Methods of Islamic Religious Education Teachers in Instruding Student Discipline Attitude

Eka Yanuarti¹, Reka Amelia Lestari², Bakti Komalasari³

¹ ² ³ Institut Agama Islam Negeri Curup, Bengkulu, Indonesia

Corresponding Email: ekayanuarti@iaincurup.ac.id

Abstract. This research is motivated by instilling student discipline through the PAI teacher method at SMA Negeri 3 Lebong. The problem that often occurs is that there are still many students who are less disciplined in going to school. The aims of this study were: (1) To find out the methods of PAI teachers in instilling discipline in students at SMA Negeri 3 Lebong. (2) To find out what are the inhibiting factors and supporting factors for PAI teachers in instilling discipline in students at SMA Negeri 3 Lebong. This research is field research (Field Research) that is descriptive and qualitative in nature. The subjects of this study were Islamic Religious Education Teachers at SMA Negeri 3 Lebong, and students at SMA Negeri 3 Lebong. Data collection techniques through observation, interviews, and documentation. Then the data analysis technique uses triangulation of sources and techniques (methods).

Keywords: Teacher Method, PAI, Discipline Attitude

Introduction

Education plays an important role in advancing a nation, since the days of the struggle for independence, the fighters and pioneers of independence have realized that education is a very vital factor in efforts to educate the nation's life and liberate it from the shackles of colonialism. Therefore, they argue that apart from political organizations, the struggle for independence needs to be carried out through education. Education is used as a medium for developing abilities and forming dignified national character and civilization to educate the nation's life, aiming to develop the potential of students to become human beings who have faith and fear God Almighty, have a noble character, are healthy, knowledgeable, capable, creative, independent and become a democratic and responsible citizen. To carry out this function, the government organizes an education system to organize a national education system as stated in Law No. 20 of 2003 concerning the National Education System (Yanuarti, 2017).

Education is a human effort to grow and develop innate potential both physically and spiritually through the values that exist in society and culture. Terminologically, education is a process of improving, strengthening, and perfecting all human capabilities and potential. Education can also be interpreted as a human endeavor to foster personality per the values and culture that exist in society. (Roqib, 2009).

Education is a form of conscious and planned effort that functions to develop the potential that exists in humans so that it can be used for the perfection of their lives in the future. If seen from an Islamic perspective, it is to shape humans to become fully human (insan kamil) and create an ideal form of society in the future. (Yanuarti, 2016).

RI Law No. 23 concerning the national education system (Sisdiknas) Chapter II article 3 concerning the function of national education explains that: National Education functions to develop capabilities and form dignified national character and civilization in the context of educating the life of the nation aiming at developing the potential of students to become human beings who believe and fear piety to God Almighty, have a noble character, be healthy, knowledgeable, capable, creative, independent and become a democratic and responsible citizen (Ministry of National Education, 2003).
Islamic religious education is one of the means of acculturation (enculturation) of society because Islamic teachings do not only discuss one aspect but cover all aspects of life, both worship, shari'ah, mu'amalah, and other aspects so with Islamic religious education lifestyle, and behavior society becomes directed under the teachings and noble values. As a means, education can function to direct the growth and development of human life (as personal and social beings) to the hopes and goals which are the optimal point of a servant's ability, namely to obtain life welfare both physically and spiritually in the world and happiness in life in the hereafter. (Uhbiyati, 2013).

Islamic religious education is the foundation for every child or Muslim community so in Islamic religious education schools it is very important to start early to provide a solid foundation in his life, especially discipline. Discipline for students is a complicated thing to learn because it is a complex thing and has many connections, namely related to knowledge, attitudes, and behavior. The discipline problem discussed in this study is the discipline practiced by students in their learning activities both at home and at school. To better understand the discipline of learning, we will first put forward the meaning of discipline according to some experts.

In teaching management, discipline is an important issue. Without an awareness of the necessity to carry out predetermined rules, it is impossible for teaching to reach its maximum target. A student needs to have a disciplined attitude by doing exercises that strengthen himself so that he is always accustomed to obeying and enhances self-control. Discipline that arises from self-awareness will be more encouraging and durable compared to discipline that arises because of supervision from other people.

Discipline can grow and be fostered through training, education, or instilling habits that must be started in the family environment, starting in childhood and continuing to grow so that it becomes an increasingly strong discipline. Disciplining students or students is an act of changing old habits for the better, this is not an easy job but requires the right method and hard work, something that is difficult does not mean that it cannot be changed but that you have to have the courage to start becoming better habits. Good habits must be with good intentions and good effort too to get maximum results. Disciplining students or students must choose words that are easy to digest and understand.

Success is determined by the obedience and adherence of students or students to the rules, and regulations, and the intended success is quality success. The plurality of the school community requires a relationship with one another. A teacher who shows good habits in his life is an example of good discipline. Disciplining students is not enough just to be invited but to be acted upon. School rules and regulations will be better if students and teachers carry them out sincerely and responsibly.

