

# Influence of Motivation in The Formation of Discipline for Madrasah Ibtidaiyah Students

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## Influence of Motivation in The Formation of Discipline for Madrasah Ibtidaiyah Students



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### ABSTRACT

Discipline behavior is one of the most important behaviors to teach because it can make a person able to follow the rules. Schools are strategic environments for teaching disciplined behavior. The school education system requires students to be disciplined, and every student must always follow the existing rules. This study aims to provide insight into the factors that influence students in disciplinary behavior so as to facilitate an educational institution in improving discipline in the special education process at the Madrasah Ibtidaiyah level. This study uses a descriptive qualitative method through the approach initiated by Miles and Huberman. With data obtained by taking a survey on 163 students (male: 95; female: 68) from Madrasah Ibtidaiyah Nurussalam, Sambirejo, Matangan, Ngawi, Indonesia. The results of the study indicate that there are several factors that influence the disciplinary behavior of madrasah ibtidaiyah students which are divided into four motivations, including: (1) internal motivation factor, this can be seen from the students' understanding of the discipline that has been applied in madrasah ibtidaiyah by being able to adapt to the school regulatory system, have good self-control (which is influenced by religiosity), and have high ideal motivation, and (2) external motivation factors, this can be seen from the support of parents, having responsibility and motivation to avoid punishment, and the influence of friends who have obeyed the rules.

### KEYWORD:

Discipline Behavior  
Student Motivation  
Islamic Education  
Elementary School

### ABSTRAK

Perilaku disiplin merupakan salah satu perilaku yang paling penting untuk diajarkan karena bisa membuat seseorang mampu mengikuti aturan. Sekolah adalah lingkungan strategis untuk mengajarkan perilaku disiplin. Sistem pendidikan sekolah mengharuskan siswanya untuk bersikap disiplin, dan setiap siswa harus selalu mengikuti aturan yang ada. Penelitian ini bertujuan untuk memberikan wawasan tentang faktor yang mempengaruhi siswa dalam berperilaku disiplin sehingga mempermudah suatu lembaga pendidikan dalam meningkatkan kedisiplinan dalam proses pendidikan khusus di jenjang Madrasah Ibtidaiyah. Penelitian ini menggunakan metode kualitatif deskriptif melalui pendekatan yang digagas oleh Miles and Huberman. Dengan data yang diperoleh dengan mengambil survei pada 163 siswa (laki-laki: 95; perempuan: 68) dari Madrasah Ibtidaiyah Nurussalam, Sambirejo, Matangan, Ngawi, Indonesia. Hasil penelitian menunjukkan bahwa ada beberapa faktor yang mempengaruhi perilaku kedisiplinan siswa madrasah ibtidaiyah, antara lain sebagai berikut: (1) faktor motivasi internal, hal ini dapat dilihat dari adanya pemahaman siswa akan disiplin yang telah diterapkan di madrasah ibtidaiyah dengan mampu menyesuaikan diri dengan sistem peraturan sekolah, memiliki pengendalian diri yang baik (yang dipengaruhi oleh religiusitas), dan memiliki motivasi ideal yang tinggi, dan (2) faktor motivasi eksternal, hal ini dapat dilihat dari adanya dukungan orang tua, memiliki tanggung jawab dan motivasi untuk terhindar dari hukuman, dan pengaruh teman yang telah mentaati aturan.

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## 1. Introduction

Disciplined behavior is one of the most important behaviors to teach someone early in their life (Syam, A., & Mukhlas, M., 2019; Ashari, R., et.al., 2017). Behavior can be taught in a variety of environments, whether within the family, school, or community (Sumarni, S., et.al., 2021, December). The disciplined behavior that an individual has can cause a person to be able to follow the rules so as not to commit violations, either misdemeanors or major violations such as violations of the law (Sunaryo, S. A., et.al., 2021). Quoted in the grand theory of motivation from Reeve, J. (2016), suggests that the basis of motivation is to shape one's character for the better, under attitudes such as optimism, discipline, and stay away from bad emotions by establishing relationships. in the society he lives in.

Disciplined behavior can be defined as the level of order contained in a group. D-Nature educational environment or the learning environment may refer to the educational approach, cultural context, or physical setting in which teaching and learning take place (Koriati, E. D., et.al., 2021). Discipline is defined as a technique also used by teachers to build or maintain order in the classroom (Syam, A. R., et.al., 2021). So that discipline can be interpreted as the attitude of a person or group who wants to follow the rules that have been set. In educational environments, particularly in schools, an understanding of disciplinary behavior is an attitude or behavior that demonstrates compliance with school students' regulations.

