mambaul Ulum Malang"

As the advisor, we argue that this thesis has been proposed and tester decent. So, please tolerate presence.

Wassalamualaikum wr.wb

Advisor,



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CERTIFICATE OF SKRIPSI AUTHORSHIP

I hereby declare that this thesis is originally written by Qurotul Aini, student of Social Science Education Department (Pendidikan IPS) as the requirement for degree of Sarjana Pendidikan (S.Pd), Faculty of Tarbiyah Teaching Training at Maulana Malik Ibrahim State Islamic University, Malang. This research writing does not incorporate any material previously written or published by other parties to achieve to other *Sarjana* status of other Higher Tertiary Education, except those which are indicted in the notes, quotation, and bibliography. Therefore, I am the only person is responsible for the thesis if there any objection for claim from others.

Malang, 08 November 2018
Author,

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6000

Qurotul Aini
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PREFACE

All praise be to Allah he all mighty, who has giving us mercies and blessing until I can finish this thesis on title ” Sociological Analysis on Classroom Misbehavior among Social Sciences Students at MA Mambaul Ulum Pagelaran Malang” Sholawat and Salam always be presented to our prophet from destruction to safety namely Islam is the true religion.

This thesis is proposed to fulfill the last task of academic requirement as the last task for getting bachelor or under-graduate degree.

The author never forgot to thanks beloved parent that always give motivation to study hard until getting the bright future and some special persons in supporting and guiding me to finish this thesis. Those are:

1. Prof. Dr. Abdul Haris, M. Ag, as Rector of Maulana Malik Ibrahim State Islamic University of Malang
2. Dr. Agus Maimun, M.Pd as Dean of Tarbiyah and Teacher Training Faculty
3. Dr. Alfiana Yuli Efianti, M.A, as the Chief of Social Science Education Department
4. Mokhamad Yahya, Ph.D, as my advisor who has continually guided me throughout the entire process of the thesis writing with all constructive comments and suggestion to make this thesis more perfect.
5. All of my lecturers in Maulana Malik Ibrahim State Islamic University of Malang thank you for give the gold of knowledge for me.

6. Thanks to the civitas academica of Mambaul Ulum Senior High School Pagelaran-Malang who has allowed and assisted the researcher in completing the research.
7. The biggest thanks to all my friends ICP social science education 2014 who always give me spirit all the time, accompany me in happy and sad condition: Aina, Mardliyah, Alfu, Muhim, Yuni, Nanda, Syamda, Septa, Gufran and Ilus Thank you so much, you're the best partner ever.
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Finally, I believe that in writing and finishing this thesis there would be so many mistake and errors. Therefore, I am as the author openly accepts any constructive critics and suggestion from the readers in order to make it perfect. In addition, hopefully this thesis is use full for many people either the students of social science department.

Malang, 08th November 2018

Qurotul Aini

GUIDANCE OF ARABIC LATIN TRANSLATION

The writing of Arabic – Latin transliteration in this thesis using transliteration guidelines based on the decision by Minister of Religious Affairs and the Minister of Education and Culture of Republic Indonesia No.158 of 1987 and N0.9543 b/U/1987 which can be broadly, describe, as follows :

A. Alphabet

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	=	<u>h</u>	ط	=	th	و	=	w
خ	=	kh	ظ	=	zh	هـ	=	h
د	=	d	ع	=	'	ء	=	,
ذ	=	dz	غ	=	gh	ي	=	y
ر	=	r	ف	=	f			

B. Vocal Long

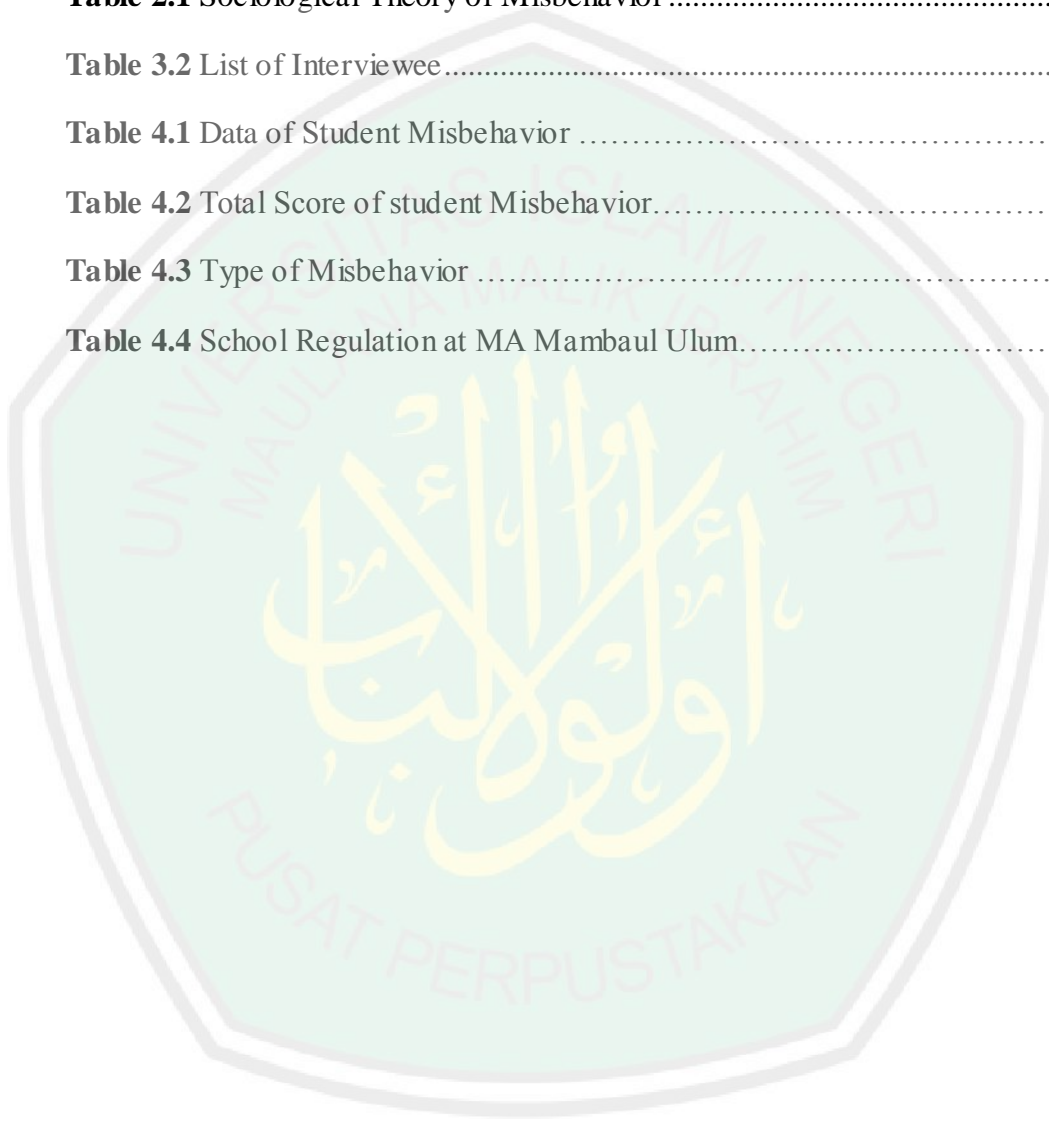
Vocal (a) long	=	â
Vocal (i) long	=	î
Vocal (u) long	=	û

C. Vocal Diphthong

أَوْ	=	aw
أَيَّ	=	ay
أُو	=	û
إِي	=	î

LIST OF TABLES

Table 1.1 Previous Research	8
Table 2.1 Sociological Theory of Misbehavior	22
Table 3.2 List of Interviewee	31
Table 4.1 Data of Student Misbehavior	45
Table 4.2 Total Score of student Misbehavior	46
Table 4.3 Type of Misbehavior	50
Table 4.4 School Regulation at MA Mambaul Ulum.....	52



LIST OF FIGURE

Figure 2.1 Research Roadmap.....	26
Figure 3.1 Chart of Data Analysis	33
Figure 5.1 Handling Student Step	65



APPENDIX LIST

Appendix 1. Interview Transcript

Appendix 2. Documentation Sheet.....

Appendix 3. Research Documentation

Appendix 4. Evidance of Skripsi Consultation

Appendix 5. Certificat Completed Research.....

Appendix 6. A Research Permit from the Faculty

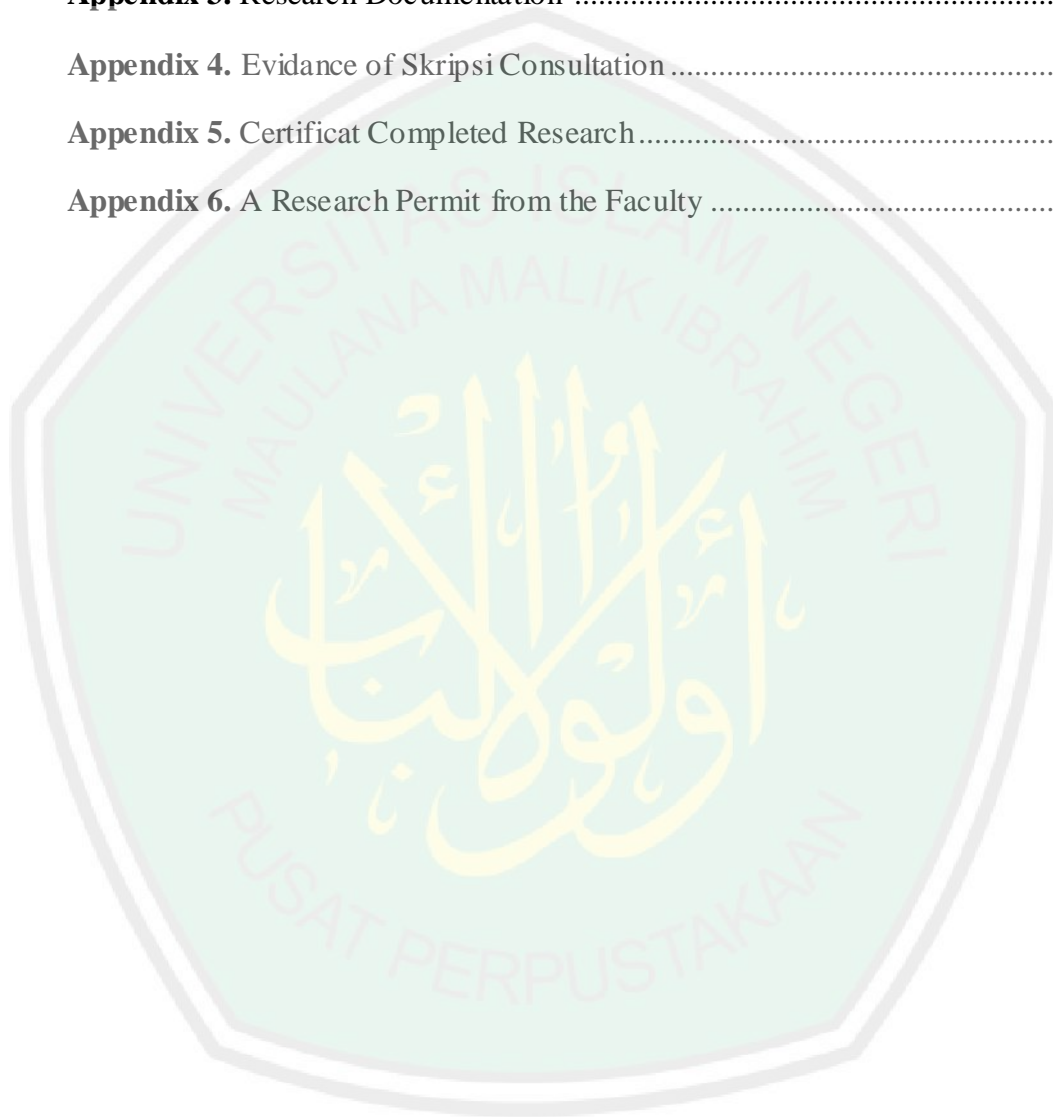


TABLE OF CONTENT

Cover of Research	i
Approval Sheet	ii
Legitimizing Sheet	iii
Acknowledgment	iv
Motto	v
Advisor official Note	vi
Certificate of Skripsi Authorship	vii
Preface	viii
Guidance of Arabic Latin Translation.....	x
List of Tables	xi
List of Figure	xii
Appendix List	xiii
Table of Content	xiv
Abstract	xvii
Abstrak	xix
الملخص ملخص البحث	xx
CHAPTER I INTRODUCTION	
A. Background of the Research	1
B. Focus of Research	5
C. Objectives of the Research	5
D. Significant of the Research	5
E. Previous Research	6
F. Definition of Key Terms	8
G. Composition of Research Findings	9
CHAPTER II REVIEW OF RELATED LITRATURE	
A. Theoretical Frame Work	11
1. Classroom Misbehaviour	11
2. Theories on Misbehaviour	15

3. Sociological Perspectives on Misbehaviour.....	17
4. Sociological Perspective in Analyzing Classroom Misbehaviour	23
B. Research Roadmap	26
CHAPTER III METHODE OF RESEARCH	
A. Approach and Research Design.....	27
B. Attendance of the Researcher	28
C. Setting of the Research	28
D. Data and Data Sources	29
E. Data Collection Technique	30
F. Data Analysis	33
G. Research Procedure	35
CHAPTER IV EXPOSURE TO DATA AND RESEARC RESULT	
A. Exposure to Data	37
1. Exposure of Research Subject Data	37
B. Research Finding	39
1. Types of classroom misbehavior among social sciences students at MA Mambaul Ulum Malang	39
2. Construction of Students' classroom misbehaviour and how the school's management in coping with	47
3. Sociological Analysis on Classroom Misbehaviors	54
CHAPTER V DISCUSSION OF RESEARCH RESULT	
A. Types of classroom misbehavior among social sciences students at MA Mambaul Ulum Malang	54
B. Construction of Students' classroom misbehaviour and how the school's management in coping with	58
C. Sociological Analysis on Classroom Misbehavior.....	62
CHAPTER VI CONCLUSION	
A. Conclusion	64
B. Suggestion	66
REFERENCES	

APPENDIX



ABSTRACT

Aini, Qurotul. 2018. Sociological Analysis on Classroom Misbehavior among Social Sciences Students at MA Mambaul Ulum Pagelaran Malang. Thesis, Department of Social Education, Faculty of Tarbiyah and teaching science, State Islamic University (UIN) Maulana Malik Ibrahim Malang, Mokhamad Yahya, Ph.D

Keywords: Sociological Analysis, Classroom Misbehavior

In modern era, appear changing behavior of individual, groups, and communities in their social environment. In this case, student because the susceptible to follow the flow of change especially teenager, in senior high school. Psychologically, student in category of adolescent has experiencing puberty and transition from childhood to adulthood marked by crisis of personality so that falling into misbehavior. Misbehavior is behavior that is not in accordance with the values and norms that apply in society. In the sociological view, a person doing misbehavior has a motive. Therefore, sociological analysis is used to find out the basic things that encourage them to commit misbehavior .

The objectives of the study are: 1) Describe the types of misbehavior committed by student at MA Mambaul Ulum Pagelaran Malang, 2) Describe how they construct their classroom misbehavior and how the school's management cope with it 3) To describe sociological analysis on these classroom misbehavior in MA Mambaul Ulum Pagelaran Malang.

To achieve the research objectives, a qualitative research approach with descriptive research is used. The key instrument is the researcher herself. Data collection techniques used was interview, observation, and documentation. Data analysis is done by reducing data, exposing data and drawing conclusions.

The results shows that, 1) Types of violations committed by students in MA Mambaul Ulum can be grouped into two, namely the type of primary violations and secondary violations. 2) The reason students do deviant behavior is to get attention, gain strength and an attitude of inadequacy in the division of time, in addition to this the emergence of deviant behavior can be influenced by a poor living environment that motivates them to commit misbehavior. School's management in coping misbehavior i.e. providing guidance, giving scores and then giving memoranda to parents. 3) Sociological analysis in describing misbehavior states that deviant behavior carried out by students is influenced by the surrounding environment.

ABSTRAK

Aini, Qurotul. 2018. Analisis Sosiologi Perilaku Menyimpang pada Siswa Jurusan Ilmu Pengetahuan Sosial di MA Mambaul Ulum Pagelaran Malang. Skripsi. Jurusan Pendidikan Pengetahuan Sosial Fakultas Ilmu Tarbiyah dan Keguruan, Universitas Islam Negeri (UIN) Maulana Malik Ibrahim Malang, Mokhammad Yahya, Ph.D

Kata kunci : Analisis sosiologi, Perilaku Menyimpang

Di zaman modern sekarang ini muncul perubahan perilaku individu, kelompok dan komunitas di lingkungan sosialnya dalam hal ini adalah siswa, karena sifatnya yang rentan mengikuti arus perubahan terutama remaja sekolah menengah atas. Secara psikologis, seorang remaja ditandai dengan adanya krisis kepribadian sehingga terjerumus dalam perilaku menyimpang. Perilaku menyimpang merupakan perilaku yang tidak sesuai dengan nilai dan norma yang berlaku di dalam masyarakat. Dalam pandangan sosiologi, seseorang melakukan perilaku menyimpang memiliki motif. Oleh karena itu analisis sosiologi digunakan untuk mengetahui hal mendasar yang mendorong mereka melakukan perilaku menyimpang.

Tujuan penelitian untuk: 1) Mendeskripsikan jenis penyimpangan yang dilakukan oleh siswa Jurusan Ilmu Pengetahuan Sosial di Mambaul Ulum Pagelaran Malang, 2) Mendeskripsikan alasan mereka melakukan perilaku menyimpang dan menejemen sekolah dalam mengatasi perilaku menyimpang tersebut. 3) Mendeskripsikan pandangan sosiologi dalam menganalisis perilaku menyimpang di MA Mambaul Ulum Pagelaran Malang

Untuk mencapai tujuan penelitian, digunakan pendekatan penelitian kualitatif dengan jenis penelitian deskriptif. Instrument kunci adalah peneliti sendiri. Teknik pengumpulan data yang digunakan adalah observasi wawancara, dan dokumentasi. Analisis dilakukan dengan cara mereduksi data, memaparkan data dan menarik kesimpulan.

Hasil penelitian menunjukkan bahwa: 1) Tipe pelanggaran yang dilakukan oleh siswa di MA Mambaul Ulum dapat dikelompokkan menjadi dua yaitu tipe pelanggaran primer dan pelanggaran sekunder. 2) Alasan para siswa melakukan perilaku menyimpang adalah untuk mendapat perhatian, memperoleh kekuatan dan sikap ketidakcakapan dalam pembagian waktu, selain hal tersebut timbulnya perilaku menyimpang dapat dipengaruhi oleh lingkungan tempat tinggal yang buruk. menejemen sekolah dalam mengatasi perilaku menyimpang yaitu dengan tahap pertama memberikan bimbingan, pemberian skor kemudian surat panggilan kepada orang tua. 3) Analisis sosiologi dalam mendiskripsikan perilaku menyimpang menyatakan bahwa perilaku menyimpang yang dilakukan oleh siswa dipengaruhi oleh lingkungan disekitarnya.

مستخلص البحث

العين، قراءة ٢٠١٨. تحليل علم الاجتماع للسلوك المنحرف على الطلاب المتخصصين في العلوم الاجتماعية في المدرسة الثانوية منبع العلوم فغالاران. البحث الجامعي. قسم تعليم العلوم الاجتماعية، كلية علوم التربية والتعليم، جامعة مولانا مالك إبراهيم الإسلامية الحكومية بمالانج، تحت إشراف الدكتور محمد يحيى الماجتير.

الكلمات الأساسية: تحليل علم الاجتماع من السلوك المنحرف

الإنسان هو مخلوق الاجتماعية التي تحتاج دائما مساعدة شخص آخر في حياته، لا يمكن للإنسان ان يعيش منفردا. يجب على الإنسان ان يقوم بالتفاعل مع الناس من حوله. التفاعل هو العلاقة المتبادلة بين الفرد والفرد ، والفرد مع المجموعة حتى مجموعات مع المجموعة. عندما يعيش البشر مع الآخرين أو المجتمع ينبغي ان تكون قادرة على التكيف مع التنظيم القائم من أجل تجنب السلوك غير المرغوب فيه كما يتاثر سلوك كل شخص من البيئة حولها.