Based on observations made by researchers, there are still many students at SMA Negeri 3 Lebong who lack discipline in going to school, this is a problem experienced by SMA 3 Lebong because a disciplined attitude must be embedded in a student.

Based on the background of the problems above, the researcher will be interested in raising this issue and it must be immediately investigated, namely the problem of "PAI Teacher Methods in Instilling Student Discipline Attitudes at SMA 3 Lebong".

Material and Method
This research uses a type of field research (field research), which is a type of research where data collection is carried out in the field, such as in the community, institutions, community organizations, and educational institutions. 51

The subject is the subject of the sentence (Poerwardar Minta, 2014). Research subjects are people who are asked to provide information on a fact or opinion. As explained by Arikunto, research subjects are subjects intended to be studied by researchers (Arikunto, 2019). In a study, the research subject has a very strategic role because the research subject is the data about the variables that the researcher observes. The research subjects were Islamic religious education teachers and students at SMA Negeri 3 Lebong.
The data sources used in this research are primary data and secondary data. Primary data sources are data that are directly and immediately obtained from data sources for research purposes and the main source for obtaining answers to the proposed research (Suratman, 1985). Primary data sources in this study included the Principal of Lebong 3 Public High School, Islamic Religious Education Teachers, and Lebong 3 High School Students. The general condition of the research location included facilities and infrastructure as well as teaching and learning processes. Secondary data sources are sources where researchers obtain data indirectly (Bisri, 2003). Data obtained from existing data and having a relationship with the problem under study or complementary data sources that function to complement the data required by primary data, including documents related to research problems.

Data collection techniques used in this study are observation, interviews, and documentation. Data analysis techniques using data reduction, data presentation, and data verification. Data validity checking techniques use three kinds of triangulation, namely source triangulation, data triangulation, and time triangulation.

Results and Discussion

Results
1. Methods of PAI Teachers in Instilling Disciplined Attitudes in Students at SMA Negeri 3 Lebong.

According to Mrs. Sera Damayanti and Mrs. Ena Novita as PAI teachers at SMA Negeri 3 Lebong in instilling discipline in students at SMA Negeri 3 Lebong using four methods namely the lecture method, the punishment method, the habituation method, and the exemplary method, namely arriving on time, going home on time, completeness of attributes, cleanliness and tidiness of clothing, license, active, active learning, active extracurriculars, doing assignments, carrying out pickets and managing study time.

To instill a disciplined attitude in students carried out by PAI teachers at SMA Negeri 3 Lebong using lecture, habituation, punishment, and exemplary methods.

a. Lecture method

Based on the results of interviews and observations in instilling discipline in students at SMA Negeri 3 Lebong, the teacher applies the lecture method, the lecture method is a form of interaction through explanations and oral narrative from the teacher to students or students. The discipline attitude that is applied through the lecture method is to go home on time, be active in extracurricular and do assignments,

The teacher instills a disciplined attitude so that students go home from school according to predetermined hours, as conveyed by Ms. Sera Damayanti as a PAI teacher:

“The teacher instills discipline in students during cult activities which are carried out every Friday before the cult is implemented, the PAI teacher will provide direction to students in the form of lectures about instilling discipline. Like instilling a disciplined attitude to go home on time”.

The same thing was conveyed by Mrs. Ena Novita as a PAI teacher:

“We provide understanding to students to stay at school before going home and the importance of following the learning process while at school, we do this just before the cult event on Friday.”

Interviews with class XI IPS students:

“On Fridays, we carry out cultural activities and on Fridays, the PAI teacher will talk about discipline”.

Based on the observations that the researchers have made regarding the discipline of students coming home from school according to the hours set by the teacher by reminding students about the importance of discipline, one of which is going home at a predetermined time, this is carried out on Friday before the Kultum event begins.

The teacher's method of instilling student discipline so that students go home according to a predetermined time is what was conveyed by Ms. Sera Damayanti as a PAI teacher:
“Usually we provide advice and verbal narratives to students so that they understand the importance of following the learning process in the classroom because it is a disciplinary attitude that must be carried out by students as students and a disciplinary attitude”.

The same thing was conveyed by Mrs. Ena Novita as a PAI teacher:
“We will use a method that is easy for students to understand by explaining the importance of discipline at school, one of which is going home at a predetermined time”.

Interview with class XI students:
“During the learning process and at the ceremony the supervisor of the ceremony often said about the importance of students learning discipline or instilling a disciplined attitude since they were at school, one of which was by coming home from school according to predetermined hours”.

Based on observations made by researchers about the method used by the teacher in instilling a disciplined attitude, namely going home from school according to predetermined hours with the lecture method with this method students will easily understand the importance of being disciplined.

