

Management of student discipline formation through a social learning approach

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ABSTRACT

A research on the Management of Student Discipline Formation through Social Learning Approach aims to determine: 1) The condition of students' disciplinary character at Noling Education Foundation Junior High School; 2) The management of implementing student discipline formation through social learning approach at Noling Education Foundation Junior High School. The type of this research is descriptive qualitative research, data collection is conducted through observation, interviews, and documentation methods. As for the data analysis techniques used, they are data collection, data reduction, data presentation, and drawing conclusions. The research findings indicate that 1) The disciplinary character of students at Noling YPN Junior High School has fulfilled 5 indicators of discipline, namely attending school, participating in learning activities, completing assignments, studying at home, and adhering to school regulations properly. There are 2 indicators that show minimal results in shaping student discipline using the social learning approach, namely students' discipline in completing assigned tasks and students' discipline in studying at home. 2) The implementation of student discipline formation management through the social learning approach starts from planning, including formulating objectives, drafting the format of student discipline formation, and establishing school regulations. This process involves Teachers and Education Personnel, School Committees, Stakeholders, and students' parents, considering the goals to be achieved. Teachers apply social learning indicators in the teaching process, and evaluations are conducted to identify the core of teachers' mistakes in shaping student discipline, thus identifying supporting and inhibiting factors, including funding solely sourced from the School Operational Assistance (Bos) funds and the completeness of facilities and infrastructure at Noling YPN Junior High School. 3) The model of student discipline formation consists of regular habits, providing explanations about the rules, explaining the consequences of actions logically, shaping behavior in one step, and teaching problem-solving skills, primarily in shaping student discipline.

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Introduction

In the current digital era, the multidimensional crisis as a manifestation of moral degradation has a broad impact, not only on the decline in ethics, but also on students' disciplinary character. Moreover, the character of discipline is also included in one of the five characters that are considered problematic for students (Diana, Chirzin, and Bashori 2019) In fact, the ESQ study revealed that Indonesia is experiencing a decline in character, including a crisis of responsibility, a crisis of justice, a crisis of concern for the environment and most prominently a crisis of discipline (Madina et al. 2021). This is due to the weakening of the pattern of emphasis on cultural education and student character (Jasrudin Jasrudin, Zulfikar Putera and Farid Wajdi, 2020). There is a rise in deviant behavior in the educational sphere, such as bullying, truancy, brawls between students, and what is now increasingly happening is the involvement of students in playing online gambling. This shows that there has been a gap in moral decline among students so that disciplinary behavior is increasingly being eroded (Akbar Kerniawan 2021)

In addition, the educational model currently implemented mostly emphasizes cognitive factors and ignores character education. This is proven by education which only focuses on the development of the left brain (cognitive) and pays little attention to the development of the right brain (effective, empathic and feeling). In fact, character development is more about optimizing the function of the right brain, especially in character building learning (such as manners and religion). In contrast to the left brain which only does it (remembers or just "knows"). Character development should be systematic and continuous and involve knowledge of real feelings and actions. (Rizky 2023). (Harita, Laia, and Zagoto 2022) revealed that character education comes as a form of criticism and disappointment with the practice of moral education so far. Therefore, cultivating character education, especially the character of discipline, is the main task for Indonesia, especially for educators, in shaping the disciplined character of students in schools.

According to Sobri, et al, 2019, it was revealed that discipline is included in the category of one of the most important characters to be instilled in students, namely 88%. This fact indicates the importance of character formation starting from the family, community, and especially the school environment. This is in line with the mandate of Constitution No. 20 of 2003 which emphasizes the importance of developing abilities and forming a dignified national character and civilization to form people who are faithful and devoted to God Almighty and responsible (Fitriyani 2018). The importance of forming student discipline requires every institution in the educational unit to form the disciplinary character of students both in schools and madrasas, because disciplinary character is included in the teaching and learning process (Utami et al. 2022). This is what triggers the formation of habits that are very influential in student achievement at school. Even Discipline has a relationship with learning outcomes in the medium category (66.7%), in other words that discipline will influence student learning outcomes. (Raharja 2023). Not only that, (Harita, Laia, and Zagoto 2022) states that discipline is an aspect of life that must be realized in society which can be demonstrated by children's actions and actions every day, whether in the school environment, family environment, or in social life.

Discipline needs to be established to reduce the prevalence of deviant behavior that occurs and is contrary to disciplinary norms. There is deviant behavior that is contrary to student disciplinary norms at school, such as coming to school late, leaving class when teaching and learning activities are taking place, smoking in the school environment, going home before time, speaking and behaving impolitely towards teachers, in addition to deviations from student disciplinary norms. It also sometimes occurs outside the school environment, such as fighting, smoking, illegal racing, and even drinking alcohol (Kusimastuti 2020) This is of course in contrast to efforts to realize national education, one of which is by developing the potential of students to become human beings who have faith in God Almighty.