The school is a strategic environment to teach disciplined behavior because there are parties who are responsible for student behavior. There are Islamic education systems in Indonesia, such as school systems, Boarding schools, madrasah, and pesantren. Where the three have differences in various aspects, one that is striking is seen in the madrasa education system in madrasah ibtdaiyah level that is different from elementary schools in general (Syam, A. R., 2015). One of the advantages is that madrasah education ibtdaiyah upholds education with the vision and mission of Islamic education with Islamic moral values implemented in all forms of system order and educational elements that exist. One form of attitude that is always emphasized of them is to behave disciplined by following the rules of behavior or rules that have been set by the school, either forced or voluntary.

It was revealed by Cotton (2013), states that student discipline issues are a universal problem faced by all schools not only in Indonesia but also in schools around the world. So, it is important to know the factors that influence the behavior of the student's discipline to increase the potential of the discipline. Previous research has shown that one of the factors influencing students' disciplinary behavior is motivation. Quoted from the journal Lucciano

Gasser (2013) states that motivation is the desire to change, either change yourself or change the surrounding environment to fit your desires. Like when students do a task, what is the cause of the student's behavior.

According to Kim, J. I. (2015) states that the division of motivation can be broadly divided into two, namely motivation from within (internal) such as emotional conditions and external (external) motivation such as teacher support in the educational environment and parental support in the family environment. In Madrasah Ibtidaiyah, with its developmental age which is classified as childhood, there are many aspects that influence students' behavior, including motivation, but have not been explained in detail (Syam, A. R., et.al., 2020). This study aims to find out what factors influence students to be disciplined, this study aims to find out what factors influence students to be disciplined. So, it is expected that the findings of this study can help school managers, parents, or others to create an environment that can make students behave disciplined.

## 2. Literature Review

### Motivation to Learner

The definition of deep learning motivation according to Kompri (2015), it is a psychiatric aspect that experiences development, meaning it is affected by the physiological condition and psychological maturity of students. Mudjiono (2013), proposed the definition of learning motivation as mental strength that encourages learning or mental impulses that drive and direct human behavior (learning behavior). So, learning motivation is the motivation (encouragement) internally and external learners to learn to achieve good achievement (Sumaryanti, L., et.al., 2020).

There are several characteristics of a student who can be taught to have learning motivation, as expressed by Sardiman (2016), is as follows: but can also experience a decrease that can be seen in less learning achievement. So, in the face of future competition both in the world of education and in the world of work, it takes an enterprising and persistent effort to win the competition (Ikhwan, et.al., 2020; Syam, A. R., et.al., 2021). Learning motivation has several functions as in the following explanation:

- a. Encourage humans to do, so as a mover or motor that releases energy. Motivation in this case is the driving force of every activity that will be done;
- b. Determine the direction of the action, namely towards the 3 goals to be achieved. Thus, motivation can provide direction and activities that must be done by the formulation of the goal;

c. Selecting deeds, namely determining what actions must be done in harmony to achieve the goal, by setting aside actions that are not beneficial to the goal. For example, a student who will face an exam in hopes of graduating will certainly do learning activities and will not spend his time playing cards, reading comics, because it is not compatible with the goal (Sardiman, 2016).

Learning motivation is divided into two, namely internal motivation and external motivation, both learning motivations are explained as follows: internal motivation is the motivation that becomes active or functioning does not need to be stimulated from the outside, because in each individual there is already an urge to do something. External motivation is active and functioning motives due to external stimulants (Sardiman, 2016). Sardiman (2016) suggests several forms and ways to foster motivation in school learning activities: giving numbers, prizes, rivals or competitions, ego involvement, give a replay, knowing the results, praise, punishment, the desire to learn, interest and a recognized purpose. According to Dimiyati and Mudjiono (2013), six elements affect learning motivation. These elements include an Ideals or aspirations of learners, student ability, student conditions, environmental conditions of learners, dynamic elements in learning and teacher's efforts in aligning learners.