The method used by the teacher can run smoothly, this is per what was conveyed by Ms. Sera Damayanti as a PAI teacher:
“The method we use is the lecture method this method that can run smoothly every Friday, which can be interpreted as a way of presenting lessons or understanding through oral narratives or direct explanations. This method runs quite smoothly”.

The same thing was conveyed by Mrs. Ena Novita as a PAI teacher”:
“The method we use is the lecture method with this method the teacher can explain about going home according to a predetermined time and from this method students will listen well to the learning process and this method runs smoothly”.

Interview with class XI students:
“We go home from school according to the set time because we are aware of the importance of following lessons while at school and the good impact of obeying school rules”.

Based on observations made by researchers about the method used, it went smoothly because there was awareness from students of the importance of following the learning process and going home according to predetermined hours.

The teacher’s method for students to take part in extracurriculars is what was conveyed by Ms. Sera Damayanti as a PAI teacher:
“We provide oral narratives to students so they know the benefits of participating in extracurricular activities at school”.

The same thing was conveyed by Mrs. Ena Novita as a PAI teacher:
“At the time of class X, every senior from the extracurricular will recruit new students to take part in the extracurricular and the teacher will also give directions about participating in the extracurricular”.

Interviews with class XII IPS students said:
“Based on observations made by researchers regarding the teacher’s method of getting students to take part in extracurriculars is by giving directions and explaining the benefits of following these extracurriculars”.

The teacher knows whether each student is participating in extracurriculars or not, this is following what was conveyed by Ms. Sera Damayanti as a PAI teacher:
“We find out if students are following or no extracurriculars because every class X student is required to choose what extracurriculars students are interested in”.

The same thing was conveyed by Mrs. Ena Novita as a PAI teacher:
“The teacher will find out whether students are participating in extracurriculars or not because in the report cards students will find information that they are participating in extracurriculars or not and in class X it is mandatory to choose what extracurriculars the student is interested in”.

Interviews with class XII IPS students:
“In class X we attended one extracurricular and in class XII we were no longer active in participating in extracurriculars”.

Based on observations made by researchers about the teacher knowing whether each student is participating in extracurriculars or not because every student in class X or class XI must attend one extracurricular and in class XII students are not active in participating in extracurriculars.

The teacher’s method of instilling discipline in students to do assignments during the learning process in class is what was conveyed by Ms. Sera Damayanti as a PAI teacher who said:

“One form of instilling a disciplined attitude in students in the classroom when attending class hours is doing assignments given by the teacher and the method we use is the lecture method because with the lecture method, namely interaction through explanations and oral narrative, what we do is remind before entering the material, so we will give assignments as a measurement of understanding of the material understood by students”.

The same thing was also conveyed by Mrs. Ena Novita a PAI teacher who said:

“Before starting the lesson we will explain the previous material if the previous material has been understood then the assignment will be given. The purpose of the assignment is for students to better understand the previous material and there is an attitude of discipline that is instilled in students, it is hoped that students will do the assignments given by the teacher”.

Interview with class XII students he said:

“During the learning process there will be a process of giving us assignments from the teacher, after learning about the material then at the end of the chapter or at the end of the material we will be given assignments from the teacher and the assignment must be done because if it is not done”.

Based on observations made by researchers about doing assignments that have been given by the teacher to students, the teacher will use the lecture method to explain the task.

**Figure 1.** Documentation of SMAN Negeri 3 Lebong on the Time of Kultum Implementation in the Mosque

### b. Punishment Method

The punishment method used by the teacher to students at SMA Negeri 3 Lebong is that if students violate disciplinary attitudes such as being incomplete in using attributes then students will be given punishment according to the violations that were violated, this punishment method aims to prevent students from repeating the same mistakes.

How can the teacher remind students to wear attributes according to predetermined rules, this is per what was conveyed by Ms. Sera Damayanti as a PAI teacher said:

“What we do is remind students to comply with applicable regulations by wearing predetermined attributes by warning them to always wear full attributes, if students do not wear full attributes then students will get punishments such as cleaning the school fence”.

The same thing was conveyed by Mrs. Ena Novita as a PAI teacher:

“We remember that students must always comply with school regulations, one of which is the completeness of attributes, if students do not complete the attributes, students will be punished if they do not comply with regulations such as cleaning the school fence”.

Interview with class XI students, he said:
“If we don’t wear school attributes completely, we will get punishments such as cleaning the school fence, so we have to remember what attributes we have to wear so we don’t get punished”.

Based on observations made by researchers about the way the teacher reminds students by giving warnings and there are also regulations every day on what attributes students must wear.

The teacher knows the completeness of the attributes used by students, this is by what was conveyed by Ms. Sera Damayanti as a PAI teacher:

“The teacher will check to give warnings to all students. For students who are incomplete using school attributes, they are expected to gather in one line, and after giving a warning, the teacher will check whether all student attributes are complete or not”.

