

Application of the Point System on Improving Student's Discipline

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Abstract: This study tries to paint a picture of how the point system is used and how it affects student behavior. The methods used to acquire data include documentation, observations, and interviews. Data reduction, data exposure, and conclusions are all used in data analysis approaches. utilizing triangulation methods to validate data. The outcomes demonstrated that the point system's deployment was done in order to enforce student discipline and make it easier to handle student infractions. Subject specialists, homeroom instructors, and picket teachers all apply the point system. The point system is created in the form of a pocket book that contains school regulations and the quantity of points that will be taken away if you break them. This book is referred to as a point book. Pupils start out with 200 points; if they break any school regulations, points will be taken away based on the infraction and added if they succeed. The point system's adoption is hindered by certain teachers' failure to administer it in compliance with the established standards, whereas it is supported by schools' effective coordination in monitoring student disciplinary infractions.

Keywords: Discipline, Point Book, Point System.

A. Introduction

In order to educate the life of the nation, national education has a function to develop the ability and shape the civilization of a dignified nation. It aims to develop students' potential to become human beings who believe in and fear God Almighty, have noble character, are healthy, capable, creative, independent, and are democratic and responsible citizens. For the benefit of oneself, one's family, and society as a whole, education is the process of fostering better abilities, attitudes, and behaviors (Greenberg, et. al., (2003). A successful education is one that results in graduates who are intelligent, creative, skillful, and morally upright. Although the goal of national education is to produce people of high moral character and academic intelligence, the emotive component of learning is nevertheless frequently disregarded. The success of a learning process is still frequently measured by cognitive achievement. The outcomes of the learning process at school demonstrate this.

Discipline is one of the principles of character education (Durkheim, et. al., 2012). Humans cannot survive without discipline because without discipline, many issues arise. Discipline has a wide range of meanings. One's obedience in life is their level of discipline. Students will become accustomed to following the rules through

punishment as a result of the awareness and encouragement to do so (Guay, et. al., 2010). The attitude and behavior that result from the habit of following rules is what Samani and Hariyanto (2016) define as discipline in their theory of universal character values. Wiyani (2016) also describes discipline as pupils' capacity for self-control, which enables them to act in accordance with the rules in the classroom. To ensure that they consistently follow the rules and for it to have a beneficial effect on them, discipline is crucial (Yussi et. al., 2017).

For me, discipline is crucial. According to Hariyanto & Kandedes (2023), the importance of discipline in student life is evidenced by the way in which students' understanding of discipline affects their academic success. In order to achieve the best learning outcomes, disciplined learners will make an effort to organize their study time and look for effective study techniques. Make sure they follow the rules consistently so that it has a favorable effect on them.

According to Susanto (2015), the points system is a school rule that assigns error points to students based on their level of wrongdoing. Ireland, et. al., (2017) who claim that the point system is a type of Susanto (2015) negative reinforcement used by the school to punish pupils who disobey the rules by awarding points that accumulate if the offender makes the same error more than once, also support this opinion. Retnosari and Herdian (2016) offered a different perspective on the definition of the point system; in his view, the system is intended to gauge the severity of student discipline infractions. The researcher's conclusion regarding the point system is that it is a school policy to give pupils who violate the code of conduct negative reinforcement by allocating error points based on the seriousness of the offense.

In an effort to enhance student discipline, SMK Negeri 1 Mesuji uses a point system based on the findings of observations. The point book, a type of student pocket book, serves as the vehicle for this point system. The SMK Negeri 1 Mesuji's school regulations are listed in the point book. Dress restrictions, access and exit times for school, guidelines for getting along with friends, and other regulations are all included in the code of conduct. There are points assigned to each regulation that, if violated, will take away from the initial points. The original 200 points awarded at the start of the school year for admittance will be subtracted if you break the rules, but they can be increased if you receive achievements or go a semester without losing points.

B. Methods

A qualitative technique was used in this study's execution at SMK Negeri 1 Mesuji, where researchers sought to understand phenomena that emerge organically through the collecting of in-situ data. "Efforts to develop their opinions that are explored in-depth, formed with words, comprehensive, and complex imagery" are the foundation of qualitative research (Moleong, 2018). So qualitative research is research that attempts to understand phenomena about what is experienced by

research subjects such as behavior, perception, motivation, action etc. descriptively in the form of words and language by employing scientific methodologies.

The primary data gathering methods in qualitative research involve researchers working alone or with assistance from others (Moleong, 2018). The participation of researchers who serve as essential tools in the execution of the research is crucial, especially when conducting direct observations. Guidelines, such as those for conducting interviews, making observations, and documenting findings, are also tools that I utilize. In order to ensure that the information gathered is consistent with the researcher's strategy, this is intended to make it simpler for researchers to carry out their responsibilities both as controllers and in the field.