### Learning Discipline

The discipline of learning is a condition created and formed through the process of a person's set of behaviors that conform to rules or rules to obtain a new change in behavior as a result of his own experience in interaction with his environment (Kardi, 2016; Syam, A. R., & Rahma, R., 2018, August). For students to learn more advanced, students must be disciplined in studying both at school, at home, and in the library. Gunners (2017), presents the following characteristics of learning discipline:

- a. Obedient, consisting of discipline to the hours of study;
- b. Responsibility, consisting of adherence to lesson hours. Responsibility, consisting of compliance with school rules;
- c. Commitment, consisting of loyalty to the subject matter;
- d. Effective, consisting of regular use of time;
- e. Cooperation consists of order in the learning process.

Some of the factors that affect discipline are as follows: *first*, self-awareness serves as self-understanding that discipline is considered essential to its good and success. In addition, self-awareness becomes a very strong motive for the formation of the discipline; *second*, followers and obedience, as a measure of application and practice of the rules governing the

behavior of the individual. This is in continuation of the existence of self-awareness generated by strong ability and self-will; *third*, educational tools, to influence, change, foster, and shape behaviors that conform to defined and taught values; and *fourth*, punishment is an attempt to resuscitate, correct and correct the wrong so that people return to a behavior that is under expectations (Fitri Yansah, 2018).

### 3. Method

This study uses qualitative analysis. The Research uses survey techniques in its data collection, namely by spreading open surveys to Madrasah Ibtidaiyah. The subjects of the study were 163 students (95 male students; 68 female students) from Madrasah Ibtidaiyah Nurussalam, Sambirejo, Mantingan, Ngawi, East Java, Indonesia. Before determining the survey question, researchers conducted a focus group discussion (FGD) with three groups of Madrasah Ibtidaiyah school students and three different class, each group consisting of 15-20 students. From the results of FGD conducted, researchers determined pen questions to uncover factors that influence student behavior in discipline and factors that influence students to be undisciplined. Sugiono (2016), states that the collected data is analyzed with qualitative analysis techniques from Miles and Huberman. The steps taken are to check all the data that has been collected from the research subjects. Then continued with data reduction, compiling data in units or arranging the main point. Followed by examining the validity of the data or giving meaning to the results of the study by linking it in theory and the last is the conclusion

### 4. Result

Research shows that the factor that influences students' disciplinary behavior is the presence of motivation. Based on the source of motivation, student motivation Madrasah Ibtidaiyah Nurussalam, Sambirejo, Mantingan, East Java can be classified into two, namely, a motivation that is sourced from within internal motivation and external motivation.

#### a. External Motivations of Student Discipline Behavior

Students' Madrasah Ibtidaiyah Nurussalam, Sambirejo, Mantingan, East Java internal motivation to behave in discipline <sup>17</sup> is influenced by several factors, including the support of parents, punishment, the influence of friends, and the desire to be seen favorably. *First*, that affects is parental support, the support provided by parents of students is one of the most important factors in student learning success and also in student discipline behavior. Surveys show that students are reluctant to commit violations when they remember the advice and support provided by their parents. The support provided is also able to foster a sense of wanting to be the pride of parents and

not want to disappoint them; *second*, is the acute t on a punishment that students will get when violating discipline. Many students are disciplined for fear that punishment will be obtained. Students are at a stage of child development that still needs a lot of guidance in behaving. So that the punishment in light to moderate levels, can help them in forming good behavior and character. Punishment is important because not all students realize the importance of their disciplined behavior. The next source is the impact of friends who obey the rules. Just like bad behavior, good behavior from friends is very influential on student discipline behavior. So, students need to choose friends to get along with, both in the school environment and outside the school (community); and *third*, is they want to be considered good by others. This is because they are senior students or well-labeled students, so they want to maintain the perception of either in front of other friends or in front of teachers.

b. Motivations internal Student Discipline Behavior

Students' Madrasah Ibtidaiyah Nurussalam, Sambirejo, Mantingan, East Java external motivation from within students to behave disciplined can be derived from their understanding of the function of behaving discipline, good self-control, a strong desire to learn in school, as well as the existence of clear ideas or goals. *First*, source comes from students understanding of the importance of disciplined behavior, this understanding can arise over time which affects the development of thinking skills and getting used to it. It may initially be that students are disciplined due to external demands, but with age, students can interpret the importance of discipline so that they can adapt to the rules system in school; *second*, Student discipline motivation is also influenced by the self-control that students have. Students' self-control or self-control abilities are heavily influenced by the level of religiosity. A person who has a high religiosity will feel always supervised so as not to dare to commit disciplinary violations; and *third*, is the existence of clear ideals and high motivation to study in school. Learning motivation and the ideals that students have will lead their behavior to bring them closer to their goals. This is the same as undisciplined behavior that is influenced by a lack of motivation to learn and the absence of ideals