عند الإنسان لا يستطيع أن يناسب نفسه مع الآخرين، سينشأ الرغبة في ارتكاب الانتهاكات التي أدت إلى السلوك المنحرف. يمكن ان يحدث السلوك المنحرف في اي مكان. عندما يعيش المرء بين الناس الذين لديهم سلوكا سيئا ثم سيكون لديهم الرغبة في القيام بالسلوك المنحرف. السلوك المنحرف هو السلوك الذي لا يتوافق مع المعايير والقيم المعمول بها في المجتمع. وفي رأي علم الاجتماع ، فان الشخص الذي يقوم بسلوك منحرف له دافع. ولذلك يتم استخدام تحليل علم الاجتماع لمعرفة الشيء الأساسي الذي يدفع لهم لسلوك المنحرف.

أما الأهداف هذا البحث يعني: (١) الوصف على أنواع المخالفات التي يفعلها الطلاب المتخصصين في العلوم الاجتماعية في المدرسة الثانوية منبع العلوم فغالاران مالانج. (٢) الوصف على الأسباب التي لا تحيد السلوك وإدارة المدرسة في معالجة السلوك المنحرف. (٣) الوصف على رأي علم الاجتماع في تحليل السلوك المنحرف الطلاب المتخصصين في العلوم الاجتماعية في المدرسة الثانوية منبع العلوم فغالاران مالانج.

لتحقيق أهداف البحث ، إستخدمت الباحثة البحث النوعي الوصفية. والاداة الرئيسية هي الباحثة أنفسها. وتقنيات جمع البيانات المستخدمة هي المراقبة والمقابلة والتوثيق. قامت الباحثة للتحليل البيانات بطريقة تقليل البيانات وكشف البيانات واستخلاص الاستنتاجات.

و نتائج من البحث: (١) يمكن تصنيف نوع الانحراف التي يرتكبها الطلاب نوعين من انتهاكات التعدي الجوهرية والفرعية. (٢) السبب الطلاب لا تحيد السلوك هو الحصول علي لاحظت ، واكتساب القوة والموقف الذي لا يمكن ان يكون في شعبة الوقت ، إلى جانب ذلك هو وقوع السلوك المنحرف يمكن ان يتاثر بالبيئة من مكان الاقامة السيئة التي تحفزهم علي القيام بالسلوك المنحرف. إدارة المدرسة في التعامل مع السلوك المنحرف اي مع المرحلة الاولي ويوفر التوجيه ، ونقاط التسليم ثم استدعاء رسائل إلى الاباء والأمهات. (٣) تحليل علم الاجتماع من السلوك المنحرف في وصف الدول ان السلوك المنحرف التي يرتكبها الطلاب المتضررين من البيئة حوله.

CHAPTER I

INTRODUCTION

A. Background of the Research

Naturally, human being is a social creature that cannot live by themselves and need a helping hand from others. Human role as social creature require them to make socialization and interaction. Socialization is an individual learning process for individual person as one of influential factor of how the continuity process of human being with family, school, colleague, mass media and others. Socialization is also a learning process for individual person in social life which compass with its norms. Norm is main principle or a standard which is thoroughly accepted by society to regulate their daily behavior in order to gain a safe, peaceful and happy life².

Interaction is an interrelationship between individual and individual, individual and community, and also community and community. An interaction will not happen if the individual has a direct relationship with something that has no effect on his nervous system as result of intended relationship. Interaction is acted to maintain good relationship in everyday interactions either in the family, school or social environment.

In modern era, appear changing behavior of individual, groups, and communities in their social environment. In this case is a student, because the susceptible to follow the flow of change especially teenager in senior high school. Psychologically, student in category of adolescent has experiencing

² Marshall, B Clinard & Robert F. Meier. *Sociology of Deviant Behavior*. Fort Worth, TX: Harcourth Brace Jovanovich. 1992. Page 10

Puberty and transition from childhood to adulthood marked by crisis of personality so that falling into misbehaving behavior.

Misbehaving behavior is attitude that does not appropriate and breaking the norm. Misbehaving behavior that is done by student and teenagers is not apart from environmental factor and association that happen among coleage. Whatever the portion, the environmental of friendship will definitely has an impact on their mindset and behavior. The impact given is agree with the environment, if they have positive environment they will develop in positive direction and if they have negative environment they will develop in negative direction in this sense doing misbehaving behavior.

Doing misbehaving behavior is breaking the norm, in Islamic perspective Alloh require us to become obedient in obeying the rules as in QS. *Shaff* verse 2-3 Alloh said :

يَأْتِيهَا الَّذِينَ ءَامَنُوا لِمَ تَقُولُونَ مَا لَا تَفْعَلُونَ كَبُرَ مَقْتًا عِنْدَ
 ٱللَّهِ أَنْ تَقُولُوا مَا لَا تَفْعَلُونَ

2) *oh believers, why you say something you did not do ?* 3) *Very great hatred on the side of Allah that you do not do*³

This verse explains that Allah dislike someone did not do but they have known. It means, we already know about prohibition to do something but we still do it or break over. Usually, misbehaving behavior acted by student in teenagers like smoking, school escape, fight, engage in a gang

³ Al-Qur'an dan Terjemahannya (Jakarta Timur:Magfirah Pustaka, 2006) page 551

fight, watching porn video moreover doing free sex. In psychology of social, the occurrence of deviant behavior is something reasonable in every life, all the more in open society⁴.

To resolve this case, school has important role. School as education institution has function to increase moral quality, attitude, knowledge, skill and social of student⁵. Education is a process that gives several conditions has purpose to empower in human. Talking about education, aspects that are usually considered are consciousness, brightness, empower, and changing behavior. One of function of education⁶ based on National System of Education law No. 20 year 2003 about national system of education chapter 3 mentions that:

National education functions as developing skill and building character and also civilization of dignified nation in order to educate the nation's life, purposed at developing the potential of students to become human believers and pious to God almighty, to behave nobly, healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens.

Based on the purpose, educations are required able to increase quality of student not only for themselves but also for society. Education is also expected can produce nation next generation that has moral value, social and ethics so that does not fall into misbehaving behavior. Therefore, school should have good interaction to create social order. Although norms have been occurred, but still there are students who do misbehaving with the existing norms. Many observers are of the opinion that education provides

⁴ Saparinah Sadli. *Persepsi Sosial Mengenai Perilaku Menyimpang*. Jakarta. Bulan Bintang .1977. page 57

⁵ Syamsu Yusuf. *Psikologi Perkembangan*. Bandung. PT Remaja Rosdakarya.2006 page 95

⁶ Law about national system of education No 20 year 2003

the greatest possibility for the progress of society, because by having a high diploma will able to occupy a high position as well. Beside it, with much knowledge and skill is able to develop social activity and creativity.

Based on result of observation, in MA Mambaul Ulum Pagelaran Malang has applied regulation in order to eluding misbehavior in school area by student. Logically, point in time school has defined a regulation automatically student cannot do everything they will be. Several schools have applied rules to avoid misbehaving behavior. Giving punishment or sanction to student that breaking the norm like additional task, drying in field moreover suspension. As the time progressed, the rules seemed to have been ignored by the student. in sociological view, which is the core of the problem, it is not good or bad for a fact but the goal become achieved to explain the fact analytically and as it is so that the cause can be known.

Based on the case, researcher interested to doing research about their reason doing misbehaving that will be explained by social perspective theory all at once as material arranging thesis with title ” **Sociological Analysis on Classroom Misbehavior among Social Sciences Students at MA Mambaul Ulum Malang**”

B. Statement of the Problem

Based on background, statement of the problem such as:

1. What are the types of classroom misbehavior among social science students majoring social sciences at MA Mambaul Ulum Malang?

2. How do they construct their classroom misbehavior and how the school's management copes with it?
3. How does sociological perspective analysis on these classroom misbehaviors?

C. Objectives of the Research

Based on the title and statement of the problem above, this study has the following objectives:

1. To explain the types of classroom misbehavior among social sciences students at MA Mambaul Ulum Malang
2. To explain how they construct their classroom misbehavior and how the school's management cope with it
3. To explain sociological analysis on these classroom misbehaviors

D. Significances of the Research

This research is expected to be useful both theoretically and practically for school institutions, teachers, students, researchers themselves and further research in improving the quality of student in Indonesia. The benefits of research are as follow:

1. School

The results of this study can be used by schools as information about the reason student performs deviation behavior so that school can take policies that can improve the quality of graduates.

2. Student

- a. Student can distinguish good and bad behavior

b. Student can understand the factor that cause the occurrence of problems caused by deviation behavior

3. The Researcher

The results of this research are expected to be used as reference for next research.

E. Previous Research

As evidence of research will be provided the reference research that considered relevant and valid to avoid plagiarism.

The first research committed by Eko. The results of this study indicate that there are ten forms of student delinquency in SMAN I BAYAT such as late entering class, smoking, wearing clothes not according to the rules, leaving the class during the lesson, opening porn sites, drinking, brawl between students, forced and pre-marital sex. Misbehavior is caused by personal factors, family, environment and technology. Efforts made by teachers Guidance Counseling by doing preventive repressive and curative. It can help tackle juvenile delinquency even if it is not significant⁷.

The second is research journal conducted by Iga Serpianing Aroma and Dewi Retno Suminar. This research use quantitative approach. In the study discussed about juvenile delinquency that occurred in SMK X Kediri. The results of the study said that, there is a negative correlation between self-control with the tendency of juvenile delinquency behavior. The higher the

⁷ Thesis *Eko Heri Purnomo. Penanggulangan Kenakalan Siswa oleh Guru Bimbingan Konseling di SMAN I BAYAT.* (2010)

level of self-control levels of self-control with the tendency of juvenile delinquency behavior, and vice versa⁸.

The third, Journal of research conducted by Cyndi Dyaning Dewati. This research use qualitative approach. Student perception in take a look misbehaving behavior has differences and there are factor that influence student do misbehaving behavior that is internal and external factor and the strategy applied by school is band together STP2K and regulation checking routine.

Based on the results of the above research there has been no specific research that discusses the misbehaving deviant behavior done by students in schools that has background Islamic Boarding School environment as well as the above research is only limited to describe the types of misbehaving behavior conducted by students without mentioning the reasons they do such actions. Uniquely this research uses Symbolic Interaction where people will do something when they are given a symbolic stimulus so that there is a reciprocal relationship⁹

No	Writer, Title, Type (Thesis/journal/etc), Publisher, and Year of Research	Similarity	Difference	Originality of Research

⁸ Research Journal Iga Serpianing Aroma and Dewi Retno Suminar, *Hubungan Antara Tingkat Kontrol Diri Dengan Kecenderungan Perilaku Kenakalan Remaja*. (2012)

⁹ Journal of research Cyndi Dyaning Dewati. *Analisis Konsep George Herbert Mead Dalam Fenomena Perilaku Menyimpang Di Kalangan Pelajar SMA Negeri 8 Surakarta* (2015)

1.	Eko Heri Purnomo, <i>Penanggulangan Kenakalan Siswa Oleh Guru Bimbingan Konseling di SMAN 1 BAYAT</i> . Skripsi, Universitas Islam Negeri Sunan Kalijaga, 2010.	Explain about juvenile delinquency in school area	In this study explain juvenile delinquency caused by personal factor, family, surrounding and technology	Explain student perception about misbehaving behavior and focusing research on student misbehaving behavior that has boarding school background and misbehaving behavior based on their perception
2.	Iga Serpianing Aroma and Dewi Retno Suminar, <i>Hubungan Antara Tingkat Kontrol Diri Dengan Kecenderungan Perilaku Kenakalan Remaja</i> . Journal. Airlangga.2012	Explain juvenile delinquency behavior in school area	Explain correlation between self-control with the tendency of juvenile delinquency behavior	
3.	Cindy Dyaning Dewati, <i>Analisis Konsep George Herbert Mead Dalam Fenomena Perilaku Menyimpang Di Kalangan Pelajar SMA Negeri 8 Surakarta</i> . Journal. Universitas Sebelas Maret, 2015	Explain misbehaving behavior in school area	Violation done by student Does not explain specifically	

Table 1.1 Previous Research

F. Definition of Terms

1. Classroom Misbehavior

Misbehaving behavior is behavior that is not usual and is generally does not agree with surrounding in school perception such as talking with

classmates during lecture, watching movies or playing games on a laptop computer during lecture, reading or studying non-related class material during lecture, arriving late to class, leaving class early, and leaving cell phone on during lectures or examinations and so on.

From sociological perspective, misbehaving behavior is a violation of social rules, occurring when someone breaches a society's or group's widely held values and norms.

2. Symbolic Interaction (Sociological Perspective)

Symbolic Interaction is an interrelationship is done by individual person with using certain symbols in communication like gesture, language, body language and sympathy in order to appearing respond concerning stimulation and makes human doing action or reaction concerning the stimulation.

G. Systematical of the Research

Systematical of research in this thesis generally divided into several chapters that is

CHAPTER I :explain about Background of the research, focus of the research, objectives of the research, significance of the research, previous research, definition of key terms and composition of research finding.

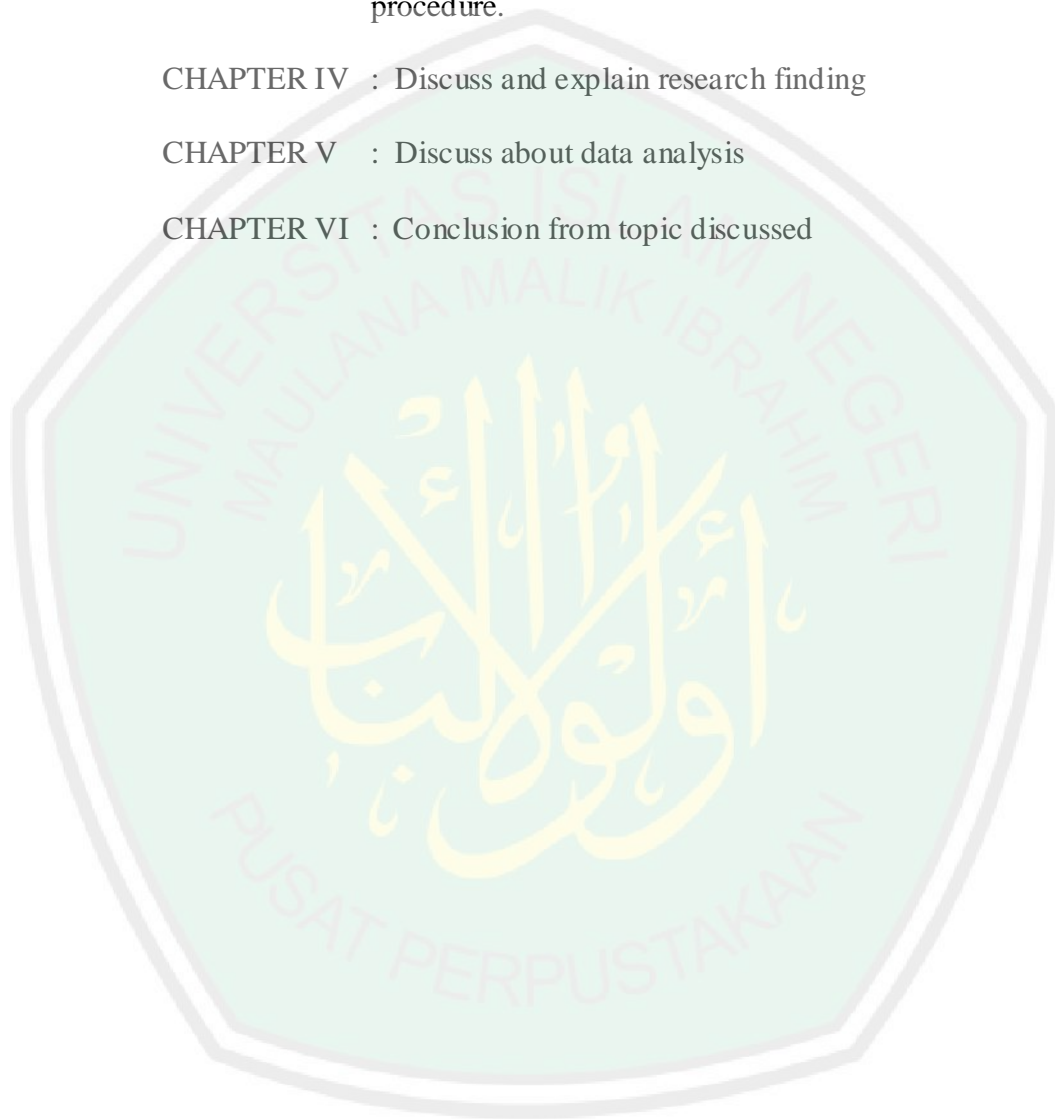
CHAPTER II : Review of related literature, contained with theoretical framework and research roadmap related to topic discussed

CHAPTER III : Methodology, consist of approach and research design, attendance of researcher, setting of the research, data and data source, data collection, data analysis and research procedure.

CHAPTER IV : Discuss and explain research finding

CHAPTER V : Discuss about data analysis

CHAPTER VI : Conclusion from topic discussed



CHAPTER II

LITERATURE REVIEW

A. Theoretical Framework

1. Classroom Misbehavior (Deviance)

There are numerous studies examining the definitions and range of student misbehaviors. For example, in the United Kingdom and Australia, researchers defined classroom misbehaviors as behaviors which are disruptive to classroom order and cause trouble to teachers, such as making nonverbal noise, disobedience, talking out of turn, idleness or slowness, non punctuality, hindering others, physical aggression, untidiness, out of seat, and verbal abuse .

In the United States, misbehaved students misbehaved when they “either did what they were not supposed to do or did not do what they were supposed to do”¹⁰, ranging from fooling around as mild misbehavior to fighting as severe misbehavior. In the Caribbean contexts, student misbehaviors in classroom included those disruptive behavior which hampered teaching, and learning, such as classroom disconformities, verbal and physical hostility, defiance of authority, task avoidance, inappropriate use of school property, inconsiderate interpersonal relationships, over-reactions to normal situations, and technological related factor

¹⁰ James 2004 in Hilde Patron and Timothy O. Bisping page 9

during class, who leave their cell phones on during lectures, who read the newspaper in class, etc. In turn, students complain about instructors who are unfair, uncaring, irritable, and unprepared.

Regardless of who originates classroom incivilities, be it the students or the faculty, their presence is distracting to all in the learning process, and insight into the causes of these behaviors could potentially lead educators to successfully develop methods of reducing their prevalence¹¹. The existing literature suggests that student incivilities can be explained using sociological and managerial theories. For instance, using emotion development theories, Kuhlenschmidt (1999) explores ways in which students and faculty can moderate their emotions to minimize outbursts in the classroom, while Tiberius and Flak (1999) use catastrophe and negotiation theories to examine how student-instructor interactions can experience sudden deviations from their traditional norms, how to prevent them, and how to approach them after they have occurred.

Bray and Del Favero tender several sociological theories that can explain faculty and student incivilities¹², including social control theories, which emphasize social expectations that keep people from behaving badly; strain theory and social disorganization theory, which emphasize feelings of attachment to, for example, a group of people, and social

¹¹ Hilde Patron and Timothy O. Bisping. *Why Students Misbehave In Class: An Empirical Analysis of Classroom Incivilities*. Mountain Plains Journal of Business and Economics, General Research, Volume 9#2, 2008. Accessed in January, 13, 2018 at 6.55 PM page 61

¹² Tricia Bertram Gallant (editor). *Creating the Ethical Academy*. 2011. Routledge, Taylor and Francis Group : New York and London page 67

learning theories, which focus on the most important associations of individuals and the role these play in the decision making process.

Furthermore, Snow (2004) discusses how speech stereotypes and social power can explain why female and non-white faculty members seem to have a harder time with student incivilities. Finally, Braden and Smith (2006) take a look at Jungian personality theory and discuss how introvert and extrovert faculty can manage classroom incivilities. Although there are many potential explanations for the causes of incivilities, in our opinion, the literature lacks empirical support. Two authors who study student incivilities empirically are Appleby (1990) and Boice (1996).