The same thing was also conveyed by Mrs. Ena Novita a PAI teacher who said:

“We will check again after we give a warning to students for those who are incomplete are expected to gather in one just now and if when checking there are still students who are incomplete then we unite them with incomplete rows”.

Interview with class XI students he said:

“The teacher will give a warning before the teacher checks whether the attributes we are using are complete or not, if there are still those who are incomplete using the attributes, they will be put together with incomplete rows”.

Based on observations made by researchers about the teacher's way to find out whether the attributes used are complete or not is by giving a warning to unite in one incomplete section and after that, the teacher will check for himself whether the students are complete with the attributes or not.

Figure 2. Documentation of SMA Negeri 3 Lebong Time of Punishment for Cleaning the School Fence

c. Habituation Method

The habituation method carried out by the teacher can be implemented programmatically in learning or by not being programmed in daily activities with the habituation method it is expected that students will become accustomed to this discipline attitude. The disciplinary attitude is carried out using the habituation method, namely neatness and cleanliness of clothes, permits, active learning, and carrying out pickets:

The method used by the teacher so that students maintain the neatness and cleanliness of school clothes is under what was conveyed by Ms. Sera Damayanti as a PAI teacher:

“The teacher accustoms students to maintaining neatness and cleanliness in dressing, hoping that students can familiarize themselves with discipline and that students understand what is right and what is wrong in dressing”.

The same thing was also conveyed by Mrs. Ena Novita a PAI teacher who said:

“The teacher carries out the process of familiarizing students with maintaining neatness and cleanliness in dressing because the process of familiarizing students or what is called habituation can be implemented programmatically in daily activities”.

Interview with class XI students he said:

“Every day we maintain cleanliness and neatness in dressing following school regulations to maintain tidiness, namely by maintaining the neatness of clothes because if school clothes
are not kept neat and clean, then you will not feel comfortable participating in the learning process”.

Based on observations made by researchers about the method used by the teacher is the method of habituation because with the habituation method, students will be accustomed to disciplinary attitudes such as dressing neatly and keeping clean this method is carried out every day and programmed.

The teacher instills a disciplined attitude toward students in wearing uniforms, this is under what was conveyed by Ms. Sera Damayanti as a PAI teacher who said:

“The teacher instills student discipline in neatness and cleanliness under school regulations, namely by getting students to dress cleanly and neatly, but there are some students who do not comply with this”.

The same thing was conveyed by Mrs. Ena Novita as a PAI teacher:

“The way the teacher instills a disciplined attitude towards students about wearing uniforms is to remind students about school uniforms and school uniforms. There are rules for wearing uniforms, so the teacher only does the process of getting used to students, even though sometimes there are some students who still don’t maintain neatness and cleanliness in dress”.

Interviews with class XII IPS students said:

“We try to always maintain cleanliness and tidiness in school dress so that we are comfortable and can obey the rules that have been determined”.

Based on observations made by researchers about maintaining cleanliness and tidiness of clothing under predetermined rules, namely by remembering students to maintain cleanliness and tidiness of clothing because in this way students will remember how important it is to maintain it.

The method used by the teacher runs smoothly, this is by what was conveyed by Ms. Sera Damayanti as a PAI teacher who said:

“The method we used went quite smoothly because almost ninety-five students maintained cleanliness and tidiness in their dress according to the prescribed regulations”.

The same thing was conveyed by Mrs. Ena Novita as a PAI teacher:

“Doing habituation to students is a very good thing to do so that students are accustomed to discipline and this habituation also runs smoothly because it is by the specified regulations”.

Interview with class XI students he said:

“We are aware of the importance of maintaining cleanliness and tidiness of clothing because we are accustomed to the rules and are always reminded by the teacher of the importance of this discipline”.

Based on observations made by researchers about instilling a disciplined attitude in maintaining cleanliness and tidiness in dressing according to the rules set at school, it runs smoothly because many students maintain cleanliness and neatness in dressing.

The teacher’s method for students to include a permit if they are not present at school is per what was conveyed by Ms. Sera Damayanti as a PAI teacher:

“It seems schools everywhere are also required to provide a permit if students are not attending school as well as schools here, but we teach this by getting students used to including a permit if they don’t enter into habituation, namely the process of making something a habit to shape students into wrong discipline. the only discipline is to include a letter if you don’t come to school”.

The same thing was conveyed by Mrs. Ena Novita as a PAI teacher:

“If students do not enter school, they must include a permit to school. If students do not include a permit, students will be negligent or without information and this permit is intended so that the teacher does what causes the student to be unable to attend school. We do this with a habituation process for students”.

Interview with class XI students he said:
“If we don’t go to school, we include a permission letter because it is something that must be included if we don’t go to school so that our teachers believe that we are unable to attend school”.

Based on observations made by researchers about the method used by the teacher so that students include a permit if unable to attend school using the habituation method, students will get used to including a permit if unable to attend and so that the teacher knows the reason why the student is not present at school.