## 5. Discussion

Discipline is an attempt to control the self and mental attitudes of an individual or society to develop adherence and obedience to rules and regulations based on the drive and awareness that comes from his or her heart. So, it is considered important for an institution to familiarize behavioral disciplines, especially educational institutions. In Udin Wiratama

(2013), explained in the project of improving the quality of elementary teachers equivalent that discipline needs to be taught to students for the following reasons, as follows: discipline needs to be taught and studied and internalized by students so that students can discipline themselves and can control themselves without being controlled by the teacher; discipline is recognized by experts as the focal point in applying the rules; a high level of adherence to the rules, especially when growing out of ourselves, not being coerced, will allow for a better learning climate, so that a conducive learning climate emerges and students are encouraged to learn; and the habit of obeying class rules will have a more lively impact on the rules in society.

According to Walter Mischel (2012), states that efforts to improve student learning discipline are important because disciplinary habits will increase student activity in the learning process. In addition, disciplined behaviors instilled since childhood can affect a child's self-control abilities (Syam, A. R., 2015) and self-control abilities will affect many aspects of the next life (Sumaryanti, L., et.al., 2020). This research shows that although initially boarding school students or students feel forced into the discipline, over time students will get used to and able to adapt. An adaptation that occurs in students is influenced by several factors, namely self-control, internal motivation, and external motivation (Sardiman, 2016).

Motivation is often viewed from quantitative approaches, namely related to the intensity, direction, and duration of behavior. But more deeply, motivation can be seen from the qualitative side, which is related to what causes them to behave disciplined. This is important to know because many reasons make one student and another student performs the same disciplinary behavior. According to Helmi, A. F., (2012), said that discipline is not only needed in the school environment but also in the workplace. Discipline develops the main of these habits due to consistency in enforcing discipline. One of them is with the punishment and reward they get in every violation and compliance. According to Smith, M (2013), states that one way to teach students about disciplined behavior is to provide counseling. With counseling, students feel better understood so as not to feel compelled in the discipline. Reeve, J. (2016), states that motivation and emotion are two things that are interrelated, namely emotions can affect motivation and motivation can affect emotions. So that the role of teachers and discipline enforcers becomes a factor that determines the behavior of students.

The research also revealed that the role of teachers as discipline enforcers in conveying rules or providing insight into the importance of rules becomes a great influence on student



discipline. However, punishment should be considered, as improper punishment will make students hate law enforcement. Research by Zainal, T., et.al. (2015) found that appropriate punishment is given as soon as disciplinary behavior arises.

According to Maulana, R. et.al (2013), states that the involvement of teachers in class in guiding their students can increase academic motivation compared to teachers who are indifferent to their students. Furthermore, his research shows that a good relationship between teachers and students in general (not just in the classroom) can increase student motivation. In the school education system, a teacher or ustadz performs his role as a substitute for parents during the student in the school environment, so that the form of support provided by the teacher not only motivates while in the classroom but also in the daily life of students (Vollmeyer, R, 2013). The motivation provided by teachers is also able to change the behavior and morals of students.

Zainal, K., and Hassan, W. (2009), states that religious factors are very important disciplines for a person to be disciplined. The better the level of understanding of students about religion, in this case, the Religion of Islam, then the disciplined behavior will be easier to raise. The findings are consistent with these findings which suggest that a student's faith or belief in God is watching in every behavior and that it becomes an important factor for always behaving disciplined. So, it can be concluded that several factors affect the motivation of students in behaving disciplined. Internal motivation is the most important thing, especially self-control which is influenced by an understanding of religion and an understanding of the importance of being disciplined. In addition to these factors, other motivating factors such as motivation from parents, friends, and the environment will also support the formation of disciplined students

## 6. Conclusion

The results of the analysis showed that motivation is an important thing that influences the discipline behavior of students in school and there are several factors that influence the disciplinary behavior of madrasah ibtidaiyah students which are divided into four motivations, including: (1) internal motivation factor, this can be seen from the students' understanding of the discipline that has been applied in madrasah ibtidaiyah by being able to adapt to the school regulatory system, have good self-control (which is influenced by religiosity), and have high ideal motivation, and (2) external motivation factors, this can be seen from the support of parents, having responsibility and motivation to avoid punishment, and the influence of friends who have obeyed the rules. The findings of this study are

expected to help school administrators to create an orderly and conducive school environment that can make students disciplined.

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