Appleby (1990) surveys faculty and students to find out what each group finds irritating about each other. The surveys show that faculty members are irritated when students act bored or uninterested, and when they behave in a disrespectful manner. Students get irritated with faculty members they consider to be bad communicators, and with faculty members who they perceive to behave disrespectfully.

In a similar study, Boice (1996) observed classroom incivilities by students and instructors at a large research university over a five year period. During this time, he attended lectures, documented incivility according to what he observed, and interviewed students and instructors. From his observations he concludes that incivilities are not unusual, that both instructors and students engage in them, and that instructors' deficits

in the first few lectures, including aloof behaviors and fast paced, unengaged lectures appear to be their main triggers.

Although there has been a lot written about lecture-disrupting classroom incivilities, in our opinion, the literature lacks formal statistical models that test these theories. Furthermore, the few empirical papers available are mostly descriptive, which implies that more robust estimations would be beneficial.

2. Understanding Misbehavior

Misbehavior is behavior that violates the standards of conduct or expectation of a group or society. Misbehavior involves the violation of group norms, which may or may not be formalized into law. Misbehavior is not always negative, let alone criminal¹³. Behavior is an attempt on the part of an individual to bring about some state of affair either to effect a change from one state of affairs to another or to maintain a currently existing one. According to Edwin Lemert¹⁴, there are two types of Misbehavior, i.e

a. Primary Misbehavior

Primary deviance is violation of norms that does not result in any long term effects on the individual's self-image or interactions with others. Individuals who engage in primary misbehavior still maintain a feeling of belonging in society and are likely to continue conform to norms in the future.

¹³ Richard T. Schaefer, *Sociology*, (New York : McGraw-Hill Companies,2007) page 166

¹⁴ Journal about Deviance, crime and Social Control Accessed July, 16, 2018 at 8.34 pm page 12

b. Secondary Misbehavior

Secondary deviance occur when a person's self-concept and behavior begin to change after his or her actions are labeled as deviant by members of society

3. Theories on Misbehavior)¹⁵

a. Kartini Kartono

According to Kartini Kartono in his book "Patologi Sosial" mentions four theories that cause a person to do misbehavior including the following;

a. Biological Theory

Misbehaving behavior in children and adolescents can arise due to psychological structure of a person, also due to birth defect.

b. Psychogenic Theories

Psychological theories tend to address delinquency at the individual level, primarily identifying individual differences that lead to misbehavior (criminal). Some psychological theories attempt to provide a framework for identifying the correlation relationships between psychological variable (pathology) within a person and that's person delinquent behavior while others attempt to understand contingencies responsible for maintaining non-

¹⁵ Kartini Kartono. *Patologi Sosial 2 : Kenakalan Remaja*. (Jakarta: PT RAJA GRAFINDO PERSADA,2002). Page 25-31

conforming behavior labeled misbehavior¹⁶. Misbehavior in this perspective is understood as ways, which, the individual has learned of coping with environmental and self-imposed demands. This theory emphasizes the occurrence of misbehaving behavior from psychological aspect such as intelligent factor, characteristic of personality, motivation, wrong attitudes, fantasy, rationalisms, wrong self internalization, inner conflict, controversial emotion, psychopathological tendencies and so on.

c. Sociogenic Theory

According to sociologist, misbehaving behavior conducted by children and adolescence purely sociological or social-psychological for example caused by influences of deviation social structure, group pressure, social role, social status, or wrong symbolic internalization. So that cultural and social factor greatly affect even dominate structure of social institution and social role of every individual person in society and so on.

Generally, self-symbolization process takes place unconsciously and gradually. All of it going on since very young, starting from their own messy family until

¹⁶ Megan Moore. Psychological Theories of Crime and Delinquency. 2011. Journal of Human Behavior in the Social Environment. Accessed December, 22, 2017 page 228

adolescence and maturity in society. In that time, the building of misbehaving behavior patterns with general norms that are progressive which then rationalized and justified themselves by child through the negative mechanism and the process of self habitation.

Therefore, misbehaving behavior conducted adolescence not only in family environment, but also by their cultural context. Juvenile delinquences or misbehaving behavior by adolescence very clearly evoked by the bad and evil surroundings, and also school condition less attractive for children and sometimes even harms the child's personal development.

d. Sub-cultural Theory

Culture in this case concerning whole of value and norms are required special self-responsive behavior in every member from gangs. Terminology of "Sub" indicates that "culture" can arise in inclusive system.

In this theory, connected value system, belief, and certain ambition that motivate to arising criminal gang while the stimulus such as, getting social status "honorable" in a group, social prestige, social relation intimately and so on.

b. Rudolf Dreikurs and Vicky Soltz¹⁷

Someone committed misbehavior with few reasons as follow

- a. Children misbehave to gain attention. When children misbehave in this way, they are trying to feel significant and establish a sense of belonging by drawing attention themselves. (You haven't been paying enough attention to me! I want you to notice me and care about me!)
- b. Children misbehave to achieve power. Here children are trying to feel important and connected to other by asserting themselves in a strong way. ("I can do what I want, where I want, when I want! So there!")
- c. Children misbehave to seek revenge. Here children want to compensation for the hurt of feeling deprived of importance or a sense of belonging. ("So you don't think I matter much, do you? Well, I will show you a thing or two!")
- d. Children misbehave to assume an attitude of inadequacy. In this case, children are reacting to a perceived loss of importance and belonging by simply giving up. ("Nothing I do makes any difference to you ! Well, you can just forget about it! I'm not doing anything anymore!")

4. Sociological Perspectives on Misbehavior

¹⁷ Discipline without Tears : A Reassuring and Practical Guide to Teaching Your Child Positive Behavior (new York: Plume, 1999)

Why do misbehavior, deviance, and even crime occur? How does it affect a society? Since the early days of sociology, scholars have developed theories that attempt to explain what misbehavior, deviance and crime mean to society. These theories can be grouped according to the three major sociological perspectives: Strain, Labeling and Differential Association Theory.

a. Strain Theory

Sociologist Robert Merton agreed that deviance is an inherent part of a functioning society, but he expanded on Durkheim's ideas by developing strain theory, which notes that access to socially acceptable goals plays a part in determining whether a person conforms or deviates. From birth, we're encouraged to achieve the "American Dream" of financial success. A woman, who attends business school, receives her MBA, and goes on to make a million-dollar income as CEO of a company is said to be a success. However, not everyone in our society stands on equal footing. A person may have the socially acceptable goal of financial success but lack a socially acceptable way to reach that goal. According to Merton's theory, an entrepreneur who can't afford to launch his own company may be tempted to embezzle from his employer for start-up funds.

Merton defined five ways people respond to this gap between having a socially accepted goal and having no socially accepted way to pursue it.

1.) Conformity: Those who conform choose not to deviate.

They pursue their goals to the extent that they can through socially accepted means.

2.) Innovation: Those who innovate pursue goals they cannot reach through legitimate means by instead using criminal or deviant means.

3.) Ritualism: People who ritualize lower their goals until they can reach them through socially acceptable ways. These members of society focus on conformity rather than attaining a distant dream.

4.) Retreatism: Others retreat and reject society's goals and means. Some beggars and street people have withdrawn from society's goal of financial success.

5.) Rebellion: A handful of people rebel and replace a society's goals and means with their own. Terrorists or freedom fighters look to overthrow a society's goals through socially unacceptable means.

b. Labeling Theory

Although all of us violate norms from time to time, few people would consider themselves deviant. Those who do,

however, have often been labeled “deviant” by society and have gradually come to believe it themselves. Labeling theory examines the ascribing of a deviant behavior to another person by members of society. Thus, what is considered deviant is determined not so much by the behaviors themselves or the people who commit them, but by the reactions of others to these behaviors. As a result, what is considered deviant changes over time and can vary significantly across cultures.

Sociologist Edwin Lemert expanded on the concepts of labeling theory and identified two types of deviance that affect identity formation. Primary deviance is a violation of norms that does not result in any long-term effects on the individual’s self-image or interactions with others. Speeding is a deviant act, but receiving a speeding ticket generally does not make others view you as a bad person, nor does it alter your own self-concept. Individuals who engage in primary deviance still maintain a feeling of belonging in society and are likely to continue to conform to norms in the future.

Sometimes, in more extreme cases, primary deviance can morph into secondary deviance. Secondary deviance occurs when a person’s self-concept and behavior begin to change after his or her actions are labeled as deviant by

members of society. The person may begin to take on and fulfill the role of a “deviant” as an act of rebellion against the society that has labeled that individual as such. For example, consider a high school student who often cuts class and gets into fights. The student is reprimanded frequently by teachers and school staff, and soon enough, he develops a reputation as a “troublemaker.” As a result, the student starts acting out even more and breaking more rules; he has adopted the “troublemaker” label and embraced this deviant identity. Secondary deviance can be so strong that it bestows a master status on an individual. A master status is a label that describes the chief characteristic of an individual. Some people see themselves primarily as doctors, artists, or grandfathers. Others see themselves as beggars, convicts, or addicts.

c. Differential Association

In the early 1900s, sociologist Edwin Sutherland sought to understand how deviant behavior developed among people. Since criminology was a young field, he drew on other aspects of sociology including social interactions and group learning (Laub 2006). His conclusions established differential association theory, which suggested that individuals learn deviant behavior from those close to them who provide models

of and opportunities for deviance. According to Sutherland, deviance is less a personal choice and more a result of differential socialization processes. A teen whose friends are sexually active is more likely to view sexual activity as acceptable.

Sutherland's theory may explain why crime is multigenerational. A longitudinal study beginning in the 1960s found that the best predictor of antisocial and criminal behavior in children was whether their parents had been convicted of a crime. Children who were younger than ten years old when their parents were convicted were more likely than other children to engage in spousal abuse and criminal behavior by their early thirties. Even when taking socioeconomic factors such as dangerous neighborhoods, poor school systems, and overcrowded housing into consideration, researchers found that parents were the main influence on the behavior of their offspring.

	Theories	Associated Theorist	Misbehavior arises from:
Functionalism	Strain Theory	Robert Merton	A lack of ways to reach socially accepted goals by accepted methods

Symbolic Interactionism	Labeling Theory	Edwin Lemert	The reactions of others, particularly those in power who are able to determine labels
	Differential Association Theory	Edwin Sutherland	Learning and modeling deviant behavior seen in other people close to the individual

Table 2.1 Sociological Theory of Misbehavior

5. Sociological Perspective in Analyzing Classroom Misbehavior

Someone does something impossible has no reason, similarity, students who do misbehavior in school. The reason was different. In addition to the affects of the technology, some of the causes of classroom misbehavior due to bad habits in their neighborhood will encourage them to do inappropriate things in school. Thus, wrong association in peer. When they are friends with the wrong person then tendency toward classroom misbehavior can happen.

Student misbehaviors such us disruptive talking, chronic avoidance of work, clowning, interfering with teaching activities, harassing classmates, verbal insults, rudeness to teacher, defiance, and hostility, ranging from infrequent to frequent, mild to severe, is a thorny issue in every day classroom. Teacher usually reported that these disturbing behaviors in the classroom are intolerable and stress-provoking, and they had to spend a great deal of time

and energy to manage classroom¹⁸. Obviously, student misbehaviors retard the smoothness of teaching and also impede the learning of the student and their classmates.

In the literature, different terms have been used to describe problematic behaviors of students. For instance, referred student misconduct to disciplinary in school, and tardiness, vandalism, fighting, stealing and drinking on campus. When there are explicit rules and regulation in school and classroom, violation of these apparently a “misbehavior or misconduct or discipline problem” nevertheless, a particular behavior is viewed as problematic may not necessarily be rule breaking.

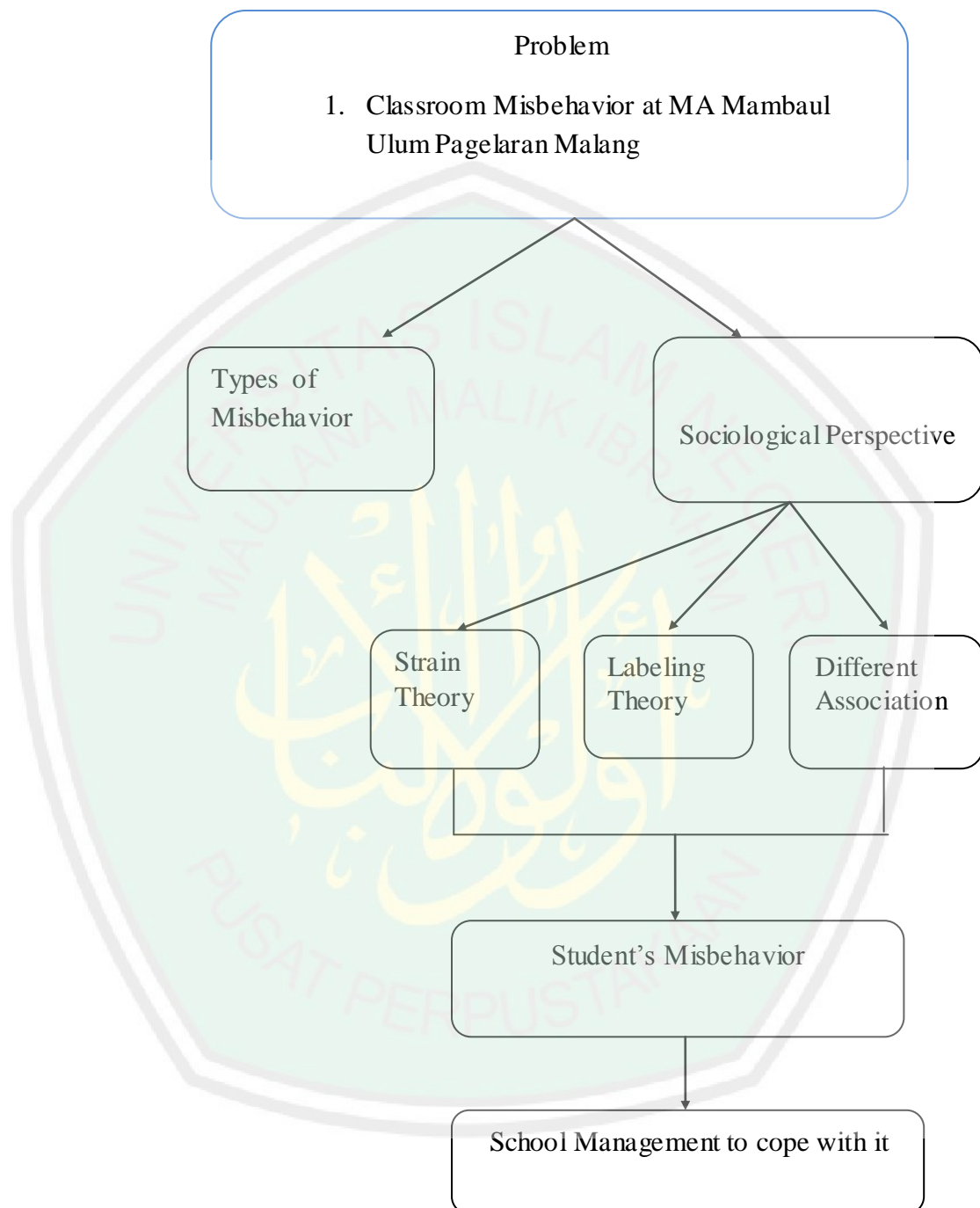
In interactionist perspective, explained there are interactional forces that inevitably intervene between the larger causes they propose and the way deviant behavior take shape. Many people are exposed to the same structural conditions and cultural conflict and pressures that could account for deviance but still resist engaging in deviant behavior. Interactionist theories fill this void by looking more closely at people’s everyday behavior to try to understand why some people engage in deviant and others do not. They look at how people actually encounter specific others and influence of these others. They seek to understand not only “why” deviant occur but also how it happen.

¹⁸ Rachel C. F. Sun and Daniel T. L. Shek. Student Classroom Misbehavior: An Exploratory Study based on Teacher Perceptions. 2012. The Scientific Word Journal. Accessed June, 23, 2018 time 6.46 PM page 1

In sociological perspective, when someone do something misbehave we cannot criminate him directly, as is classroom misbehavior by student. Absolutely, there are reasons to do it.

Classroom misbehavior occurred in SMA Negeri 8 Surakarta clarify that student misbehavior occurred caused have different perceptions of deviant behavior. They regard as “these good” for those who do. Classroom misbehavior by student is caused by internal factor arising from the personality, gender, age and subjective awareness that experience the processes of habituation which resulted in the emergence of a sense of lazy, do not like, feel difficultly on certain things that cause misbehavior while external factors originates from friends, problem in the family and school, coming from the teacher or regulation and also the influence of advanced technology that is very easy to access.

1. Research Roadmap



Picture 2.1 Research Road map

CHAPTER III

METHOD OF RESEARCH

A. The Approach and Type of Research

Before doing the research, a researcher must determine approach and type of research used, because this is the structure of research methodology. The advantage and disadvantage from scientific research determined by approaches used, in this research uses qualitative approach.

Qualitative approach is the problem solving in research uses empirical data. Research is one of media that used with determined procedure.

Research with qualitative approach emphasizes analysis of thinking process inductively is related between relationship in observed phenomenon and always using scientific logic¹⁹.

According Bogdan and Taylor (in Moleong) qualitative research is research procedure that produce descriptive data in descriptive statement or oral words from the person or current situation that examined²⁰. So, in this research do not engage number and the result will be focused on descriptive statement.

Moleong, Lexy J. *Metodologi Penelitian Kualitatif*. 2002. Bandung: Remaja Rosda Karya. page.4

¹⁹ Gunawan, Imam. *Metode Penelitian Kualitatif Teori dan Praktik*. 2013. Jakarta. PT. Bumi Aksara page 80

²⁰ Moleong, Lexy J. *Metodologi Penelitian Kualitatif*. 2002. Bandung: Remaja Rosda Karya. page.4

Research design used by researcher in this research is field research. It is a methodological approach to observe behavior under natural condition and to get data from variety of instrument that is interview, documentation and observation from investigation or research in field directly. While the method is descriptive, it is searching fact with appropriated interpretation. Descriptive research is research method describe the subject and object that will be examined naturally.

B. The Attendance of Researcher

Researcher in qualitative research is as human instrument. In qualitative research, researcher is the key instrument. As a human instrument researcher must able to determine focus of the research, choose informant as a data source, collect the data, appraise quality of data, explain and make conclusion based on finding. According to Sugiyono, researcher in qualitative research is key instrument²¹.

Researcher does interaction with the object directly and indirectly. Researcher as observer inside and outside learning activity related to misbehavior by student that done in school area. Therefore, attendance of researcher is important in this research because without researcher will not going on and will not find out data they need.

C. Site of Research

Location of research in this research is Islamic school institution in Pagelaran-Malang that is MA Mambaul Ulum located in KH. Hasbullah street

²¹ Cepi Safruddin Abd. Jabar, *Human Instrumen dalam Penelitian Kualitatif: sebuah konsep*, *staffnew.uny.ac.id*, accessed December 10,2017 at 15.37 page 2

and be in Islamic boarding school. Choosing that school caused best part of student stay in boarding school, which is place that given intense notice concerning attitude but still breaking the norm.

D. The Sources of Data

Before doing the research, researcher must determine source of data that will be as report substance. Generally, there are two sources of data

a. Primary Data

Primary data is the data that obtained directly from the source either personal or company that process data to research necessities, such as doing directly interview with relevant parties related to research.

Primary data in this research is data acquired directly from the main source that is information from all of member in MA Mambaul Ulum Pagelaran Malang. Researcher having a hunch that key person (member of school) is a person more knowing regarding with research.

b. Secondary Data

Secondary data is supporting data through process collecting and tabulating data in documentation study²². Secondary data is the complement data from primary data. Secondary data obtained with reading, studying, and understanding through other media. The data can be acquired by literature study and

²² Iskandar. *Metode Penelitian Pendidikan dan Sosial*, (Jakarta : Referensi), page 8

documentary study and others related to discussed. Usually secondary data is interview result; field note related to research discussed that gathered from informant. In this research, is supporting data that emanating from book, journal or other information from which relevant in this research such as book note misbehaving behavior ever did by student.