The teacher's method of instilling attitudes and discipline about including a letter of permission if absent at school goes smoothly this is what was conveyed by Ms. Sera Damayanti as a PAI teacher:

“Almost all students will include a permission letter if they are not present at school, if they do not include a permission letter then the student will be negligent or without explanation and if they have been negligent or without explanation for three days then the parents or guardians of the students will be summoned or given a warning to students, this goes smoothly because there is awareness from students of the importance of submitting a permit if they are not present at school”.

The same thing was conveyed by Mrs. Ena Novita as a PAI teacher:

“Most students who do not attend school and do not take part in the learning process, students will submit a permit letter to the class secretary and give it to the homeroom teacher or teacher who is teaching in the class and the process is carried out quite smoothly”.

Interview with class XI students he said:

“If we are not present at school, we will include a permission letter so that the teacher knows why we cannot attend”.

Based on observations made by researchers about the smoothness of the method carried out by the teacher running smoothly, this is because there is awareness from students of the importance of including a permit if they are not present at school and the exact method carried out by the teacher so that the process runs smoothly.

The way the teacher handles if students do not include a permit if they are not present at school is under what was conveyed by Ms. Sera Damayanti as a PAI teacher:

“Students who do not include a letter of permission if they are not present at school then the student will be given negligent or without explanation and if they have been absent three times or three times without explanation then the student will be called by their parents or guardians why the student is not present for three meetings so that the teacher knows the reason for the student’s absence and does not include a statement”.

The same thing was conveyed by Mrs. Ena Novita as a PAI teacher:

“The way the teacher deals with students who do not include a permit if they are not present is by asking other students, and if this is done three times then the parent or guardian of the student will be called”.

Interview with class XI students he said:

“If we are not present at school, we must include a permission letter because it is an obligation and it is customary if we are not present at school to include a permission letter”.

Based on observations made by researchers about the way the teacher handles if students do not include a permit if they are not present at school by asking other students and if they are absent three times and do not include a permit then the parent or guardian of the student will be summoned to school.

The teacher's method for students to actively participate in the whole process of learning activities is under what was conveyed by Ms. Sera Damayanti as a PAI teacher:

“In the learning process, the teacher will want students to follow the learning process well and student activity is expected in the learning process with the aim that these students understand the material being taught and students are active in the learning process if students are active in participating in the learning process, students will understand material delivered by the teacher”.

The same thing was conveyed by Mrs. Ena Novita as a PAI teacher:
“For students to follow the whole process of learning activities properly and actively, the teacher uses the habituation method because, with the habituation method, students will ask and participate in answering the material presented so that the character of student discipline is formed in terms of active learning”.

Interview with class XII students he said:
“In the learning process, there is a question and answer session about the material taught by the teacher to us and during that session, we will ask questions about things we don’t understand and also help answer questions from friends. If we don’t understand, it will be explained by the teacher”.

Based on observations made by researchers so that students follow the whole process of learning activities properly and actively with the habituation method, the habit will arise because the process uses a process that is continuous so that students are active in the learning process.

The way the teacher sees student activity during learning is under what was conveyed by Ms. Sera Damayanti as a PAI teacher who said:
“The way the teacher sees student activity by asking questions related to the material being studied and asking students’ understanding of learning in this way, the teacher will find out whether students are following well during the learning process or not and student activity can be seen by getting students used to asking about material which is being discussed”.

The same thing was conveyed by Mrs. Ena Novita as a PAI teacher:
“By asking questions and allowing students to ask questions during the learning process, it can be a benchmark for teachers in assessing student activity and to what extent students understand the material. Thus, the teacher must also stimulate student activity in learning by getting students used to asking and answering questions or discussing material which is being discussed”.

Interviews with class XII IPS students said:
“In learning, we are given time to understand the material and allow us to ask questions about the material which is done during the learning process in the classroom”.

Based on observations made by researchers about actively participating in the learning process, the teacher accustoms students to asking and answering questions about the material being taught to students with the aim that students are active in the ongoing learning process.

The teacher knows whether all students are working on picket assignments or not, this is under what was conveyed by Ms. Sera Damayanti as a PAI teacher:
“We will find out whether students are doing the picket assignments given or not because in each class there are class devices if there are students who do not carry out picket assignments, the class apparatus will record students who do not carry out the picket assignments”.

The same thing was conveyed by Mrs. Ena Novita as a PAI teacher:
“The teacher will know whether the students are doing the picket assignments given or not because if there are students who are not on picket then it will be recorded by the class apparatus and reported to the teacher”.

Interview with class XII students he said:
“Every day there is a class picket schedule and if a friend does not carry out the picket assignment, it will be reported to the teacher”.

Based on observations made by researchers about teachers knowing whether students are working on the picket given or not from the class apparatus because if there are students who do not do the picket assignments that have been given it will be recorded by the class apparatus.