The interactive analysis approach developed by Miles and Huberman was employed for the qualitative data analysis stage in this study. Stages of data collection, data reduction, and data presentation.

C. Results and Discussion

The Student Pocket Book (BSS), which is the form of the Point System used at SMK Negeri 1 Mesuji, contains the rules that students are expected to abide by. These rules include those pertaining to school uniforms, hair, nails, makeup, and tattoos; entry and exit times; student attitudes and behavior; attendance; flag ceremonies and holiday commemorations; use and maintenance of educational facilities; school security; and picketing.

At SMK Negeri 1 Mesuji, every teacher and non-teaching staff member oversees student behavior. The Picket Teachers are in charge of enforcing direct sanctions and adding to the number of student violation point credits. The Conference Meeting of Cases, which is attended by the Deputy Head of Student Affairs, BK Teachers, the Head of Study Program, and Homeroom Teachers, makes the final determination regarding the imposition of sanctions. Under the direction of the Deputy Head of Student Affairs, BK Teachers process Student Violation Point Credit Data and Point Debit.

Depending on which regulations are broken, each sort of infraction carries a different point weight; the lowest point weight is 5 points. the type of offense, such as failing to wear all required school attire, failing to wear socks or shoes as required, failing to wear a belt, and a number of other relatively minor violations. The violation point type with the highest point weight, which is 201, is the type of infraction that includes things like striking teachers and using illegal narcotics. At point 201, kids are automatically expelled from school. According to the regulations governing the violation point system, each type of violation of the conduct rules committed by students will result in a reduction of the initial 200 points awarded; the weight of the points deducted depends on the seriousness of the offense committed; outstanding students are rewarded by being exempt from violation points for the entire semester.

The maximum number of credit points that can still be tolerated for Class X pupils is 100, Class XI is 150 points (including accrued points from Class X), and

Class XII is 200 points. Credit violation points accumulate for three years with limitations (including accumulated points from Class X and Class XI). Pupils who earn more credit points than the maximum credit point limit allowed by the aforementioned laws are dismissed from school.

At SMK Negeri 1 Mesuji, the process for handling violations has been done successfully. The severity of the point decrease determines the follow-up and sanctions that will be applied. The guidelines for how many points are taken away, what happens next, and how sanctions are applied to pupils are as follows: (1) Points distributed 1 - 25 handled by the class teacher or picket teacher and reported to their homeroom teacher Verbal caution (2) 25-50 cleaning the school's surroundings handled by picket teachers, reported to the homeroom teacher, performing schoolwork, writing a statement letter in excess of the 10,000 seals, and making the parents aware. (3) 51 - 75.

Parent phoning, handling, homeroom instructors, head of study program. Make a 10,000-stamp affidavit known to the parents and suspend it for three days. (4) 76 - 125 Homeroom teachers, BK, the deputy head, and parent summons are in charge of this. Make a 10,000-stamp duty affidavit known to the parents and suspend it for six calendar days. (5) 126 - 200 handling, a parent calling, the homeroom teacher, the head of the study program. Make a 10,000-stamp duty affidavit known to the parents and suspend it for nine calendar days. (6) Cases 201 Conference back to the parents.

The implementation of the point system is hampered by the fact that some teachers are slow to award points, some parents are slow to answer summons letters, and some children are still challenging to mentor. Another barrier to adopting regulations is a lack of human resources (HR) who are specifically responsible for student discipline. Meanwhile, the presence of solid inter-school cooperation, particularly with parents, and student knowledge of adhering to rules are supportive factors in the implementation of the point system at SMK Negeri 1 Mesuji (Atkinson, et. al., 2007).

The adoption of the violation point system is extremely beneficial in promoting student discipline, where violations of student rules can be decreased owing to point sanctions, according to the findings of researcher-conducted interviews and data gathering. Although a tiny number of pupils continue to frequently break the rules in its application, this is because it is challenging to develop their character. Students frequently broke school rules at SMK Negeri 1 Mesuji prior to the adoption of the point system. As a result of the point system's implementation, student behavior has gradually improved, and no longer are there any students who frequently skip class or smoke inside of schools. This indicates that the point system's implementation in schools has been successful and had a positive effect on student behavior (Lewis, et. al., (2002).

D. Conclusions

The study's findings allow for the following conclusions 1) the student wallet (BSS) has been well governed in the SMK Negeri 1 Mesuji to allow students to actively consider the penalties that would be received if they violate the rules. This can be observed from the rules set, handling methods, follow-up, and sanctions for infractions committed; 2) teachers who are still unwilling to dock points when students break the rules and parents who take a long time to respond to summons letters are two factors that continue to hinder the use of the point system at SMK Negeri 1 Mesuji; and 3) the reduction in rule infractions after the installation of this point system shows that it has an effect on enhancing student discipline.

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