E. Data Collection

According to Nazir, data collecting is systematic procedure and standard to obtain data needed²³. Technique of data collection is a tool or way that used by researcher in collecting data. Usually in qualitative research technique use observing technique such as interview, observation and focused discussion. To collect the data, in this research use various technique

a. Interview

Interview of collecting data involves presentation of oral verbal stimuli and replay in terms of oral verbal responses. Interview is form of communication between two persons involving someone who wants to get information from someone else by asking question based on certain purpose²⁴.

While according to Nazir, interview is a process to get information and purpose of research with question answer while

²³ Moh Nazir, *Metodology Penelitian* (Bogor: Ghalia Indonesia,2005), page 174

²⁴ Dedy Mulyana, *Metode Penelitian Kualitatif (Paradigma baru Ilmu Komunikasi dan Ilmu Sosial Lainnya)*, (Bandung:PT Remaja Rosdakarya, 2004) ,page 180

direct face to face between interviewer and interviewee and informant with using tool named interview guide or nothing²⁵.

While definition interview by Esterberg is a meeting of two persons to exchange information and idea through question and responses, resulting in communication and joint construction of meaning about a particular topic²⁶

Interview is used by researcher to searching valid information and appropriate related to the topic discussed by researcher. In this research, researcher doing face to face interview with Informant until getting expected result. In here, researcher determine informant such as principle, vice principle of student affair, teacher and student about misbehaving behavior in school especially in majoring social sciences in MA Mambaul Ulum.

No	List of Interviewee	Purpose
1.	Vice principle of student affair	To know what kind of misbehaving behavior student did in the school and type of punishment given
2.	Teacher counseling	To know what the solution about misbehaving behavior in school by student
3.	Teacher	To know what kind of misbehaving behavior student did in the school and type of punishment given
4.	Eight students in majoring social	To explore about what kind of misbehaving behavior they ever

²⁵ Ibid. page 193

²⁶ Ibid page 317

	sciences	did in the school and what the reason they do it.
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Table 3.2 List of Interviewee

b. Observation

Observation is one of method to get fact. According to Pauline V. Young observation is systematic and deliberate study through the eye of spontaneous occurrences²⁷. The purpose of observation is to perceive the nature and extent of significant interrelated elements with complex social phenomena culture patterns or human conduct.

So, observation is a research systematically, intentional held with sensory especially eye concerning cases event that occur can be known at the time of the incident²⁸.

In this research, researcher act as observer that is researcher collect the data about misbehaving behavior is done by student in MA Mambaul Ulum

Researcher conducts observation both inside and outside classroom to know what the students do besides follow learning activities. Afterward, researcher will make a note of misbehaving behavior student did.

c. Documentation

²⁷ H.M Burhan Bungin, *Penelitian Kualitatif* (Jakarta: Prenada Media Group, 2007) page 115

²⁸ Bimo Walgito, *Bimbingan + Konseling (study & karier)*, Yogyakarta: Penerbit Andi , page 61

Document is general term or impression often this is physical object that saved by human. This research including analysis photography, film, slide, unwritten sources and so on that is can be classified as document²⁹.

Based on the understanding documentation method is collecting data acquired from variety of note or important archive. In this research researcher need some of document or note as supporting data concerning misbehaving behavior ever done by student in school.

F. Data Analysis

Data analysis is activity and analyzing data in order to create conclusion. Furthermore, data analysis is a process search, arranging obtained data systematically from interview, field note, and other materials so that data easy to be understood and the finding can be informed to other person³⁰.

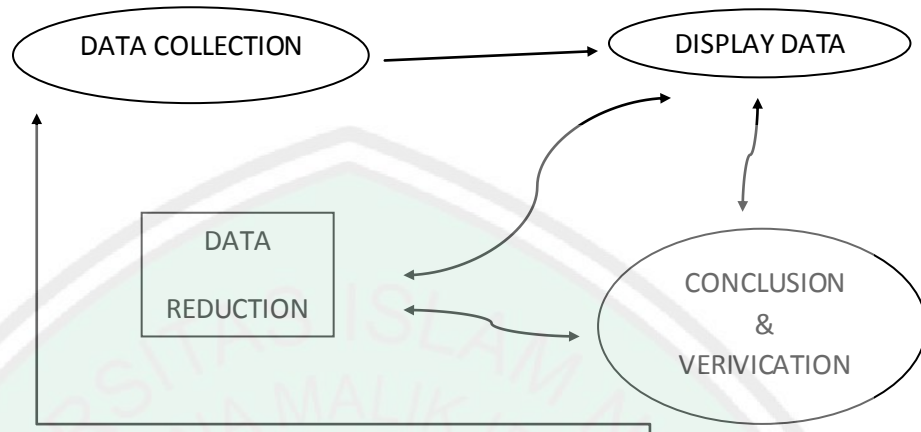
According to Miles and Huberman the qualitative data is grounded, rich in descriptions and able to explain the process. However, because of its existence in the form of words, sentences and paragraphs it is often difficult to distinguish between data and personal impressions³¹. Therefore, for the data that can provide meaning then in analyzing the data must follow the existing procedures. The steps that must be taken in analyzing data that is

²⁹ Judith Bell, *Doing your Research Project (A guide for first time researcher in education, health, and social science)*. Trans. Jaconus Embu Lato . (Jakarta : PT Indeks Kelo mpo Gramedia, 2005) page 154

³⁰ Sugiono, *Metode penelitian Kualitatif and R&D*, (Bandung:Alfabeta,2012) page 244

³¹ Alan Bryman and Robert G.Burgess, *Analyzing Qualitative Data* (London: Roulledge, 1994) page 2

data collection, display data, data reduction as well as conclusion and verification



Picture 3.1 Chart of Data Analysis

1. Data Collection

Data collection is the original data or what data obtained from observation, interview and documentation (data as it is).

2. Data Reduction

The data obtained from the field amount is quite a lot, for that it should be noted and select carefully and detailed. Reducing data means summarizing, selecting the key points, focusing on the things that matter, looking for the patterns and themes and being discarded if not necessary. During the data reduction process, researchers refine the data with data summaries that are deemed unnecessary and irrelevant, encoding, finding the theme, or adding to data that is still lacking and much needed in the research. Reduced data will give a clearer picture, and make it easier for researchers to do further data collection, and look for it when needed.

3. Display Data

After the data is reduced, the next step is displaying data. In qualitative research the presentation of data is done in a brief description, chart, relationship between categories, Flowchart and the like. In this case Miles and Huberman stated: "the most frequent from the display data for qualitative research data in the past has been narrative text"³². In the data display, the researchers arrange data systematically so that the data obtained can explain and answer the problems studied.

4. Data Verification

The next step is to make a withdrawal and verification. The initial conclusions raised are usually temporary and will change if there is no strong evidence to support at a later stage. However, if the conclusions in the early stages have found strong and supportive evidence then the initial conclusion is a credible conclusion.

The expected conclusions in qualitative research are new findings that have not previously existed. Findings can be descriptions or images of an object that was previously still dim or unclear so that once examined becomes clear which can change the causal or interactive relationship, hypothesis or theory.

³² https://www.sagepub.com/sites/default/files/upm-binaries/43144_12.pdf accessed mei,2 2018

Thus, after researcher reduction and display data above classroom misbehavior furthermore is extend conclusion from data displayed at least can answer focus of research that exist.

G. Stage of Research

1. Pre- research

a. Determine object

Researcher interest to do research in MA Mambaul Ulum because ever heard about deviation in that school afterward researcher looking information about MA Mambaul Ulum in various source

b. Arrange research proposal

After doing observation, researcher decides MA Mambaul Ulum as object of research about misbehaving behavior in school. Afterward, arrange research proposal agree with thesis advisor direction.

c. Manage letter permission

Researcher manages permission latter in faculty, gives over to school and then directed by principle in MA Mambaul Ulum

d. Preparation research instrument

1. Determine informant

2. Make draft of interview based on object

3. Determine research schedule

4. Preparing auxiliary apparatus like camera, or recording

2. Research

Researcher follow learning activity in MA Mambaul Ulum and submit all off information obtained from field related to the topic and doing interview with head master, vice-head master of student affair and several students.

3. Final stage of research

Researcher doing data analyze, to checking validity of data with phenomena and documentation to prove obtained data. After analyzing data henceforth make conclusion from result of research.



CHAPTER IV

EXPOSURE DATA AND RESEARCH FINDINGS

A. Exposure Data

1. General Description of MA Mambaul Ulum Pagelaran Malang

Madrasah Aliyah Mambaul Ulum is one unit of YPI Mambaul Ulum which is inseparable, although there is still a division of education area. MA Mambaul Ulum performs its duties independently, under the supervision of Yayasan Pendidikan Islam Mambaul Ulum, during which the Islamic school always holds efforts of development and improvement, both in terms of quality and quantity. Thus, in the academic year 2011-2015 from all participants of the National Exam, have passed 100 %. The above mentioned, is part of the achievement of MA Mambaul Ulum during this time. Although in this Islamic school, the average student input from the less fortunate. The achievement of MA Mambaul Ulum has become an attraction for the surrounding community, as evidenced by the increase of new student admission every year, the students' acceptance ranges from 80-100 men and women.

MA Mambaul Ulum Pagelaran Malang has professional academic staff in mind, has solid management and structural management that is able to move all potential to develop creativity of academic community MA Mambaul Ulum Banjarejo and have the anticipative capability of the future and pro actively welcome the progress of education. An addition MA Mambaul Ulum Pagelaran Malang has leader who is able to

inventory and accommodate all the potential that has become the driving force of all components of Islamic school. Here are the vision and mission of MA Mambaul Ulum Pagelaran Malang

Vision and Mission

Vision

Horrible the reduced Islamic school in assembling Imtak and Science and Technology

Mission

- Instill the education of life to all Islamic school personnel in accordance with the teachings of Ahlusunnah Wal Jamaah
- Creating activities in the Islamic school shows the Islamic Culture
- Innovate curriculum that is able to optimize multiple students' intelligence
- Attempt to achieve increasing academic and non academic achievement
- Make every effort to improve the quality of graduates
- Preparing adequate educational resources development infrastructure
- Conducting scientific activities carried out continuously
- Creating activities that educate students who have independent personalities and patriotism
- Cooperating with the community is established with mutual benefit

- Develop a clean, beautiful and comfortable Islamic school environment that is conducive.

B. Research Finding

After the data required by researcher collected through observation , interviews and documentation, researcher can analyze the results of research with descriptive qualitative techniques, meaning researchers will describe and interpret the data collected so that will obtain a general picture and overall about the truth.

Based on the result of research conducted in MA Mambaul Ulum Pagelaran about classroom misbehavior are:

1. Types of classroom misbehavior among social sciences students at MA Mambaul Ulum Malang

Breaking the rule is one of activity can happen in anytime and anywhere just like in the school. They assemble in a place that comes from different backgrounds. Those from a bad neighborhood will negatively impact the people around them. In MA Mambaul Ulum Pagelaran Malang, there a still misbehavior committed by students.

Breaking the rules is an activity that is most liked by children. Leaving class, smoking and then playing a lot of. The name of school children who meet the same age tend to play games. The activity committing a violation that is often carried out by students is like an exit permit just to buy snacks, usually the children of this Islamic boarding school. The name of student at traditional Muslim school is not lazy, they do not eat, the morning also does not have breakfast, they do not have food. Then being late, if this one usually a group of student, there are a lot of them so they are not afraid, their friends. So when asked why do come late? of course the answer is compact. That again if the village students usually

don't want to use *koplok*, they afraid if called clergy, whereas in this school for male student use *kopyah* is obligatory³³

Based on statement of vice principle of student affair student doing misbehavior in the school tend to influenced by peer moreover they do it together thus, they do not afraid to do misbehavior.

The following data violations ever undertaken by students ranging from January- March

KASUS PELANGGARAN SISWA
MA MAMBAUL ULUM BANJAREJO PAGELARAN MALANG
JANUARI-MARET 2018

HARI/TANGGAL	NAMA SISWA	KELAS	URAIAN KASUS	POIN	KETERANGAN
SELASA 09-01-2018	M. Irfan M	XII A	Terlambat		
	Miftahul M	XII A	Terlambat		
	M. Fuad Arif	XI A	Terlambat		
	M. ali Ridlo	XI A	Terlambat		
	Safaruddin	XI A	Terlambat		
	Cecep	XII A	Terlambat		
	Badrus	XI A	Terlambat		

³³ Kegiatan melanggar peraturan merupakan kegiatan yang paling disukai oleh anak-anak ya. Meninggalkan kelas, merokok, kemudian bermain-main banyaknya. Karena yang namanya anak sekolah yang bertemu dengan usia yang sama cenderung bermain-main. Kegiatan melakukan pelanggaran yang sering dilakukan oleh siswa itu seperti ijin keluar cuma buat beli jajan, biasanya anak pondok ini. Yang namanya anak pondok kan malam laper gak makan, pagi juga gak sarapan kan emang gak ada makanan. Kemudian telat, kalo ini biasanya anak pondok gerombolan, kan banyak jadi mereka gak takut, kan ada temennya. Jadi, pas ditanya kenapa telat? kan jawabannya kompak. Itu lagi kalo anak kampung biasanya gak mau pake *koplok*, takut dibilang alim, padahal disekolah ini untuk siswa laki-laki diwajibkan menggunakan *kopyah*, Interview with Kasiono S.Pd, vice principle of student affair, June, 07, 2018

RABU 10-01-2018	M. Arif	XI A	Tidak memakai dasi		
	Kholili	XI A	Tidak memakai dasi		
	Rizki Teguh	X A	Tidak memakai dasi		
	Ahmadi	X A	Tidak memakai dasi		
	M. Fuad	XI A	Tidak memakai dasi		
	Ridwan	XII A	Tidak memakai dasi		
	Muhaimin	XI A	Tidak memakai dasi		
	Mahrus	XI A	Terlambat		
	M. Ali Ridlo	XI A	Tidak memakai dasi		
	S. Arifin	XI A	Tidak memakai dasi		
	Wahyudi	XII A	Tidak memakai		

			dasi		
	Zidan	X A	Tidak memakai kopyah		
	Safar	X A	Terlambat		
SABTU 13-01-2018	Badrus	XI A	Terlambat		
	Ilham	XI A	Terlambat		
	Teguh	XI A	Terlambat		
	Wahyudi	XII A	Terlambat		
	Irfan	XII A	Terlambat		
	Jibril	XII A	Terlambat		
	Hosen	XI A	Terlambat		
	Nasrul	XII A	Terlambat		

Misbehavior by student in February

HARI/TANGGAL	NAMA SISWA	KELAS	URAIAN KASUS	POIN	KETERANGAN
SELASA 06-02-2018	Gufron	XII A	Keluar saat pelajaran		
	Muhaimin	XI A	Keluar saat pelajaran		
	Farhan	X A	Keluar saat		

			pelajaran		
	M. Kholid	X A	Keluar saat pelajaran		
	Lina Nur Uyun	XII B	Keluar saat pelajaran		
	Basirotul Jannah	XII B	Keluar saat pelajaran		
	S.Arifin	XI A	Keluar saat pelajaran		
RABU 07-02-2018	Hosen	XI A	Terlambat		
	Kholili		Tidak memakai sepatu		
	M. Fuad	XI A	Terlambat		
	Syuhada	XI A	Terlambat		
	Muhaimin	XI A	Pulang		
	Agus Nur	XII A	Pulang		
	Ramdhani	X A	Baju tidak dimasukkan		
	Ali Ridlo	XI A	Tidak memakai kopyah		
	Rohman	X A	Tidak memakai		

			kopyah		
	Saparuddin	XII A	Pulang		
	Basirotul Jannah	XII B	Keluar saat pelajaran		
	Lina Nur Uyun	XII B	Keluar saat pelajaran		
	Ridwan	XII A	Tidak memakai sepatu		
KAMIS 08-02-2018	Hosen	XI A	Terlambat		
	Ahmad Sulton		Terlambat		
	Ahmad Mahmudi		Terlambat		
	Dayat		Jajan saat KBM		
	Ridwan	XII A	Jajan saat KBM		
SENIN 12-10-2018	Nabila Faradiba	XII B	Terlambat		
	Syarifuddin	XII A	Baju tidak dimasukkan		
	Irfan Maulana	XII A	Baju tidak dimasukkan		
	Ja'far Shodiq	XII A	Baju tidak dimasukkan		

	Kudus	XII A	Jajan saat KBM		
	Arif Izuddin	XII A	Keluar saat KBM		
	Hosen	XI A	Terlambat upacara		
	Maulana Malik	XII A	Pulang		
	Jibril	X A	Pulang		
	Syuhada	XI A	Terlambat upacara		
	Badrus	XI A	Pulang		
	Syahrur Romadhon		Pulang		
	Lina Nur Uyun	XII B	Keluar saat KBM		
SELASA 13-02-2018	Lailatul M	X B	Keluar saat KBM		
	Mahrus		Pulang		
	Cecep		Hadir 3-4		
	Badrus	XI A	Pulang		
	Saparuddin		Pulang		
	Hartono		Pulang		
	Syahrur Romadhon		Terlambat		
	M. Arif		Tidak memakai		

			Kopyah		
	Ilham Fauzi		Terlambat		
	Wahid Hasyim		Tidak memakai Dasi		
	Wendi Anugrah		Tidak memakai Dasi		
	Hosen	XI A	Terlambat 4 jam		
	Badrus	XI A	Masuk 7-8		
KAMIS 15-12-2018	Syuhada	XI A	Terlambat		
	Kholili		Keluar saat KBM		
	Qurotul uyun		Memakai baju ketat		
	Lailatul Agraini		Pulang		
	Badrus	XI A	Terlambat		
	Hosen	XI A	Terlambat		
	Saparuddin		Pulang		
SENIN 19-02-2018	Abdulillah Ilham	XI A	Pulang		
	Badrus	XI A	Pulang		
	Hosen	XI A	Pulang		
	Syuhada	XI A	Baju tidak dimasukkan		

	Fatahillah		Terlambat		
	Maulana malik	XII A	Hadir 1-2 dan 5-6		
	Syafiatul Husna		Jajan saat KBM		
	Rizki Farhan		Hadir 3-4		
	Minanur		Pulang		
	Rohman				
	Muhaimin		Alfa jam 3-4		
SELASA 20-02-2018	Kholili		Alfa jam 3-4		
	M. Kholid		Alfa jam 3-4		
	Syuhada	XI A	Alfa jam 3-4		
SELASA 27-02-2018	Fikri Ridho		Pulang Jam 5-6		
	Syarifuddin H		Pulang		
	Arif Izuddin		Pulang		
	Yusuf		Tidak memakai sepatu		
	Wahid Hasyim		Pulang		
	Irfan Maulana		Pulang		
	Ja'far Shodiq		Pulang		
	M. khoirur		Pulang		

	Ridwan		Pulang		
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Misbehavior by student in March

HARI/TANGGAL	NAMA SISWA	KELAS	URAIAN KASUS	POIN	KETERANGAN
SELASA 06-03-2018	A. Fuad		Keluar saat KBM		
	Ali Ridho	XI A	Keluar saat KBM		
	Sumiati		Pulang		
	Nur Azizah		Pulang		
	Khofifah		Pulang		
	Herlianti		Pulang		
	Eva R		Pulang		
	Adinda		Pulang		
	Robiatul		Pulang		

No	URAIAN KASUS	POINT
1	Terlambat masuk kelas atau ke sekolah lebih dari 5 menit	10
2	Tidak memakai sepatu	10
3	Tidak memakai kopyah	10

4	Baju tidak dimasukkan	10
5	Terlambat mengikuti upacara bendera	10
6	Keluar saat pelajaran	20
7	Jajan saat pelajaran ³⁴	20

Table 4.1 Data of Student Misbehavior

Based on data above, the highest level of misbehavior ever committed by student of MA Mambaul Ulum occurred in February. Many students are late and leaving classroom during learning activities. Moreover, there is student whom uses incomplete uniform. Misbehavior committed by students of MA Mambaul Ulum are a minor offense because they do not cause casualties and only have an impact on those who do so even though they have been repeated.