The way the teacher deals with students not doing the picket assignments given is under what was conveyed by Ms. Sera Damayanti as a PAI teacher:
“Our way of dealing with it is that if there are students who don’t do picket assignments, these students will be reminded to get used to doing picket work and get students used to doing picket assignments”.

The same thing was conveyed by Mrs. Ena Novita as a PAI teacher:
“We overcome this by getting used to students doing picket assignments that have been given so that students get used to it and don’t repeat not doing picket assignments”.

Based on observations made by researchers, the teacher’s way if there are students who don’t do pickets is by reminding students again and getting students used to doing picket assignments.

The same thing was conveyed by Mrs. Ena Novita as a PAI teacher:
“We overcome this by getting used to students doing picket assignments such as getting students to arrive early, and do the picket”.

The method given by the teacher to students to carry out the picket assignments given is under what was conveyed by Ms. Sera Damayanti as a PAI teacher:
“The method we use is to accustom students to carrying out picket assignments such as getting students to arrive early, and do the picket”.

Based on observations made by researchers, the teacher's way of instilling discipline in students about carrying out pickets, using the habituation method means that students will get used to carrying out picket assignments. The teacher’s way of instilling a disciplined attitude in students to do homework at home is what was conveyed by Mrs. Sera Damayanti as PAI teacher:
“The way we do this is by giving a warning to students to do their homework at home because homework is homework that must be completed at home and also if the collection of homework is directly collected during the set lesson hours and this method is an oral communication tool between teachers and students in the process learn how to teach”.

The same thing was also conveyed by Mrs. Ena as a PAI teacher who said:
“When we give homework, we urge students to do it at home and we keep reminding them that during the process of giving homework and if they are already at school, the homework must have been completed”.

Interview with class XII IPS students said:
“Every day there is a picket schedule for students and it is carried out alternately. This has existed since class X to class XII”.

Based on observations made by researchers about instilling a disciplined attitude in students so that they do homework at home the lecture method because the lecture method is an oral communication tool between teachers and students in the teaching and learning process.

How is the teacher's method in instilling student discipline about doing assignments so that it runs smoothly, this is following what was conveyed by Ms. Sera Damayanti as a PAI teacher said:
“We check the students’ assignments one by one whether the student is doing the assignment or not and we will also give a warning about the importance of doing the assignment because doing the assignment is one of the attitudes of student discipline that is mandatory to do”.

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The same thing was conveyed by Mrs. Ena as a PAI teacher:
“The method that we use is an oral narrative method because by reminding us orally, students will understand and understand what the teacher’s goals are in giving these assignments and the teacher must also understand whether students understand the
material or not because if the teacher understands this then the process of giving the task will run smoothly’.

Interview with class XII students he said:
“If we do the assignments given by the teacher then all students in our class will do the assignments given by the teacher because it is one of our obligations as students to do the assignments given by the teacher”.

Based on observations made by researchers about carrying out assignments so that they run smoothly, the teacher uses the lecture method with the teacher lecture method to explain orally the importance of doing assignments because one of the student discipline attitudes that must be carried out is doing assignments.

The teacher’s method so that students manage their study time is under what was conveyed by Ms. Sera Damayanti as a PAI teacher:
“The method used by the teacher is the habituation method with habituation method so students are used to managing their study time without the need to be reminded repeatedly because habituation will be carried out progressively”.

The same thing was conveyed by Mrs. Ena Novita as a PAI teacher:
“We will do the habituation method, namely first we will accustom students to managing their study time and if it’s been a long time, students will do this without having to be ordered because if the habituation method is used to it, students will do it continuously”.

Based on observations made by researchers about the method used by the teacher so that students manage their study time is the habituation method because with this method students will get used to managing their study time.

The way the teacher knows whether students manage their study time or not is by following what was conveyed by Ms. Sera Damayanti as a PAI teacher:
“In the learning process, the teacher will know whether students set study time or not because if students set study time, students will more easily understand the material presented by the teacher and if students do not understand when they are studying, students will ask the teacher about the material being explained. by the teacher”.

The same thing was conveyed by Mrs. Ena Novita as a PAI teacher:
“The teacher will find out whether students arrange their study time or not by asking whether students’ understanding of learning before carrying out learning”.

Based on observations made by researchers about managing study time, the teacher will find out whether students manage their study time or not by providing stimulation about the material and the teacher will see the responses from these students.

The aim of the teacher is for students to manage their study time, this is what was conveyed by Ms. Sera Damayanti as a PAI teacher:
“Our goal is to hope that students will succeed in their studies so that we instill discipline in the form of managing study time because if students manage study time, students will more easily understand the material provided by the teacher”.

The same thing was conveyed by Mrs. Ena Novita as a PAI teacher:
“The purpose of the teacher is that if students manage their study time, students will better understand the learning that is carried out while in class, and students easily understand the explanations given by the teacher because students’ thinking power is different so that they need to set time in learning”.