.... Violations that are often committed by students, if female student is in additional to late usually wearing excessive make up. Right now the trend is to use colorful eye liners, some are blue, some are green, what is certain is that eye liner are weird. *Liptin* is now very red when used on lips and it is not suitable when used children who are still in school. Besides, they really like to use short socks. Later then asked the reason surely they answered “already bought miss “even though they were given special socks from this school, why they did this, because they were afraid they were not the same as their friends. Their friend like this, they joined in. if a male student is definitely late. Female and male student both of them are late, especially *anak pondok*. Then the permit came out, told the bathroom, even though it was in the canteen. It’s just like that. It is nothing serious.³⁵

³⁴ Note of Student Misbehavior at MA Mambaul Ulum Pagelaran Malang

³⁵ Pelanggaran yang sering dilakukan kalau anak perempuan itu selain telat biasanya memakai *make up* berlebihan. *Saiki lak usum e gae celak seng warna warni, onok sing ijo biru, pokok celak saiki aneh aneh. Liptin ae saiki lak nang bibir lak ketok abang se.* itu gak cocok sama anak-anak

In MA Mambaul Ulum, using overdressed is forbidden. They use it because they would like their friend. In discipline, between men and women is equal, because based on teacher's statement male and female student come late often particularly student who stay in Islamic boarding school. All this time misbehavior by student is not serious because homeroom teacher can solve it and still acceptable.

"I have come late, because I am *sentry*. You know, don't you? always everything is makes queue. Taking a bath, eating, drinking etc. and also learning *kitab* until caught by daylight but sometime I come back earlier.³⁶"

The same statement was said by Syifaul Kamelia

"being late, as usual on Saturday Sunday Thursday because learning *kitab* until caught by daylight and also wait each other. that is doest not include taking a bath. oh if go to school without my friend is not good³⁷"

Student who stay in Islamic boarding school is often come late because inadequacy in time between *pondok* activity and scool activity and also influences from their friend to breaking the norms.

Previously, we gave direction to each class in rotation which related to discipline and learning motivation. To overcome such problems I was more directed to guidance but we see first, what

yang masih sekolah kayak gini. *Terus iku maneh arek saiki senengane gae kaos kaki endek. Engkok lek dikandani yo ngunu "udah terlanjur beli bu". Padahal teko kene wes diked i. Soale opo, wedi keru karo kancane. Koncone gae ngene melu gae ngene.* Kalo anak laki-laki pastinya telat ya. Anak laki-laki perempuan sama-sama suka telat. Apalagi anak pondok. Kemudian ijin keluar, bilanganya ke kamar mandi, padahal ke kantin. Udah sih kayaknya Cuma itu-itu saja. Gak ada yang serius, Qudsiah S. Pd, home room teacher of XIth Social Sciences Students, July, 16, 2018

³⁶ Telat bu. Saya kan anak pondok. Mandinya antri, kadang ngajinya sampek siang kadang saya pulang istirahat. Interview with student, Syuhada Arifin XI A, July, 16, 2018

³⁷ Ya . telat kak biasanya sabtu minggu kamis. Kan tunggu-tungguan juga. Jadi telat. Dipondok itu ngajinya lama. Belum antri mandinya. Nanti tunggu-tungguan, biar berangkatnya bareng. Kalo berangkat gak bareng grup biasanya itu gimana gitu rasanya.

kind of mistake was intentional or not. If there is a small mistake, the home room teacher handles it. Leaving the class, I consider a small problem, still forgivable. There are a lot of late ones³⁸.

According to the statement by teacher of counseling misbehavior by student still small problem. Their misbehavior is limited to discipline and that can be overcome by giving the guidance or direction.

2. Construction of Students' classroom misbehavior and how the school's management in coping with

Construction of students' classroom misbehavior at MA Mambaul Ulum

In modern era such as now has a lot of impact on learners resulting in the occurrence of behavior. These behaviors occur due to the ease of accessing or operating gadget to open forbidden site the causes of deviant behavior.

Changes in behavior from normal to abnormal that took place with suddenly and drastically are really rare. Changes in a person's behavior can come from internal habits and subjective awareness and external factors such as family, school, peer and media influence. Those who come from different background are gathered and those who belong to the small group will be defeated by a larger number of people so that they are a little more entangled with the bad currents.

³⁸ Sebelumnya kan kita memberikan arahan ke kelas-kelas secara bergilir yang berhubungan dengan disiplin dan motivasi belajar. Untuk mengatasi masalah kayak gitu saya lebih mengarah ke bimbingan. Tetapi, kita lihat dulu, kesalahan seperti apa disengaja atau tidak. Kalau kesalahan kecil kan wali kelas yang nangani. Meninggalkan kelas untuk saya itu saya anggap masalah kecil, masih bisa dimaafkan. Kalo yang telat itu banyak, Interview with teacher of counseling , Aminul Yaqin S,Pd, June, 07, 2018

.... Student discipline between student now and old is different. All of that influence of the internet (technology). Communication or relationships with friends are faster like, wanting to leave the class, they don't have to bother ordering or talking, they only send message (SMS) or WA is finished. So, the possibility of dying from school is big³⁹

When viewed in terms of discipline, current student discipline is different from student discipline first. Their basic reason for classroom behavior is that they are bored with class condition as well as their environment around them that encourages them to classroom misbehavior by one of students.

Leaving class during learning activity, surfeited. The weather is hot. I am uncomfortable⁴⁰

The reason student leaves the class during leaning activity, because they feel bored in the class. One of student from social sciences student also said

So what, I am sleepy, I'm lazy in class. Surfeited. So comeback to Islamic boarding school"⁴¹.

There are differences between male and female student about the reason they do misbehavior.

"I say everything is okay. Yes usually I ask permission to go to bathroom, but I buy snacks, but not just me, a lot. I am hungry not lazy. If I'm lazy is better I can't go in but sometimes⁴²

³⁹ Kedisiplinan siswa dulu sama sekarang gak begitu berbeda. Semua itu karna pengaruh internet (teknologi). Komunikasi atau hubungan dengan teman lebih cepat seperti, mau meninggalkan kelas, mereka tidak perlu repot-repot berpesan atau berbicara, mereka hanya kirim SMS atau WA selesai sudah. Jadi, kemungkinan meninggal kan sekolah itu besar, Interview with teacher, vice principal of student affair Kasiono Sp.d, June, 07, 2018

⁴⁰ Keluar saat pelajaran bu, jenuh dikelas. Panas *sebereng bedeh* apalagi pas di atas itu *addoh tak perna*", Interview with student, Badrus Sholeh, XI A, July, 16, 2018

⁴¹ " Ya mau gimana lagi ya bu. Ngantuk saya bu, males dikelas. Jenuh, Jadi pulang ke pondok", Interview with student, Syuhada Arifin XI A, July, 16, 2018

Based on the statement of one of the above female student, when in feeling lazy to follow the lesson, she prefers not to attend or absent in school. In addition they just do the offense just leave the class for a while to buy snack.

School's Management in coping with

In tackling the student who commits misbehavior in school, MA Mambaul Ulum has applied the scoring System.

.... Measure taken when there is a violation, first, is *SIDAK* (suudenn operation) such as an HP check in every class for each student. Then confiscation, just sanctioned. Usually I record them with a score. If they leave the permit to buy drinks and so on like in the cafeteria or outside the score is given. This scoring category, is being late in the class for more than five minutes, clothes are not include for male students, do not wear kopyah, do not wear shoes, *anak pondok* is often, because in Islamic boarding school is fibrous, yours is mine. Then wear a different veil for female student, being late when following flag ceremony. The heavy category is like stealing, smoking in the school area. That's a heavy category. If until the crime takes place they will be released without scoring. But praise to be God if the crime is never happened before and hopefully it won't happen. For uniforms here, male and female students are different, if the male students clothes must be included, but if female students does not. Usually, if deviate student uses thigh pants. If female student not only short but also tight, usually they immediately tell them to go home, to change the uniform at the school we build them, we teach them to discipline. Yeah, we are legally step by step. Longer by longer they will be chary⁴³

⁴² “ Saya bilang semua gak apa-apa ya. Ya biasanya izin ke kamar mandi tapi diluar beli jajan tapi bukan saya tok, banyak. Laper kak bukan males. Kalo males saya mending gak masuk tapi kadang-kadang , Interview with student, Karimatus Saadah XI B, July, 16, 2018

⁴³ Tindakan yang diambil ketika terjadi pelanggaran, pertama, Sidak (operasi mendadak) seperti pemeriksaan HP di kelas kelas kepada tiap-tiap murid. Kemudian penyitaan, baru diberi sanksi. Biasanya saya mencatat mereka dengan skor. Kalau mereka keluar ijin beli minum dan sebagainya kayak dikantin atau diluar dikasih skor. Kategori penskorannya gini, yang ringan-ringan seperti telat masuk kelas lebih dari lima menit, baju tidak dimasukkan untuk siswa laki-laki, gak pakai kopyah, gak pakai sepatu, anak pondok ini sering, dipondok *lak serawutan seh, milikmu yo milikku*. Kemudian memakai kerudung yang berbeda untuk anak putri, telat saat mengikuti

Pelanggaran Berat	1. Mengambil barang orang lain
	2. Merokok di area madrasah
	3. Terjadi tindakan criminal
Pelanggaran Ringan	1. Terlambat lebih dari 5 menit
	2. Tidak memakai sepatu
	3. Tidak memakai kopyah
	4. Baju tidak dimasukkan (laki-laki)
	5. Terlambat mengikuti upacara bendera
	6. Keluar saat pelajaran
	7. Jajan saat pelajaran ⁴⁴

Table 4.3 Types of misbehavior

For more the regulation in MA Mambaul Ulum below;

CATATAN

TATA TERTIB PELANGGARAN SISWA

MAMU

upacara bendera. Kalau kategori berat itu seperti mengambil barang orang lain, merokok dilingkungan sekitar madrasah. Itu kategori berat. kalo sampe terjadi tindakan kriminal mereka akan dikeluarkan tanpa harus ada penskoran. Tapi alhamdulillah kalo untuk tindakan kriminal disini belum pernah terjadi dan semoga tidak terjadi. Untuk seragam disini kan putra sama putri itu berbeda, kalo putra baju harus dimasukkan tetapi kalo putri tidak. Biasanya *lek arek seng nyeleneh* celananya itu dipensil, kalo yang perempuan bukan pendek saja ya, biasanya anak putri itu suka pake yang ketat, biasanya langsung suruh pulang, tak suruh ganti. Disekolah kan, mereka kita bina, kita ajar belajar disiplin. Ya kita hukumannya *step by step* lama-lama kan mereka jera juga, Interview with teacher, vice principal of student affair Kasiono Sp.d, June, 07, 2018

⁴⁴ Note of Student Misbehavior at MA Mambaul Ulum Pagelaran Malang

NO	Nama Pelanggaran	Poin
1	Keterlambatan	
	Terlambat sekolah > 10 menit	
	a. Terlambat yang pertama kalinya	
	b. Terlambat yang ke2 kalinya	
	c. Terlambat yang ke3 kalinya	
	d. Terlambat > 4 kali	
2.	Kehadiran	
	a. Siswa tidak masuk tanpa keterangan	
	b. Siswa tidak mengikuti pada jam pelajaran tertentu	
	c. Siswa tidak masuk membuat keterangan palsu	
3.	Pakaian	
	a. Memakai seragam tidak sesuai aturan	
	b. Tidak memakai seragam sekolah	
	c. Pakaian tidak dimasukkan kedalam	
4.	Kepribadian	

	a. Berhias berlebihan (lipstick, eye liner, eye shadow)	
	b. Siswa putra memakai gelang, kalung, anting dan bertato (putra-putri)	
	c. Rambut gondrong, model aneh-aneh, disemir warna-warni	
	d. Berkata kotor, mengejek nama orang tua sesama teman	
	e. Membentuk geng/kelompok yang dapat berpengaruh negatif bagi perkembangan, kepribadian dan pendidikan	
	f. Melawan kepek, guru, karyawan dengan ancaman	
	g. Melawan kepek, guru, karyawan dengan pemukulan dan sejenisnya.	
	h. Mencemarkan nama baik kepek, guru, karyawan dan sekolah	
	i. Berada di kantin, perpustakaan, UKS, laboratorium, dan ruang komputer saat KBM berlangsung dikelas tanpa izin	
	j. Memasuki/ menggunakan WC/ kamar mandi lawan jenis	
	k. Tidak melaksanakan tugas piket tanpa izin	
5.	Ketertiban	
	a. Mengotori benda milik sekolah, guru, karyawan, teman atau lingkungan sekolah atau membuang sampah sembarangan	
	b. Merusak atau mengambil barang milik sekolah, guru, karyawan atau teman	

	c. Membawa benda yang tidak ada kaitannya dengan proses belajar kecuali ada izin dari sekolah	
	d. Memakai sandal atau sepatu sandal	
	e. Memakai topi, jaket, switer, rompi di dalam kelas	
	f. Membawa rokok ke sekolah	
	g. Menghisap rokok saat jam pelajaran dan lingkungan	
6.	Pelanggaran Berat	
	a. Asusila (berzina, menghamili, hamil, memperkosa, pertengkaran dsb)	
	b. Kriminal (pencurian, sabu, miras, narkoba dsb)	
	c. Telah menikah (resmi, siri dsb)	

Table 4.4 School Regulation at MA Mambaul Ulum

Disruptive is not merely a naughty behavior of student but it goes beyond the normal the routine disturbance in the classroom. Sometime a single student disturbs the whole classroom so much that neither the student who creates disruption nor the other children sitting beside him/her can learn.

....the average violation committed in every year is the same, because why? One pass one new appears again, like relay. They come from different backgrounds. Delinquency caused by two or three student has made a whole class error. For example, thirty students are serious and then three students who are not serious, wow...messed up, but we may not punish student because of noise in class⁴⁵

⁴⁵ rata-rata pelanggaran yang dilakukan tiap tahun sama, karna apa, satu lulus, muncul lagi satu yang baru. Kayak estafet. Mereka muncul dari berbagai latar belakang yang berbeda. Kenakalan yang ditimbulkan dua sampai dengan tiga anak udah bikin satu kelas error loh. Misal, tiga puluh

Delinquency caused by one person can have a negative impact on other students.

Previously, we gave direction to the classes in rotation which related to discipline and learning motivation. To deal with problems like that, I would rather lead to guidance, but we see first, what kind of mistake was intentional or not. If the it small mistake is the home room teacher who handles it. Yeah, to deal with students it is handled collectively that is there and can handle it. That solution can be found the main of the problem. To deal with problems like this, usually we see it first. If the students who stay in Islamic boarding school or don't. if yes, we will finish it with manager of it. For student who break the rules. the student violates that there is a reason. If we invite them to sharing, in the end they will know that what they did was wrong. If it is serious problem, usually we give a summons to our parents. If the problem is mediocre, sometimes, I ask them to pick up the garbage, but that is rare. Moreover, at the office there is already scoring for students who violate⁴⁶

The measure taken by the school at MA Mambaul Ulum when classroom misbehavior is committed by the student, leads to guidance. The school assume that every students does something especially if it violates the must be a motive. In this case, some students state that the punishment is more directed at male students, as said by Syuhada Arifin, social science student of XI A :

anak serius kemudian ada tiga anak yang gak serius, wah.. kacau, tapi kita gak mungkin juga kan menghukum anak banyak satu kelas gara-gara rame dikelas, Interview with teacher, vice principal of student affair Kasiono Sp.d , June, 07, 2018

⁴⁶ Sebelumnya kan kita memberikan arahan ke kelas-kelas secara bergilir yang behubungan dengan disiplin dan motivasi belajar. Untuk mengatasi masalah kayak gitu saya lebih mengarah ke bimbingan. Tetapi, kita lihat dulu, kesalahan seperti apa disengaja atau tidak. Kalau kesalahan kecil kan wali kelas yang nangani. Ya untuk menangani siswa itu ditangani secara kolektif saja yang ada dan bisa menangani. Solusi itu kan bisa ditemukan ketika selesai sharing dengan mereka. Baru ditemukan akar permasalahannya. Untuk menangani permasalahan seperti ini biasanya kita lihat dulu, dia anak pondok atau bukan. Kalo anak pondok biasanya kita menyelesaikannya dengan pihak pondok. Kalau anak kampung, biasanya kita selesaikan dikantor. Nanti dikantor kita ajak sharing. Kita gak langsung menghukum dengan siswa yang melanggar peraturan. Anak melanggar itu kan ada alasannya. Kalo kita ajak sharing pada akhirnya kan mereka mengetahui bahwa apa yang mereka lakukan itu salah. Kalau sudah masalah serius biasanya kita langsung berikan surat panggilan kepada orang tua. Kalau masalah biasa-biasa saja ya kadang saya suruh nyapu atau mungutin sampah. Tapi itu jarang. Lagipula kan dikantor sudah ada penskoran bagi siswa yang melanggar , Interview with teacher, teacher counseling Aminul Yaqin Sp.d, June, 07, 2018

“I ordered push up twenty times by Gus Fauroq. If being late again, usually added ten, but I just do twenty times”⁴⁷

The same statement was said by Muhammad Fuad :

“Ordered push up 25 times by Gus, sometimes score jump, run around at school yard, many-many punishment. Everyone is scared of Gus”⁴⁸

In coping misbehavior at school only certain teacher who provide physical punishment such us push up, score jump, and etc.

3. sociological analysis on classroom misbehaviors

In view of sociology, all human action does know right or wrong (non-ethical) as well as violations. The act of violation is not always negative and criminal. An action is considered to be in violation when the action does not agree with the rules or norms held by the public.

“... I have never punished. i give guidance alone with advice, usually. Because what is committed by them even though it is repeated over and over is still natural, it's called teenager. So I never punished”⁴⁹

Based on this policy, misbehavior by students is deviation primer, repeated, it is still acceptable and does not cause causalities. There is possibility that some day the person will stop doing deviant behavior.

Someone committing an offense arises for many reasons. As in one of student of MA Mambaul Ulum, Rosa student of eleventh grade who commit a classroom misbehavior by ditching the invited her friend.

⁴⁷ “ Saya disuruh push up 20 kali, sama gus Fauroq. Kalo telat lagi biasanya ditambahi 10. Tapi saya Cuma ngalami yang 20 saja , Interview with student, Syuhada Arifin XI A, July, 16, 2018

⁴⁸“ Disuruh Push up 25 kali sama gus, kadang score jump, lari banyak wes. Kalo sama gus takut semua, Interview with Muhammad Fuad, Student of social Science XI A, July, 16, 2018

⁴⁹“...Saya gak pernah menghukum ya. Saya biasanya ngasih bimbingan saja sama nasehatin. Karena yang dilakukan oleh mereka meskipun dilakukan berulang ulang masih bersifat wajar ya, namanya anak-anak juga. Jadi saya gak pernah menghukum.”, Interview with teacher of counseling , Aminul Yaqin S,Pd, June, 07, 2018

“I have not done the duty yet. So I don't attend in the class because I afraid teacher become angry to me. Usually I stay at *Ma'wat* with my friends. I just join, not alone”⁵⁰

In sociological perspective, Rosa do misbehavior because she invited by her friend. The desire to do this is not pure in her. The desire to commit this misbehavior arises because of friends around her. They are accustomed to breaking the rules when they feel they do not fit the rules. Because of the encouragement of his friend, Rosa did not feel afraid to do misbehavior in the school.

The same statement was said by Syifaul Kamelia :

“..being late sis. Saturday, Sunday thursday, because still reciting holy book and wait each other. So being late”⁵¹

Based on statement, Lia willing to violate the norms or rules in school for the sake of realizing his extend. Lia prefer do misbehavior rather than going to school alone.

“Oversleep, I need cell phone but it's forbidden, I borrow it in order to search material easily. Usually, in the book don't exist”⁵²

From the whole reason students do misbehavior, there is a slight difference between student who stays in Islamic boarding school and student who does not stay in Islamic boarding school. But there are also students who carry cell phone although he is staying in it furtively as revealed by one of social sciences students:

⁵⁰ “... Saya belum mengerjakan tugas kak. Ya saya gak masuk takut dimarahi. Biasanya diem di pondok *ma'wat* sama temen-temen. Saya ikut ikutan kak, gak sendirian”, Interview with Rosa, Student of social Science XI B, July, 16, 2018

⁵¹ “..telat kak biasanya sabtu minggu kams. Kan tunggu-tungguan juga. Jadi telat Interview with Syifaul Kamelia, Student of social Science XI B, July, 16, 2018

⁵² “ Kesiangan, saya butuh HP tapi gak dibolehin kan biar gampang saya nyari materi materi. Enakan pake HP. Biasanya loh di buku gak ada”, Rosa, Student of social Science XI B, July, 16, 2018

“I don’t care the way, my hometown is so far away in Boerneo. If there is no handphone, how to communicate with my family?. Like I want to ask some money, if I borrow to my friend indefinite borrowed⁵³”

In doing misbehavior students has a motives. Another reason revealed by

Fuad :

“ I am *santri*, in islamic boarding school i become messenger. So, i often come late because nobody person who willing cook in the house⁵⁴”

Schedul in the boarding school makes him inadequate time, thus he often come late to school.

“ I have never been sentenced, just recorded it, but I never been able to enter the class with Mr. Imam. The problem is when the teacher enters, me come out. Then when I was together with my friends, they coded me, I didn’t, know that. then the teacher asked” where are you?” “I come from third class, whatching movie” “get out “because he said like that so I came out⁵⁵

Karimah, prefer leaving classroom than following learning activity because she regard as trifling the teacher subject.

“ usually only just recorded, but when I did not do the assignment I was punished. have to write lafadz allohu akbar a thousand times, but it doesn’t seem like it’s been told to stop. Usually ger two sheets, “already ... don’t reapeit it again”, usually like that⁵⁶”

⁵³ *Carane tah*, kan bisa aja bu, rumah saya jauh di Kalimantan, kalau gak ada HP gimana yang mau ngubungi kesana. Kalau minta kiriman itu bu. Pinjam sama teman tak tentu dikasih Interview with Yadi, Student of social Science XI A, July, 16, 2018

⁵⁴ Saya anak pondok bu. *Kan aku dipondok iku kawulo*. Tukang masak gitu lo bu jadi sering telat. Soalnya gak ada yang mau disuruh masak Interview with M. Fuad, Student of social Science XI A, July, 16, 2018

⁵⁵ “Saya ga pernah dihukum Cuma dicatat saja. Tapi saya pernah gak boleh masuk kelas sama pak Imam. Soalnya pas guru masuk saya keluar. Kemudian pas saya balek sama anak-anak saya dikodein, saya kan gak tau ya. Kemudian sama pak imam ditanyain “dari mana kamu ?” “dari kelas tiga pak liat film” “Keluar” digituin ya saya keluar”. Interview with Karimah, Student of social Science XI B, July, 16, 2018

⁵⁶ Biasanya cuma dicatat saja, tapi waktu saya tidak mengerjakan tugas saya dihukum. Suruh nulis lafadz *allohu akbar* seribu kali. Tapi biasanya gak nyampek selesai udah di suruh berhenti. Biasanya dapet dua lembar gitu “udah-udah.. jangan di ulangi lagi ya “, biasanya gitu. Interview with Rosa, Student of social Science XI B, July, 16, 2018

Teacher said that student do misbehavior in the school because they following and copying their friend because they want to show that part of them.

“ ...at present, student likes to wear short sock. when we talk out of they said “ I already bought miss “ they like it to look the same as their friends⁵⁷



⁵⁷ *Terus iku maneh arek saiki senengane gae kaos kaki endek. Engkok lek dikandani yo ngunu “ udah terlanjur beli bu”. Padahal teko kene wes dikek i. Soale opo, wedi keru karo kancane. Koncone gae ngene melu gae ngene* Interview with teacher, hoo m room teacher Qudsiah Sp.d, June, 07, 2018

CHAPTER V

DISCUSSION

In this chapter the researcher will explain and discuss the result of the research obtained in the field. In accordance with the analytical techniques and research methods that the researcher put forward in chapter III, namely, that the researcher uses descriptive qualitative analysis techniques to explain all the findings that have been presented by the researcher in chapter IV, both in the form of observations, interviews and documentation studies. The discussion is also based on the focus of the problem that researchers have explained.

A. Types of classroom misbehavior among social sciences students at MA Mambaul Ulum Pagelaran Malang

Classroom misbehavior is any action that through intent or thoughtlessness, interferes with teaching or learning, threatens or intimidates others or oversteps society's standards of moral, ethical, or legal behavior. It can be categorized into four types, aggression, breaking the rules, confrontation, and disengagement.

Breaking the norm is an act done by students contrary to the rules of school discipline which can lead to the loss of all parties, namely the students themselves, teachers, parents, and surrounding community. Misbehavior by student begins from breaking the rule in the school. Usually, students misbehavior at school, including truancy, come late, leaving class during learning activity, not using school attributes, and etc.

Misbehavior mostly committed by social sciences student di MA Mambaul Ulum Pagelaran Malang

1. Being Late

Coming to school punctually is a must for student. But there is student still come late come to school. They do this for several of reason. Ranging from the simplest reasons, namely that life in Islamic boarding schools all have to make queue in line, wake up late and others.

2. Leaving the Classroom During Learning Activity

In MA Mambaul Ulum Pagelaran Malang, students leave the classroom during learning process as is usually conducted by students. The reason they left during learning activities because the uncomfortable classroom atmosphere. The student revealed that the temperature in the hot classroom made them feel uncomfortable and felt bored in the class. Then leave the class for reasons of hunger. Besides this, boring teacher can also make the classroom atmosphere boring. The reasons expressed by male and female student are slightly different but in essence they remain the same, i.e they feel bored in the class. Saturation in class can be caused by few things including classmate that is noisy, hungry, uncomfortable room, subject study and boring teacher.

3. Wearing an Inappropriate Uniform

It is natural for student to come to school using a uniform that is in accordance with the rules set by the school. In MA Mambaul Ulum Pagelaran Malang, using uniforms agree with the regulations by putting clothes in pants and wearing *kopyah* for male students then using the appropriate uniforms without putting on clothes and wearing veil for female students is that have to be done by students. Not a few students come to school using uniforms that are inappropriate such as not using *kopyah* for reasons of being old-fashioned while female students use tight uniforms so that seem fashionable and use socks that are too short.

4. Putting Excessive Make Up

Putting excessive make up it does not agree with teenagers in school and it is forbidden, because they came to school to study, nothing for playing games.

Type of misbehavior is divided by two, primary and secondary misbehavior. Primary misbehavior is a violation of norms that does not result in any long-term effects on the individual's self-image or interaction with others. While secondary misbehavior occur when a person's self-concept and behavior begin to change after his or her actions are labeled as deviant by members of society. So based on statement, being late and leaving classroom is included primary misbehavior, because in the long term they will try to obidien with the rules and change that bad behavior.

Wearing inappropriate uniform and putting excessive make up are included secondary misbehavior because they will carry out misbehavior and not stop doing the misbehavior before the school community says that this is a deviant behavior. They will stop when they feel the deterrent effect of what they have done. Deterrent effects can result from giving ridicule, punishment and others

B. Construction of students' classroom misbehavior and school's management in coping with

Construction of students' classroom misbehavior at MA Mambaul Ulum

The school accommodates students with different background and potential so that it will affect student's obedience to the rule of the order. Therefore, it is not surprising that are not able to adjust to the rule of procedure causing students to commit misbehavior. The background factors for the emergence of misbehavior can come from internal such as habits and subjective awareness and external factors such as family, school and friends. Behavior of students who breaking the rules with various action that there are not appropriate then the teacher must be assertive who commit these violation.

1. Biological Theory (Being late and leaving the classroom)

Student of the muscular type may be drawn toward misbehavior activities because these offer opportunities for the physical display of violation. They just only show that some individual might be inclined toward irritability and aggressiveness and this could

be reflected in crime physical assault on others. Student commits misbehavior, naturally not from inner but from life environment, they live in environment that rather takes lightly the rule in a school. They give priority in Islamic boarding school because they stay in there and also peer that often come late or leave the class in order to they has initiative to do it and commit same misbehavior with they friend. Biological factor will influences when combined with certain social factor such as one's home environment could lead to social situations involving misbehavior in school.

2. Psychological Theory (Wearing in appropriate uniform and putting excessive make up)

Wearing in appropriate uniform and putting excessive make up is included psychogenic theories because they do misbehavior; they want to gain attention from other so that seem same, thus they invited learn it from their surrounding like a peer, environment or mass media in order to they can do the same.

3. Sociogenic Theory and Subcultural Theory

Misbehavior conducted by student very clearly avoked by the bad surrounding nothing from inner, because they life in bad environment then they copying that behavior. In this case student who often comes late because he lives among people who have bad personality that is always come late to school. They usual break the norm so he invited to do the same. Afterwards wearing inappropriate

make up and putting excessive make up arise because they want gain attention and to get a social status like “I am popular” and etc.

While, based on Rudolf theory someone do misbehavior has a few reason.

1. Being Late

Student come late, because they stay in Islamic boarding school and live with full of make queue. They cannot manage the time between in Islamic boarding school and school so they often come late to school. So, its can involve misbehavior caused by attitude of inadequacy.

2. Leaving the Classroom

Student leaving the classroom during learning activity, because they feel hungry and bored in it, they want make a difference sense or here I am, moreover they come out from class. Thus, they do misbehavior because they want to achieve power.

3. Wearing Inappropriate Uniform and Putting Excessive Make-Up

Wearing inappropriate uniform and putting excessive make-up at the school is forbidden because it is included violence. They still do it although in a school area because they just go with the stream and want to show “this is trend”. They do it to gain attention

School’s Management in coping with

MA Mambaul Ulum set up some sorts of rules and measures at the commencement of the academic year. They also try to be abiding in implementation those rules and measures. At MA Mambaul Ulum Pagelaran Malang bringing a cell phone is prohibited, therefore the main

action taken to cope with a classroom misbehavior conducted by social sciences student at MA Mambaul Ulum Pagelaran Malang is to conduct inspections such as confiscation of items that are prohibited from being used at school such as cell phone, cosmetics etc. the action was taken to narrow the space for students to meet with friends who were uneducated and also to narrow the child to the influence of cyberspace.

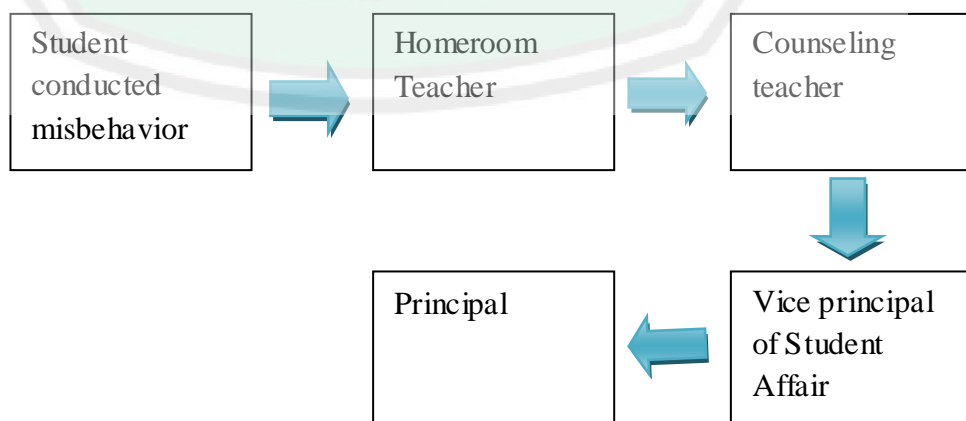
Beside this, MA Mambaul Ulum Pagelaran Malang also implemented a scoring system. The scores are given vary based on the violations committed. Violations can be categorized into two, namely serious and minor violation. Minor valuation namely score 1-20 is given to students who come late to school, do not wear clothes neatly and appropriately, do not wear shoes, do not wear kopyah and are late when attending flag ceremonies. While, serious violation is taking other people's property, smoking in school area and criminal acts.

In MA Mambaul Ulum Pagelaran Malang, there is a difference between students who stay in Islamic boarding school and students from outside the school environment, especially in terms of solving their problems. If the violator is student who stays in islamic boarding school, the school will solve the problem with the cottage, whereas if the violator of the regulation is a students who stays in outside school area, than it must be solved at the office. However, in overcoming the problem the

school always involves the management of it if the offender is student who stays in Islamic boarding school.

Regarding delinquency committed by students is quite difficult to overcome in MA Mambaul Ulum Pagelaran Malang because the percentage of violations committed by students is the same in each year. this is due to the emergence of naughty student in school like a relay, when someone has disappeared, appears the next generation. This will happen next. It is undeniable that the presence of a trouble maker definitely has a negative impact on school as the chaos in the classroom is caused by a student.

In coping classroom misbehavior in MA Mambaul Ulum Pagelaran Malang, the school is more directed toward giving guidance to students such as providing guidance to student regarding discipline and learning motivation. In the event of teacher's misbehavior, it will find out why they are doing this by inviting them to share in the office, because in giving the punishment it must be in accordance with the problem they have done. For more details, see the scheme below:



Picture 5.1 Handling Student Steps

Based on the scheme, when there are students who do misbehavior, the first handling is conducted by the homeroom teacher. If the problem has not been resolved, then the next step the student who violates will be handled by counseling teacher. When this is still not resolved, the next step is carried out by the vice president of student affair, if the problem cannot be solved at this stages, the last step taken by the school is to involve the principal. The punishment is given to students with the aim to provide a deterrent affect step by step, first reprimand, then punishment and summons to parents. The provision of punishment in the form of physical punishment such us push up, score jump, and etc in only carried out by certain teacher.

C. Sociological analysis on classroom misbehaviors

School is a place where children go to be educated. School as social institution certainly has rules that must be adhered to by all school citizens in order to realize social order so that the goals of education can be achieved. Meeting students with different background and potential will influence students' obedience to the rules of the order. Therefore, it is not surprising that there are students who are not able to adjust to the rules of conduct causing students to deviate.

In sociological view, although the word “deviance” (misbehavior) has a negative connotation in everyday language, sociologist recognized that deviance is not necessarily bad. Different meanings about an action by them are things that underlie the behavior they show. Another reason

students commit violations in school is to show a sense of solidarity with friends or a group members. They want to show that he is part of the group

Based on research finding of few student had ever conducted misbehavior in the school, there are several factor which caused do misbehavior in the school. Here is detail explanation:

1. Badrus Sholeh (XI A), being late and leaving the classroom during learning activity. He does misbehavior because he feels uncomfortable in the class and he cannot enjoy because the atmosphere is hot.
2. Syuhada Arifin (XI A), being late and leaving school before the time. He does misbehavior because he feels surfeited in the classroom therefore he get sleepy. He feels better if he go to home early.
3. Karimatus Saadah (XI B), being late leaving the classroom during learning activity. She does misbehavior because she feels hungry and she leaves class to buy some snack.
4. Rosa Amalia Ramdhani (XI B), being late because oversleeps, bringing cell phone and absent without leave because she does not do homework. She does misbehavior because she needs it to make easier in learning activity.
5. Yadi (XI A), being late and bringing cell phone. He does misbehavior because he needs cell phone to communicate with his family so that easier because he far away with his family.

6. Syifaul Kamelia (XI B), being late. She does misbehavior because if she waits her friend to go to school in order to leaving boarding school together. She will feel uncomfortable if go to school alone.
7. Ulfi Fauziatul M (XI B), bringing cell phone. She does misbehavior because bringing cell phone make her easy to communicate with her family

Students who breaking the rules above is mostly are student who stay at Islamic boarding school. There are in an environment where the majority is accustomed to primary violation at school. *Anak pondok* are identical with being late and go home before the time. Misbehavior by students is primary deviation, repeated, it is still acceptable and does not cause causalities. There is possibility that some day the person will stop doing deviant behavior. They do misbehavior because they invited by them friend. The desire to do this is not pure in them. The desire to commit this misbehavior arises because of friends around them. They want to prove their solidarity but the way is wrong.

CHAPTER VI

CONCLUSION

A. Conclusion

Having discusses about misbehavior conducted by social science student in MA Mambaul Ulum, this chapter will delineate the conclusive findings of this research as follow:

1. Types of classroom misbehavior among social sciences students at MA Mambaul Ulum Pagelaran Malang

Types of classroom misbehavior conducted by student at MA Mambaul Ulum Pagelaran Malang are primary misbehavior and secondary misbehavior. Primary misbehavior such as being late and leaving class during learning activity while secondary misbehavior such as wearing inappropriate uniforms and putting excessive make-up.

2. Student's construct classroom misbehavior and how the school's management cope with it

Student's construct classroom misbehavior at MA Mambaul Ulum Pagelaran Malang

The basic thing that makes them conduct misbehavior is to gain attention, to achieve power and attitude of adequacy. Beside it, biological factor that combining with certain social factor such as one's home environment, social structure, social role, social status, group pressure etc. could lead student committed misbehavior in the school

School's Management to cope Classroom Misbehavior at MA Mambaul Ulum.

MA Mambaul Ulum in copes classroom misbehavior is conduct inspections such as confiscation of items that are prohibited from being used at school such as cell phone; cosmetics etc. solving the problem by teacher to student committed step by step, start from home room teacher- counseling teacher- vice principal of student affair and the last is principal. Giving punishment only certain teacher who provide physical punishment

3. Sociological analysis on classroom misbehaviors

Misbehavior conducted by social sciences student at MA Mambaul Ulum is caused by around them. They conducted misbehavior because, peer who has negative habit will give influence their behavior that is to show their solidarity, to the sake of realizing his extend. it it agree with different assosiation view.

B. Suggestion

School as a place to carry out the process of teaching and learning activities and to help students to be able to develop their potential. In implementing the learning process, students must be able to learn to accept and obey a set of rules in school. To get obedient and orderly students, all the schools together obey the rules well. a teacher must be able to carry out his responsibilities not only teach subjects to students but also be able to guide students' behavior in accordance with the rules in the school. To

overcome this problem the school needs to take action. An action that needs to be done is to do social control by the teacher. Social control is useful for preventing violations committed by students and invites and directs to behave in accordance with school regulations. The existence of social control is expected to be able to direct students in accordance with the rules of order and no longer violate the rules in the school.



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APPENDIX



APPENDIX 1

INTERVIEW RESULT

Interview result with Vice Principle of Student Affair, Kasiono, June 07, 2018

1. *Bagaimana cara penyusunan tata tertib (peraturan) disekolah ini?*

Cara penyusunan tata tertib disekolah ini pertama saya merancang nya sendiri. Untuk pertama semuanya itu dari saya kemudian setelah saya sudah selesai, kami rapatkan bersama para wakil, namanya RATAS (rapat terbatas) karena hanya dihadiri oleh para wakil, pengurus yayasan dan guru BP agar apa? Kan yang tau karakter siswa sebagian besar kan guru BP. Nanti kita lihat, cocok tidaknya dengan siswa disini. Untuk perancangan peraturan disini kita menerima usulan dari siapapun. Biasanya dalam hal seperti ini melibatkan orang tua *nduk*. Disini sudah melibatkan orang tua, tapi tidak sepenuhnya, mungkin sekitar 30 %. Jadi ketika pertemuan wali murid kita sosialisasikan kepada wali murid kemudian barang kali ada usulan dari mereka kemudian cocok, kita akan masukkan saran tersebut.

2. *Kapan peraturan ini disosialisasikan kepada siswa?*

Peraturan disosialisasikan ya itu pada awal ajaran baru. Kan awal masuk itu ada MOS. Kita sosialisasikan pada saat itu. Itu bagi siswa yang baru masuk sini. Kalau siswa yang sudah lama, tiap bulan biasanya kita mengadakan sosialisasi sambil mengevaluasi pelanggaran yang telah mereka lakukan.