Based on observations made by researchers about the teacher's goal of managing student learning time, this aims to make it easier for students to understand learning material when the teacher explains and there is student success in learning.

So based on the results of observations, interviews, and documentation of the PAI teacher's method of instilling discipline in SMA Negeri 3 Lebong uses four methods, namely the lecture method, the habituation method, the punishment method, and the exemplary method.
d. **Exemplary Method**

The exemplary method of education with the example of a method provides a good example for students or students to emulate and implement. The attitude of discipline that uses exemplary methods, namely arriving on time:

The teacher's method of instilling student discipline so that students come to school on time, is following what was conveyed by Ms. Sera Damayanti as a PAI teacher who said:

“We instill discipline in students, one of which is coming to school on time by setting an example for students to come on time so that students emulate the disciplined attitude of the teacher”.

The same thing was also conveyed by Mrs. Ena Novita a PAI teacher who said:

“The teacher uses the exemplary method to students so that students come to school on time because if students see what the teacher is doing, students will emulate the attitude carried out by the teacher because students prefer to observe and imitate the attitude of the teacher”.

Interview with class XI students he said:

“Before going to school, I will first look at the clock to see if it’s the right time to go to school or not because if it’s already 07.30 WIB we have entered class and must already be in school”.

Based on the observations that have been made by researchers, the teacher applies the exemplary method to students because the exemplary method is more exemplary to students and invites students to emulate this discipline attitude.

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2. **Supporting Factors and Inhibiting Factors PAI Teacher Method in Instilling Discipline**

As for factors understanding and supporting factors in instilling student discipline in Lebong 3 Public High School, namely:

a. **Supporting factors**

Supporting factors that can instill discipline in students are what was conveyed by Ms. Sera Damayanti a PAI teacher who said:

“Supporting factors in instilling student discipline, namely the intrinsic factor, is how the state of the student’s psychology is because each student has different characteristics and
external factors such as the family environment, if the family is used to instilling discipline, students will be easy to instill discipline in school and also factors supporting the consistency of SMA Negeri 3 Lebong in enforcing discipline”.

The same thing was also conveyed by Mrs. Ena Novita a PAI teacher who said:
“Supporting factors, namely intrinsic factors such as hearing, vision, and physical health factors of these students, because this is very important in life because it will affect students’ thinking power and how these students instill discipline in SMA Negeri 3 Lebong, are always consistent in instilling discipline”.

Based on observations made by researchers about the supporting factors of students in instilling discipline, namely consisting of intrinsic factors and extrinsic factors, these factors are very influential in instilling student discipline, and the consistency of SMA Negeri 3 Lebong in enforcing disciplinary attitudes.

b. Obstacle factor

The teacher’s method of overcoming inhibiting factors in instilling student discipline is under what was conveyed by Ms. Sera Damayanti as a PAI teacher who said:

The method used by the teacher is a way that criticizing student work must provide solutions and explain what students did wrong so that students will know the mistakes they made and get the correct solution to the mistakes made.

The same thing was also conveyed by Mrs. Ena Novita a PAI teacher who said:
“The thing that must be considered by the teacher in instilling student discipline is that if you give assignments to students, you must provide feedback to students, such as giving picket assignments, so students will get a value about student discipline”.

Based on observations made by researchers regarding the method used by the teacher in overcoming the inhibiting factors of students in instilling a disciplined attitude, namely the lecture method.

Teachers can overcome student inhibition factors by instilling a disciplined attitude, this is what was conveyed by Ms. Sera Damayanti a PAI teacher who said:
“The way the teacher overcomes students’ inhibiting factors in instilling a disciplined attitude is by explaining student mistakes and providing solutions to students so students will understand what mistakes they made and students also know what to do next”.

The same thing was also conveyed by Mrs. Ena Novita a PAI teacher who said:
“If we criticize students for what they do, then we must provide solutions to these students because if they criticize without providing solutions, students will be confused about what they did wrong and what is the right thing to do”.

Based on observations made by researchers about how teachers overcome student inhibiting factors by providing solutions to students for mistakes made by students.
So based on the results of observations, interviews, and documentation of the supporting and inhibiting factors of the PAI teacher method in instilling a disciplined attitude in students at Lebong 3 Public High School, namely the supporting factors consist of intrinsic factors and external factors intrinsic factors such as factors of hearing, vision, and external physical health such as the environment from the student’s family. The inhibiting factor is when students make mistakes and students are not aware of the mistakes they have made.

Discussion

1. Methods of PAI Teachers in Instilling Disciplined Attitudes in Students at SMA Negeri 3 Lebong.

   Based on the results of interviews that have been carried out by the method of Islamic religious education teachers in instilling discipline in students at SMA Negeri 3 Lebong, the school applies the lecture method, the punishment method, the habituation method, and the
exemplary method. The reason for applying the lecture method is that there are still many students who are less disciplined with the teacher’s lecture method, they can interact through explanations and verbal narratives from the teacher to students in the implementation of lectures to explain and explain the importance of instilling discipline in students and implementing attitudes the discipline. This is following the theory put forward by Syaful Sagala, which is a form of interaction through explanations and oral narratives from the teacher to the students. In carrying out lectures to explain the description the teacher can use tools such as pictures and other audio-visuals(Sagala, 2009).