3. *Adakah siswa yang melanggar?*

Ya ada *toh*, manusia itu gak ada yang sempurna. Kedisiplinan siswa dulu sama sekarang gak begitu berbeda. Semua itu karna pengaruh internet (teknologi). Komunikasi atau hubungan dengan teman lebih cepat seperti, mau meninggalkan kelas, mereka tidak perlu repot-repot berpesan atau berbicara, mereka hanya kirim SMS atau WA selesai sudah. Jadi, kemungkinan meninggal kan sekolah itu besar. Oleh sebab

itu, disini kita melarang membawa HP dengan tujuan untuk mempersempit ruang gerak siswa untuk bertemu dengan teman yang tidak sependidikan. Kemudian, untuk mempersempit anak terhadap pengaruh dunia maya.

4. *Pelanggaran apa yang sering dilakukan oleh siswa?*

Kegiatan melanggar peraturan merupakan kegiatan yang paling disukai oleh anak-anak. Meninggalkan kelas, merokok, kemudian bermain-main banyaknya. Karena yang namanya anak sekolah yang bertemu dengan usia yang sama cenderung bermain-main. Kegiatan melakukan pelanggaran yang sering dilakukan oleh siswa itu seperti ijin keluar cuma buat beli jajan, biasanya anak pondok ini. Yang namanya anak pondok kan malem laper gak makan, pagi juga gak sarapan kan emang gak ada makanan. Kemudian telat, kalo ini biasanya anak pondok gerombolan, kan banyak jadi mereka gak takut, kan ada temennya. Jadi, pas ditanya kenapa telat? kan jawabannya kompak. Itu lagi kalo anak kampung biasanya gak mau pake *koplok*, takut dibilang alim, padahal disekolah ini untuk siswa laki-laki diwajibkan menggunakan kopyah. *Onok maneh seng di ilok i telatan bek kancane, biasane yo arek pondok sisan. Engkok maleh melu-melu telat, padahal asline yo ora*, kalau rajin sendiri nanti dibilang anak paling rajin *sak pondok, soale yo iku akeh bareng yo kalah tah*. Biasanya anak-anak sering keluar kelas itu salah satunya, mereka jenuh dikelas. Entah pembelajarannya atau gurunya dan lain-lain.

5. *Tindakan apa yang dilakukan pihak sekolah kepada siswa yang melanggar?*

Tindakan yang diambil ketika terjadi pelanggaran, pertama, Sidak (operasi mendadak) seperti pemeriksaan HP di kelas kelas kepada tiap-tiap murid. Kemudian penyitaan, baru diberi sanksi. Biasanya saya mencatat mereka dengan skor. Kalau mereka keluar ijin beli minum dan sebagainya kayak dikantin atau diluar dikasih skor. Kategori penskorannya gini, yang ringan-ringan seperti telat masuk kelas lebih

dari lima menit, baju tidak dimasukkan untuk siswa laki-laki, gak pakai kopyah, gak pakai sepatu, anak pondok ini sering, dipondok *lak serawutan seh, milikmu yo milikku*. Kemudian memakai kerudung yang berbeda untuk anak putri, telat saat mengikuti upacara bendera. Kalau kategori berat itu seperti mengambil barang orang lain, merokok dilingkungan sekitar madrasah. Itu kategori berat. kalo sampe terjadi tindakan kriminal mereka akan dikeluarkan tanpa harus ada penskoran. Tapi alhamdulillah kalo untuk tindakan kriminal disini belum pernah terjadi dan semoga tidak terjadi. Untuk seragam disini kan putra sama putri itu berbeda, kalo putra baju harus dimasukkan tetapi kalo putri tidak. Biasanya *lek arek seng nyeleneh* celananya itu dipensil, kalo yang perempuan bukan pendek saja ya, biasanya anak putri itu suka pake yang ketat, biasanya langsung suruh pulang, tak suruh ganti. Disekolah kan, mereka kita bina, kita ajar belajar disiplin. Ya kita hukumnya *step by step* lama-lama kan mereka jera juga

6. *Step by step seperti apa pak ?*

Kalau ada anak melanggar kan gak mungkin kita langsung hukum kan, yang pasti kita kasih tegoran dulu kalo gak mempan baru dihukum. Yang paling parah itu ya kita kasih surat panggilan kepada orang tua.

7. *Bagaimana yang dilakukan ketika pelanggaran dilakukan oleh anak pondok ?*

Kalau yang melanggar itu anak pondok biasanya kita lakukan dengan pihak pondok seperti pengurus, ustadz-ustadznya dan seterusnya. Kayak gini kan dilakukan kalo pelanggarannya sudah parah. Tapi yang sering kita lakukan kita panggil anaknya ke kantor kemudian diselesaikan dikantor.

8. *Apakah tata tertib (peraturan) di sekolah ini sudah berjalan maksimal dalam mendisipinkan siswa?*

Begini ya, tatanan ini perlu diperbarui agar mempersempit ruang gerak anak dalam melakukan pelanggaran. Rata-rata pelanggaran yang dilakukan tiap tahun sama, karna apa, satu lulus, muncul lagi satu yang

baru. Kayak estafet. Mereka muncul dari berbagai latar belakang yang berbeda. Kenakalan yang ditimbulkan 2 sampai dengan 3 anak udah bikin satu kelas error loh. Misal, 30 anak serius kemudian ada 3 anak yang gak serius, wah.. kacau, tapi kita gak mungkin juga kan menghukum anak banyak satu kelas gara-gara rame dikelas. Namanya juga anak-anak. Oleh karena itu evaluasi untuk tahun ini memang kurang maksimal, karna kasus yang seharusnya tidak sampai ditangan kepala sekolah tetapi ditangani kepala sekolah. Mengatasi siswa yang bermasalah kan ada aturannya, ada tata kramanya. Pertama itu wali kelas kemudian BK kemudian Wakasis baru Kepala Sekolah. Kalo pelanggaran kayak telat biasanya guru siapa aja yang melihat nanti dilaporkan kepada wali kelas. Siswa yang melakukan pelanggaran, pelanggaran apa saja orang yang pertama menangani ya wali kelas, selesai ditangan wali kelas maka tidak sampai ke tangan BK dan seterusnya. Tetapi, kalau ditangan wali kelas belum bisa ditangani baru BK bertindak, biasanya dikasih surat pernyataan yang ditandatangani oleh wali kelas baru ke BK dan seterusnya. Jadi evaluasi untuk tahun ini kurang rapi, karna yang menangani guru siapa saja yang ada saat itu.

Interview with Teacher Counseling, Aminul Yaqin S Pd, June 07, 2018

1. *Pernahkah terjadi pelanggaran ?*

Iyalah. Namanya juga anak-anak. Apalagi anak SMA, gampang sekali ikut teman-temannya.

2. *Pelanggaran apa yang sering dilakukan oleh siswa?*

Pelanggarang yang sering dilakukan oleh siswa itu pastinya telat, sering sekali dilakukan. Biasanya ya itu anak pondok putra. Kalau putri ada tapi sedikit, tapi kalo putra kan gerombolan. Jadi mereka tidak takut. Kan nanti kalau ditanya pasti jawabannya sama, kompak mereka. Biasanya ada yang bilang ngaji sampe siang ada yang bilang antri mandi. Kemudian meninggalkan kelas karna bosan dengan gurunya.

3. *Bagaimana cara anda menangani siswa yang melanggar?*

Sebelumnya kan kita memberikan arahan ke kelas-kelas secara bergilir yang berhubungan dengan disiplin dan motivasi belajar. Untuk mengatasi masalah kayak gitu saya lebih mengarah ke bimbingan. Tetapi, kita lihat dulu, kesalahan seperti apa disengaja atau tidak. Kalau kesalahan kecil kan wali kelas yang nangani. Ya untuk menangani siswa itu ditangani secara kolektif saja yang ada dan bisa menangani. Solusi itu kan bisa ditemukan ketika selesai sharing dengan mereka. Baru ditemukan akar permasalahannya. Meninggalkan kelas untuk saya itu saya anggap masalah kecil, masih bisa dimaafkan. Kalo yang telat itu banyak. Terutama anak pondok, yang putra ini. Anak-anak itu hafal kapan guru ini ada kapan guru ini tidak ada. Kadang ada yang menunggu sampai guru itu keluar setelah jam mereka. Kalau semacam itu berarti mereka kan bosan dengan gurunya. Bisa jadi anak itu sering dimarahai atau gurunya membosankan. Untuk menangani permasalahan seperti ini biasanya kita lihat dulu, dia anak pondok atau bukan. Kalo anak pondok biasanya kita menyelesaikannya dengan pihak pondok. Kalau anak kampung, biasanya kita selesaikan dikantor. Nanti dikantor kita ajak sharing. Kita gak langsung menghukum dengan siswa yang melanggar peraturan. Anak melanggar itu kan ada alasannya. Kalo kita ajak sharing pada akhirnya kan mereka mengetahui bahwa apa yang mereka lakukan itu salah. Kalau sudah masalah serius biasanya kita langsung berikan surat panggilan kepada orang tua. Kalau masalah biasa-biasa saja ya kadang saya suruh nyapu atau mungutin sampah. Tapi itu jarang. Lagipula kan dikantor sudah ada penskoran bagi siswa yang melanggar.

4. *Apakah tata tertib (peraturan) di sekolah ini sudah berjalan maksimal dalam mendisiplinkan siswa?*

Gimana ya, mau dibilang maksimal sepertinya masih kurang efektif karna apa? Ada ketimpangan, karna kurang maksimalnya penanganan. Masalah kecil tidak terakumulasi satu-satu yang tidak bermuara ke BK. Kemudian kurangnya bantuan dari pihak lain. Penanganan masalah yang ditangani itu

kurang rapi, yang menangani itu guru yang ada saat itu. Seharusnya kan wali kelas dulu. Wali kelas itu harus *standby* di sini. Ini menurut saya perlu dievaluasi tahun ini

Interview result with Qudsiah S Pdi, Homeroom Teacher, 14th July 2018

1. *Sebagai wali kelas, bagaimana cara anda dalam menertibkan kelas?*

Sebagai wali kelas ya saya kasih bimbingan kepada mereka mengenai apa saja yang tidak boleh dilakukan disini. Dalam hal ini kan disekolah ya. Dirumah sama disekolah kan beda *nduk*. Kayak gini, kalo disini kan ndak boleh main HP. Kalo dirumah ya boleh boleh saja, seperti itu

2. *Pernahkah terjadi pelanggaran yang dilakukan oleh siswa dikelas?*

Ya pasti ada. Namanya anak-anak. Yang namanya nakal sekarang itu ada 2, ada yang nakal diluar ada nakal di dalam. Mereka tanpa harus keluar rumah itu bisa nakal. *Hp iku seng garai*

3. *Pelanggaran apa yang sering siswa lakukan ?*

pelanggaran yang sering dilakukan kalau anak perempuan itu selain telat biasanya memakai *make up* berlebihan. *Saiki lak usum e gae celak seng warna warni, onok sing ijo biru, pokok celak saiki aneh aneh. Liptin ae saiki lak nang bibir lak ketok abang se.* itu gak cocok sama anak-anak yang masih sekolah kayak gini. *Terus iku maneh arek saiki senengane gae kaos kaki endek. Engkok lek dikandani yo ngunu* “ udah terlanjur beli bu”. *Padahal teko kene wes dikek i. Soale opo, wedi keru karo kancane. Koncone gae ngene melu gae ngene.* Kalo anak laki-laki pastinya telat ya. Anak laki-laki perempuan sama-sama suka telat. Apalagi anak pondok. Kemudian ijin keluar, bilangny ke kamar mandi, padahal ke kantin. Udah sih kayaknya Cuma itu-itu saja. Gak ada yang serius.

4. *Apa yang anda lakukan jika terjadi pelanggaran yang dilakukan oleh siswa?*

Saya gak pernah menghukum ya. Saya biasanya ngasih bimbingan saja sama nasehatin. Karena yang dilakukan oleh mereka meskipun dilakukan berulang ulang masih bersifat wajar ya, namanya anak-anak juga. Jadi saya gak pernah menghukum. Kalo anak perempuan yang melanggar kayak make up tadi ya *tak kon raop, lek gak ngunu diusapi karo krudunge*. Ya Cuma itu itu aja. Yang telat kan nanti di catet di kantor. Kalo gak gitu biasanya Cuma *di dendeni* nilainya turun *utowo engkok tak omongne pas rapat guru-guru ben gan mungguh. Ngunu ae wes wedi*.

Interview result with Syuhada Arifin, Student XI A, July 16, 2018

1. *Apakah anda mengetahui tata tertib (peraturan) di sekolah ini?*
Ya tau lah bu. Kalau saya tidak tahu ya saya gak sekolah disini
2. *Kapan pertama kali anda mengetahui atau mendapatkan sosialisasi tentang tata tertib (peraturan) di sekolah ini?*
Waktu MOS, pas awal masuk. Tapi biasanya tiap bulan pas upacara peraturan disosialisasikan lagi
3. *Apakah anda pernah melakukan pelanggaran?*
Iyalah bu. Manusia tempatnya salah
4. *Apa itu ?*
Telat bu. Saya kan anak pondok. Mandinya antri, kadang ngajinya sampek siang.
5. *Seberapa sering anda melakukan pelanggaran tersebut?*
Gimana ya bu, mandinya itu lo antri. *Asli antri. Liane loh bu akeh gak aku tok.*
6. *Selain telat, pelanggaran apa yang pernah anda lakukan ?*
Keluar saat pelajaran, kadang juga pulang.
7. *Apa alasan anda melakukan hal tersebut?*
Ya mau gimana lagi ya bu. Ngantuk saya bu, males dikelas. Jenuh, Jadi pulang ke pondok.

8. *Apa yang dilakukan oleh pihak sekolah terhadap pelanggaran yang anda lakukan?*

Saya disuruh push up 20 kali, sama gus fauroq. Kalo telat lagi biasanya ditambahi 10. Tapi saya Cuma ngalami yang 20 saja.

9. *Apakah anda jera dengan apa yang anda dapatkan dengan hal tersebut?*
Biasa saja. Saya takutnya Cuma sama gus bu

Intervie w result with Badrus, Student XI A, July 16, 2018

1. *Apakah anda mengetahui tata tertib (peraturan) di sekolah ini?*

iya

2. *Kapan pertama kali anda mengetahui atau mendapatkan sosialisasi tentang tata tertib (peraturan) di sekolah ini?*

Pas upacara tiap bulan

3. *Apakah anda pernah melakukan pelanggaran?*

ya

4. *Pelanggaran apa yang sering anda lakukan?*

Ya telat itu bu

5. *Apa alasan anda melakukan hal tersebut?*

Saya kan anak pondok bu. Mandinya antri.

6. *Selain hal tersebut pelanggaran apa yang pernah kamu lakukan?*

Keluar saat pelajaran bu, jenuh dikelas. Panas *sebereng bedeh* apalagi pas di atas itu *addoh tak perna*.

7. *Apakah anda pernah merokok disekolah ?*

Gak pernah bu, kan gak boleh. Kalo boleh ya saya bawa rokok bu. Takut ketahuan, nanti saya dipukul, mungkin.

8. *Apa yang dilakukan oleh pihak sekolah terhadap pelanggaran yang anda lakukan?*

Push up 20 kali

Intervie w result with Yadi, Student XI A, July 16, 2018

1. *Apakah anda mengetahui tata tertib (peraturan) di sekolah ini?*

- Ya tau lah bu, saya mau masuk sini saya lihat dulu peraturannya, kalau saya sanggup saya masuk bu.
2. *Kapan pertama kali anda mengetahui atau mendapatkan sosialisasi tentang tata tertib (peraturan) di sekolah ini?*
Kan di depan ada bu, Pas upacara tiap bulan juga
 3. *Apakah anda pernah melakukan pelanggaran?*
Apa gunanya peraturan kalo gak dilanggar.
 4. *Pelanggaran apa yang sering anda lakukan?*
Ya . telat bu, bawa HP
 5. *Apa alasan anda melakukan hal tersebut?*
Saya kan anak pondok bu. Mandinya antri.
 6. *Kenapa kamu bisa bawa HP ?*
Carane tah, kan bisa aja bu, rumah saya jauh di Kalimantan, kalau gak ada HP gimana yang mau ngubungi kesana. Kalau minta kiriman itu bu. Pinjam sama teman tak tentu dikasih.
 7. *Selain hal tersebut pelanggaran apa yang pernah kamu lakukan?*
Bolos bu.
 8. *Kenapa ?*
Males bu. Kalo dari pondok sih berangkat, tapi gak nyampek ke sekolah. Males bu di kelas. *Tobuk. Mulai cilik sampek gedhe sekolah teros.*
 9. *Apa yang dilakukan oleh pihak sekolah terhadap pelanggaran yang anda lakukan?*
Push up 20 kali

Intervie w result with Muhammad Fuad, Student XI A, July 16, 2018

1. *Apakah anda mengetahui tata tertib (peraturan) di sekolah ini?*
Ya tau lah bu, saya mau masuk sini saya lihat dulu peraturannya, kalau saya sanggup saya masuk bu.
2. *Kapan pertama kali anda mengetahui atau mendapatkan sosialisasi tentang tata tertib (peraturan) di sekolah ini?*
Pas upacara bu. Kan satu bulan sekali ada, biasanya tiap tanggal 1.

3. *Apakah anda pernah melakukan pelanggaran?*

ya

4. *Pelanggaran apa yang sering anda lakukan?*

Ya . telat bu, telat itu rutinan saya

5. *Apa alasan anda melakukan hal tersebut?*

Saya anak pondok bu. *Kan aku dipondok iku kawulo*. Tukang masak gitu bu jadi sering telat. Soalnya gak ada yang mau disuruh masak.

6. *Selain hal tersebut pelanggaran apa yang pernah kamu lakukan?*

Gak pernah bu, saya juga gak ngerokok *billahi reh*

7. *Bawa HP ?*

Ya gak bu, saya anak pondok

8. *Apa yang dilakukan oleh pihak sekolah terhadap pelanggaran yang anda lakukan?*

Disuruh Push up 25 kali sama gus, kadang *score jump*, lari banyak wes.
Kalo sama gus takut semua

Intervie w result with Karimah, Student XI B, July 16, 2018

1. *Apakah anda mengetahui tata tertib (peraturan) di sekolah ini?*

Ya tau lah kak, gak boleh bawa HP gak boleh telat dan lain-lain.

2. *Kapan pertama kali anda mengetahui atau mendapatkan sosialisasi tentang tata tertib (peraturan) di sekolah ini?*

Pas upacara bu. Kan satu bulan sekali ada, biasanya tiap tanggal .

3. *Apakah anda pernah melakukan pelanggaran?*

ya

4. *Pelanggaran apa yang sering anda lakukan?*

Ya . telat kak biasanya sabtu minggu Kamis.

5. *Apa alasan anda melakukan hal tersebut?*

Dipondok itu ngajinya lama. Mandinya antri, masak mau mandi jam 3.

Tidurnya aja jam 11

6. *Selain hal tersebut pelanggaran apa yang pernah kamu lakukan?*

Saya bilang semua gak apa-apa ya. Ya biasanya izin ke kamar mandi tapi diluar beli jajan tapi bukan saya tok, banyak. Laper kak bukan males. Kalo males saya mending gak masuk tapi kadang-kadang

7. *Apa yang dilakukan oleh pihak sekolah terhadap pelanggaran yang anda lakukan?*

Saya ga pernah dihukum Cuma dicatat saja. Tapi saya pernah gak boleh masuk kelas sama pak Imam. Soalnya pas guru masuk saya keluar. Kemudian pas saya balek sama anak-anak saya dikodein, saya kan gak tau ya. Kemudian sama pak imam ditanyain “dari mana kamu ?” “dari kelas tiga pak liat film” “Keluar” digituin ya saya keluar.

8. *Menurut anda, bagaimana peraturan disekolah ini ?*

Ya sebenarnya ketat. Tapi kurang ditindak

Intervie w result with Syifaul Kamelia, Student XI B, July 16, 2018

1. *Apakah anda mengetahui tata tertib (peraturan) di sekolah ini?*

Ya

2. *Kapan pertama kali anda mengetahui atau mendapatkan sosialisasi tentang tata tertib (peraturan) di sekolah ini?*

Pas upacara kak

3. *Apakah anda pernah melakukan pelanggaran?*

ya

4. *Pelanggaran apa yang sering anda lakukan?*

Ya . telat kak biasanya sabtu minggu Kamis. Kan tunggu-tungguan juga. Jadi telat.