Based on the data obtained from interviews and field observations, the theory has in common that instilling discipline in students is good and can already instill discipline with the methods given by Islamic religious education teachers, indicators in instilling discipline has been achieved by instilling indicators in instilling disciplinary attitude, students can instill a disciplinary attitude through the lecture method but some students do not instill discipline so that the teacher provides a habituation and punishment method after giving this method so that each student instills a disciplinary attitude by the specified rules. Most students of Lebong 3 Public High School have instilled an attitude of discipline and carried out student discipline indicators.

This is by the theory according to Agus Wibowo that students can be said to be disciplined if they meet several disciplinary indicators, while the disciplinary indicators are as follows:

a. Enter school on time at the hour determined by the school.
b. End learning activities at school or go home according to predetermined hours.
c. Use complete attributes and school uniforms following regulations.
d. Maintain neatness and cleanliness of clothes under school regulations.
e. Include a letter of permission notification if not present at school.
f. Follow the whole process of learning activities properly and actively.
g. Follow and carry out extracurricular activities that have been determined by the school.
h. Do the assignments given by the teacher.
i. Carry out class assignments according to schedule.
j. Set study time(Wibowo, 2012).

2. Supporting Factors Instilling Discipline Attitude Suryabrata suggests the factors that influence discipline are as follows:

a. extrinsic factors
   1) Non-social factors, such as air conditions, air temperature, places, and the tools used for learning.

   Non-social factors are very influential in instilling student discipline because the condition of the air, temperature, place and so on can influence students in carrying out the process of instilling discipline in the school.

   2) Social factors, such as family environment, school environment, community environment, and group environment.

   Social factors such as the family environment, school community environment, and others, these environments can influence students’ disciplinary attitudes at school because from this environment students will get used to instilling discipline like what students do in that environment.

b. Intrinsic Factor
   1) Psychological factors, such as interests, talents, motivation, concentration, and cognitive abilities.

   Psychological factors are students’ psychological states that can affect the learning process and the process of instilling student discipline. Some of the main factors influencing student learning processes are student intelligence, motivation, interests, attitudes, and talents. Intelligence is an important psychological factor in the learning process and instilling
student discipline, because it determines the quality of learning and instills student discipline. Therefore, the need for teaching methods in instilling student discipline.

2) Physiological factors, which are included in physiological factors, include hearing, vision, physical fitness, fatigue, malnutrition, lack of sleep, and illness.

Physiological factors are factors related to the individual's physical condition. First, physical conditions in general greatly affect student learning activities in instilling discipline, healthy and fit physical conditions will have a positive influence on student learning activities and vice versa, weak or sick physical conditions will hinder the achievement of learning outcomes and instill discipline that is not optimal (Suryabrata, 2011).

Enforcement of destructive discipline is often caused by irrelevant teacher actions that will hinder student self-discipline, including:

a) Often criticizes student work without providing solutions.

Often criticizing student work without providing solutions can make students feel uncomfortable and do not know the right things like what to do and students also do not know what is wrong with the work they are doing in instilling a disciplined attitude. If students are wrong in doing something, the teacher must provide direction to students about instilling what kind of discipline attitude is appropriate.

b) Giving assignments but never giving feedback.

Giving assignments but never giving feedback, students will not understand the purpose of what is conveyed by the teacher to students if the teacher instills an attitude of discipline in students, the teacher is also obliged to provide correct feedback or examples to students so that students can do this.

c) Punish without giving an explanation of student mistakes which results in less effective disciplinary enforcement, damages the personality and self-esteem of students.

By giving punishment without explaining student mistakes, students will tend to be less effective, damaging the personality and self-esteem of students because students will feel things that are not appreciated (Mulyasa, 2013).

Figure 5. Documentation with PAI Teachers at SMA Negeri 3 Lebong

Figure 6. Documentation with Administrative Staff of SMA Negeri 3 Lebong
Conclusion

Based on the results of the research data obtained from the field, as well as the data analysis conducted by the researchers on the results of the research data, it can be concluded:

1) The PAI teacher’s method of instilling a disciplined attitude in students at SMA Negeri 3 Lebong uses four methods, namely the lecture method, the punishment method, habituation methods, and exemplary methods.

2) Inhibiting Factors and Supporting Factors in Instilling Student Discipline At Lebong 3 State Senior High School The inhibiting factor in instilling student discipline is that when students make mistakes every time they are reminded by the instructor, students take the wrong steps in the same way. Supporting elements in instilling student discipline are student desires such as interest, inspiration, focus, and mental ability of students in instilling discipline,

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