5. *Apa alasan anda melakukan hal tersebut?*

Dipondok itu ngajinya lama. Belum antri mandinya. Nanti tunggu-tungguan, biar berangkatnya bareng. Kalo berangkat gak bareng grup biasanya itu gimana gitu rasanya.

6. *Selain hal tersebut pelanggaran apa yang pernah kamu lakukan?*

Ya biasanya izin keluar tapi diluar beli jajan. Laper kak

7. *Apa yang dilakukan oleh pihak sekolah terhadap pelanggaran yang anda lakukan?*

Saya ga pernah dihukum Cuma dicatat saja.

8. *Menurut anda, bagaimana peraturan disekolah ini ?*

Ya sebenarnya ketat tapi siswanya jarang ditindak. Cuma di awal-awal tok

Interview result with Ulfi F.M, Student XI B, July 16, 2018

1. *Apakah anda mengetahui tata tertib (peraturan) di sekolah ini?*

Ya

2. *Kapan pertama kali anda mengetahui atau mendapatkan sosialisasi tentang tata tertib (peraturan) di sekolah ini?*

Pas upacara kak

3. *Apakah anda pernah melakukan pelanggaran?*

ya

4. *Pelanggaran apa yang sering anda lakukan?*

Ya . telat dan membawa HP

5. *Apa alasan anda melakukan hal tersebut?*

Biasanya sih cuma gara-gara kesiangan, kalau bawa HP itu biar gampang ngubungin orang tua.

6. *Selain hal tersebut pelanggaran apa yang pernah kamu lakukan?*

Ya biasanya izin keluar tapi diluar beli jajan. Kalo pulang sebelum waktunya gak pernah saya. Kalo pernah biasanya satu kelas kompak.

7. *Apa yang dilakukan oleh pihak sekolah terhadap pelanggaran yang anda lakukan?*

Saya ga pernah dihukum cuma dicatat saja.

8. *Menurut anda, bagaimana peraturan disekolah ini ?*

Ketat sih tapi, gurunya itu loh. Seharusnya kan disiplin jangan siswanya tok yang disuruh disiplin

Interview result with Rosa, Student XI B, July 16, 2018

1. *Apakah anda mengetahui tata tertib (peraturan) di sekolah ini?*

Ya

2. *Kapan pertama kali anda mengetahui atau mendapatkan sosialisasi tentang tata tertib (peraturan) di sekolah ini?*

Waktu MOS sama Pas upacara kak

3. *Apakah anda pernah melakukan pelanggaran?*

ya

4. *Pelanggaran apa yang sering anda lakukan?*

Ya telat, bawa HP, sering keluar terus sering ke kamar mandi.

5. *Apa alasan anda melakukan hal tersebut?*

Kesiangan masih di suruh-suruh, kalo nyari tugas di internet biar gampang,

6. *Selain hal tersebut pelanggaran apa yang pernah kamu lakukan?*

Ya biasanya izin keluar tapi diluar beli jajan. Kalo pulang sebelum waktunya gak pernah saya. Kalo pernah biasanya satu kelas kompak tapi saya pernah mbolos kak

7. *Kenapa?*

Saya belum mengerjakan tugas kak. Ya saya gak masuk takut dimarahi. Biasanya diem di pondok *ma'wat* sama temen-temen. Saya ikut ikutan kak, gak sendirian.

8. *Apa yang kamu lakukan dipondok ?*

Ya tidur-tiduran, pokoknya diem di pondok. Saya pernah masuk meskipun gak ngerjakan tugas, jadi saya dihukum. Biasanya diem dipondok, saya diem dikelas terus dihukum.

9. *Apa yang dilakukan oleh pihak sekolah terhadap pelanggaran yang anda lakukan?*

Biasanya cuma dicatat saja, tapi waktu saya tidak mengerjakan tugas saya dihukum. Suruh nulis lafadz *allohu akbar* 1000 kali. Tapi biasanya gak

nyampek selesai udah di suruh berhenti. Biasanya dapet dua lembar gitu
“udah-udah.. jangan di ulangi lagi ya “, biasanya gitu.

10. Menurut anda, bagaimana peraturan disekolah ini ?

Menurut saya peraturan disini nanggung. Ketat gak ketat.kalo ketat ya
ketat saja, jangan nanggung-nanggung. Kalo gini ya saya masih
ngelanggar. Seandainya ketat itu loh saya gak mungkin ngelanggar. Bawa
HP lagi.



APPENDIX 2

KASUS PELANGGARAN SISWA

MA MAMBAUL ULUM BANJAREJO 2017-2018

HARI/TAN GGAL	NAMA SISWA	URAIAN KASUS	POINT								KET	
			1	2	3	4	5	6	7	8		
	Kholili	A										
	M. Ali Ridho	A										
	M. Fuad	Telat										
	Syuhada Aji	Telat										
	Yusuf Kurniawan	A										
	A. Alhassim	Telat										
	Cecep Supriatna	Telat										
	Farhan Karja	Telat										
	Gulton	A										
	Syahrul Pomadhona	Telat										
	Rusdiyanto	Telat										
	M. Fatahulillah	Telat										
	Sapardin	Pulang										
Jenin	Abdulilah Ilham	Pulang										
19/02	Badrus Sholeh	Pulang										
	Hosen	Pulang										
	Kholili	Alfa										
2018	Moch Syuhada	Alfa										
	Moch Amriyati	Alfa										
	Syafiqul Husna	Alfa										
	M. Fikri Ridho	Telat										
	M. Badrus Sholeh	Pulang										
	Minanur Fohman	Pulang										
	M. Fatahulillah	Pulang										
	Gomarudin	Alfa										
	Rusdiyanto	Alfa										
	Ahmad Irfan Maulana	Pulang 5-6										
	Ali Zainal Abidin	Alfa										
	Basori	Pulang										
	Khoir Ridwan	Pulang										
	M. Rizqi Farhan	3-4										
	Malik M. Faisol	hadir 1-2 dan 5-6										

Angket dan
spes MA Mambaul Ulum

s. H. Agus Taufiq, MM, M Pd

HASRAT S Pd

KASUS PELANGGARAN SISWA

MA MAMBAUL ULUM BANJAREJO 2017-2018

HARI/TAN GGAL	NAMA SISWA	URAIAN KASUS	POINT								KET	
			1	2	3	4	5	6	7	8		
	Maulana M.R	pulang										
	M. anwar i	alfa										
	M. arif i	A										
	M. Ilham fauzi	Telat										
	M. jibril	"										
	M. Khorur R	A										
	M. Muarrifin	A										
	M. wahid H.A	A										
	Paisal	A										
	Wendi anugrah	A										
	Abdulillah i	A										
	Badrus shaleh	masuk 7-8										
	Hosen	telat 4 jam										
	Kholili	A										
	Kholid	pulang										
	al. farizun	pulang										
	M. Syuhada'	"										
	Riski Teguh	"										
	Rohmat A	A										
	Syuhada' A	Telat										
	Yusuf kurniawan	"										
Selasa, 14/12	Athi Ayu O	A										
	Farida Fara	A										
	Harfik	A										
	Siti Rohma	A										
	Aditya Febi R	A										
	Adinda Putri	A										
	Ismaela F	A										
	Qurrotul Uppan	A										
	Lailatul Anoppaini	Pulang										
	Ahmad Fuad Anj	A										
	Badrus shaleh	Telat										
	Hosen	Telat										

Angketan
Kepala MA Mambaul Ulum

S. H. Aries Taufiq, MA, M.Pd.

FASTOHO, S.Pd.

KASUS PELANGGARAN SISWA

MA MAMBAUL ULUM BANJAREJO 2017-2018

HARI/TANGGAL	NAMA SISWA	URAIAN KASUS	POINT								KET
			1	2	3	4	5	6	7	8	
Senin 12/02 2018	Syuhada' arfin	Pulang									
	Yusuf kurniawan	Pulang									
	Muhammad	Alfa									
	Cecep	Pulang									
	Minanur rohman	Pulang									
	5) Badrus	Pulang									
	Syahrur Romadhon	Pulang									
	3 Lina Nur uyan	Telat									
	Mahrur Izulhaq	Pulang									
Selasa 13/02 18	Lailatul M	Alfa									
	Habitatul F	A									
	Mahrur Izulhaq	pulang									
	A. Muhammad	"									
	A. Ramdani	"									
	Cecep	Hadir 3-4									
	Chufron	pulang									
	6 M. Badrus	A									
	Syahrur Romadhon	Telat									
	Minanur R	pulang									
	M. Hartono	Telat									
	M. Fatahidah	Pulang									
	Sauful Adam										
	Pusdiyarto										
	Saperudin										
	Syahid										
	Tawfiq Hidayat										
	A. Syarifudin										
	A. Irfan Maulana										
	A. Jaifar Shodiq										
Aminul Arifin	A										
A. Zainal A	A										
Bashori	Telat										
Malik M. faisal	pulang										

lengkap
Jepang MA Mambaul Ulum

Irs. H. Aries Taufiq, MA, M. Pd.

KASUS PELANGGARAN SISWA

MA MAMBAUL ULUM BANJAREJO 2017-2018

HARI/TANGGAL	NAMA SISWA	URAIAN KASUS	POINT								KET
			1	2	3	4	5	6	7	8	
Ahad	Abdullah ilham	Pulang									
11 / 02 2018	A. Fuad Arif	Pulang									
	Badrus soleh	Pulang									
	Hosen	Pulang									
	M. ali fidho	Pulang									
	M. khoud	Pulang									
	M. Alfarizim	Pulang									
	M. syuhada'	Pulang									
	Pohmal aminuloh	Pulang									
	syuhada' arifin	Pulang									
Yusuf kurniawan	Pulang										
Khולי	Terlambat.										
Senin 12 / 02 2018	Nabilatul Faradiba	Alfa									
	A. syarifudin	Pulang									
	A. Irfan Maulana	Pulang									
	A. Jaifar shodiq	Pulang									
	Ali Zainal Abidin	Pulang									
	Basori	Pulang									
	Khair Pidwan	Pulang									
	kudus	Alfa									
	M. Rizqi farhan	Pulang									
	Malik M. falshol	Pulang									
	Maulana malik Royhan	Pulang									
	M. Arif R2udin	Pulang									
	M. Jibril	Pulang									
	M. Khoirur R	Pulang									
	M. Raikan	Alfa									
	M. Toib	Pulang									
	M. wahid H.A	Pulang									
	Mur huda	Pulang									
	Paisal	Pulang.									
	Wendi amugrah	Alfa									
hosen	Pulang										

KASUS PELANGGARAN SISWA
 MA MAMBAUL ULUM BANJAREJO 2017-2018

HARI/TANGGAL	NAMA SISWA	URAIAN KASUS	POINT								KET
			1	2	3	4	5	6	7	8	
Selasa 6-2-2018	Gufro	Alfa									
	Muhammad	Alfa									
	Faham KP	Alfa									
	M. Kholid	Alfa									
	M. Alfariz	Alfa									
	M. Suhadak	Alfa									
	2 Lina Nur uyun (C)	Alfa									
	Basiratu Janah (C)	Alfa									
Rabu 7-2-2018	XI A M. Kholid XI	Telambat									
	XI A M. Fuad	— 1 —									
	Rohmat	Alfa									
	Suhada A	Telambat									
	X A Agus Nur	prulang									
	A. Ramdhani	— 1 —									
	A. Muhammad	— 1 —									
	kapareddi	— 1 —									
XI A	Kholid	Alfa									
	Ali Ridho	Alfa									
Kamis 8-2-2018	Mahdi Husen										✓
	R. Sulto										✓
	A. Mahmud										✓
	Mahmud X C	Kalut									
	Dayat XI C	Kalut									
Ridwan B X C										✓	

Peraturan,
 tentang MA Mambaul Ulum

Dr. H. Arif Taufiq, MA, M.Pd

URAIAN KASUS	POINT
Telambat masuk kelas/ ke sekolah lebih dari 5 menit	10
Tidak memakai sepatu	10
Tidak memakai Kopyah	10
Baju tidak dimasukan	10
Telambat mengikuti upacara bendera	10

KASUS PELANGGARAN SISWA

MA MAMBAUL ULUM BANJAREJO 2017-2018

HARI/TAN GGAL	NAMA SISWA	URAIAN KASUS	POINT								KET	
			1	2	3	4	5	6	7	8		
Sabtu, 2 13-1-2018	Badrus XI A	Terlambat	✓									
	Ilham XI A		✓									
	Teguh XI A		✓									
	Hara XI A		✓									
	Wahyudi XI A		✓									
	Irfan XI A		✓									
	Jibril XI A		✓									
	Hosen XI		✓									
	Yasrul XII		✓									
	Chorri Kusni		✓									
JENIS												
5-2-2018	Amuk Arifin	Pulang										
	Ali Zainal A	- " -										
	Amirur Rosyid	- " -										
	Bachori	- " -										
	M. Anwar Ibra	- " -										
	Jibril	- " -										
	Nur Huda	- " -										
	Paisal	- " -										
	Wahyudi	- " - (Alfa)										
	Wendi	- " -										
	M. Badrus Sholah	- " -										
	Mirza Nur R	- " -										
	M. Fatahillah	- " -										
	Somaruddin	(Alfa)										
	Rudiyanto	Pulang										
	Zana Nur	(Alfa)										
	M. Subandog	(Alfa)										
	Khasir Ridwan	(Pulang)										
	M. Rizky F	Pulang										
	Malik M. Faisal	- " -										
Maulana Malik	- " -											
M. Arif Zulfikri	- " -											
M. Khoirul R	- " -											
M. Wahid H	- " -											
M. Zakiyulb	- " -											

Mengetahui
Kepala MA Mambaul Ulum

Drs. H. Aries Taufiq, MA, M.Pd.

KASIMUS, S.Pd.

KASUS PELANGGARAN SISWA

MA MAMBAUL ULUM BANJAREJO 2017-2018

D	HARI/TANGGAL	NAMA SISWA	URAIAN KASUS	POINT								KET		
				1	2	3	4	5	6	7	8			
	8-1-2018	A. Irfan M.	Tertinggal	✓										
		MIFTAHUL M.		✓										
		A. FUCIA ARIE		✓										
		M. Ali Ridho		✓										
		Safaruddin		✓										
		Cecap		✓										
		Ridwan	✓											
		① Badrah												
		Jonar J												
	8-1-2018	Yusuf XIA	Terdak paku dan				✓							
		Yusuf XIA					✓							
		Konflik XIA					✓							
		Wahyuni					✓							
		Ridwan XIA					✓							
		Kelvin Amalia					✓							
		M. Arip XIA					✓							
		A. Arip XIA					✓							
		Rahy Teguh XIA					✓							
		Khalid XIA					✓							
		Ahmad A. XIA					✓							
		Ahmad M XIA					✓							
		Zidan Ilm	Korupsi				✓							
		Ridwan					✓							
		Mahmud	Tertinggal				✓	✓						
		A. Fad					✓	✓						
		Mulhaini					✓	✓						
		Fafah					✓							
		Rapar					✓							
		Ahmad profesa					✓							
		Yusuf XIA					✓	✓						
		M. Ali R.					✓	✓	✓					
		G. Arip					✓	✓	✓					

18-1-2018

Melaksanakan
Kerangka Kerja

Drs. H. Arius Taufiq, M.M., P.A.Pd.

KASUS PELANGGARAN SISWA

MA MAMBAUL ULUM BANJAREJO 2017-2018

HARI/TAN GGAL	NAMA SISWA	URAIAN KASUS	POINT								KET	
			1	2	3	4	5	6	7	8		
Selasa 06/03/08	A. Fuad	A										
	M. ALI Ridho	A										
	M. Al Fairizin	A										
	M. Yadi	A. 5-6										
	Rohma A.	P										
	YUSUF K.	P.										
	Mur Az Zah	P.										
	Habibah A	P										
	Nur Hidayah	P										
	Aditya F	T										
	Adinda	T										
	ewa P	P										
	Hertiani	P										
	Chofifah	P										
	Lailah M	P										
	Mutiara	P										
Raudah J	P											
Rohani	P											
Sumah	P											
Wini Winda	P.											

Ma Mambaul Ulum
Banjarejo

APPENDIX 3

DOCUMENTATION SHEET



Interview with vice principal of student affair, Kasiono S,Pd





APPENDIX 4

BUKTI KONSULTASI



**MAULANA MALIK IBRAHIM
STATE ISLAMIC UNIVERSITY MALANG
FACULTY of TARBIYAH AND TEACHING TRAINING**

Jalan Gajayana Nomor 50 telephone (0341) 552398
Website: www.fitk.uin-malang.ac.id faximile (0341) 552398

EVIDANCE OF CONSULTATION

Name : Syera Kartika Setiyani
Number of Student : 14130045
Department : Social Science Education
Advisor : Mokhamad Yahya, MA
Title of Skripsi : Sociological Analysis on Classroom Misbehavior Among
Social Sciences Student at MA Mambaul Ulum Pagelaran-
Malang

No	Date of Consultation	Consultation Material	Signature
1.	19.8.2018	Pedoman wawancara	
2.	13.9.2018	BAB IV	
3.	24.9.2018	Revisi BAB IV	
4.	27.9.2018	BAB V	
5.	8.10.2018	Revisi BAB V	
6.	11.10.2018	BAB VI	
7.	17.10.2018	Abstrak	
8.	24.10.2018	ACC	

Acknowledged by,
Head of Department

Dr. Alfiana Yuli Efati, M.A
NIP. 19710701 200604 2 001

APPENDIX 5



YAYASAN PENDIDIKAN ISLAM MAMBAUL ULUM
“MA MAMBAUL ULUM BANJAREJO”

STATUS : TERAKREDITASI A

NSM : 131235070025 NPSM : 20254217

Jl. K.H. Hasbullah Telp. (0341) 8571332 Banjarejo – Pagelaran – Malang 65177

SURAT KETERANGAN

NOMOR : 002/MA.MU/A.2/SK/VII/2018

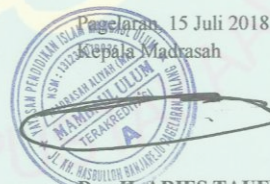
Yang bertanda tangan dibawah ini Kepala Madrasah Aliyah Mambaul Ulum Banjarejo Pagelaran (Malang) menerangkan bahwa :

Nama	: Qurotul Aini
NIM	: 14130111
Jurusan	: Pendidikan Ilmu Pengetahuan Sosial
Fakultas	: Ilmu Tarbiyah dan Keguruan
Universitas	: Islam Negeri Maulana Malik Ibrahim Malang

Yang bersangkutan telah mengadakan penelitian di Madrasah Aliyah Mambaul Ulum Banjarejo Pagelaran (Malang) mulai bulan April – Mei dan bulan Juli 2018 dengan judul :

“Sociological Analysis on Classroom Misbehavior among Social Sciences Students at MA Mambaul Ulum Malang”

Demikian surat keterangan ini kami buat, untuk dipergunakan sebagaimana mestinya.



Drs. H. ARIES TAUFIQ, MM., M.Pd.I

APPENDIX 6



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG
FAKULTAS ILMU TARBİYAH 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 : 697 /Un.03.1/TL.00.1/07/2018 26 Juli 2018
Sifat : Penting
Lampiran : -
Hal : Izin Penelitian

Kepada
Yth. Kepala MA Mambaul Ulum Pagelaran 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 : Qurotul Aini
NIM : 14130111
Jurusan : Pendidikan Ilmu Pendidikan Sosial (PIPS)
Semester - Tahun Akademik : Ganjil - 2018/2019
Judul Skripsi : **Sociological Analysis Toward Classroom Misbehavior among Social Scieces Student at MA Mambaul Ulum Pagelaran Malang**
Lama Penelitian : **Juli 2018** sampai dengan **Agustus 2018**
(2 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,

Dr. H. Agus Maimun, M.Pd/
NIP. 19650817 199803 1 003

Tembusan :

1. Yth. Ketua Jurusan PIPS
2. Arsip