Discipline is broadly defined as a kind of influence designed to help children be able to face the demands of their environment. Tu'u believes that discipline can be formulated in several ways as follows: 1) Following and obeying applicable regulations, values and laws. 2) Obedience arises because of self-awareness or because of fear, pressure, coercion and encouragement from outside parties, 3) As an educational tool to influence, change, develop and shape behavior. 4) Punishments are given to violators of applicable provisions. 5) Applicable regulations. (Zainuddin 2021)

A disciplined attitude will encourage a person to develop other good character values, such as responsibility, honesty, cooperation, and others (Eka Purwanti, and Yantoro 2020) . In fact, discipline is considered an effort to manage oneself and others, based on research at Harvard University showing that a person's success is not determined solely by technical knowledge and abilities (hard skills), but rather by the ability to manage oneself and others (soft skills) (Dyer et al., 2011). In fact, research revealed by (Atri Walidi, Ana Dwi Wahyuni 2023) revealed that success is only determined around 20% by hard skills and the remaining 80% by soft skills. Even the most successful people in the world can succeed because of more Lots supported by soft skills abilities from on hard skills. This suggests that good disciplinary character is very important for students to have .

Discipline is defined as a field of knowledge that has certain objects, systems, methods; Disciplinary rules seek to control oneself and the mental attitude of individuals or society in developing compliance and obedience to rules and regulations based on encouragement and awareness that arises from within their hearts (Harita, Laia, and Zagoto 2022) . In other words, discipline aims to train someone to always work and act on time, effectively and effectively, and follow the rules or regulations that have been set, because discipline is one of the keys to the success of an activity, that is why discipline has a big influence on the success of the study. .

Discipline at school is closely related to students' diligence in school and also in learning. School discipline includes teacher discipline in teaching by implementing rules and regulations, employee/employee discipline in administrative work and cleanliness/orderliness of the classroom, school building, yard, etc., discipline. Discipline in schools is an important thing in supporting the success of the rules implemented in schools, of course those who play an important role in forming student discipline in schools are stakeholders, teachers, students, and the most important thing is the rules and regulations that have been implemented. The discipline applied aims to improve the quality of children's learning in Teaching and Learning Activities (KBM) so that students' development is better.

In essence, fostering discipline in students is so that students voluntarily, self-awarely and happily obey all the rules that apply to them in any environment, whether in the family, school and in society . This is very effective in developing student discipline. is by modeling or exemplary examples. With modeling in an effort to discipline students, discipline at school will have a positive influence on life students in the future . Therefore, the teacher as a model must instill principles such as giving exemplary, enforcing the rules and getting used to behaving, acting and behaving in ways that do not deviate from the rules and regulations at school as well as the norms that apply in community life (Uge, Arisanti, and Hikmawati 2022) . One of the basic things that is important to pay attention to in efforts to increase disciplinary behavior is the self -discipline factor. namely responsible behavior that has a personality full of responsibility. (Anbiya 2018) . Self-discipline must be mastered by students through the learning process both in the family environment and in the school environment. Instilling self-discipline in the family environment is the initial capital in forming a child's character who is tough and has fighting power. Likewise, cultivating self-discipline in the school environment, teachers must be able to become models or provide positive role models so that

they can create a climate that shows self-discipline, so that students will observe directly through thought processes captured through learning activities at school (Arofah 2017).

This shows that discipline is a fundamental element for student success, especially in the field of academic achievement, this is proven by research conducted by Agung Prayoga with the title "The Influence of Student Discipline on the Learning Achievement of Class So that Ho is rejected and Ha is accepted, meaning that there is a positive influence of student discipline on student learning achievement at school. Class Xi, SMA Pgri and Pemalang Regency, 'The Influence of Discipline on Learning Achievement in Economics Subjects of Class

According to previous research, there are 4 elements in implementing discipline patterns in the school environment. Firstly, a pattern of good rules applies in the school. Second, the teacher's role in providing a good example is also not important. Thirdly, the principal's credibility regarding discipline also needs to be paid attention to. In other words, teachers are also sometimes motivated to be disciplined if the principal is also disciplined, and fourthly, sanctions or punishments apply to students and teachers who are proven to violate discipline. (Suratno et al. 2021). Forming student discipline is a way for students to be successful in learning and later when they are in the work environment (Aulia, Nugraha, and . 2021). In fact (Nurrohman, Hidayat, and Eko R 2023) revealed that the formation of student discipline has a big influence if teachers as educators take part in shaping students' character, according to one of the teachings of the Prophet Muhammad, namely the exemplary method. This confirms that the character of discipline should be integrated into the learning process at school.

Apart from that, the process of forming students' disciplined character can also be done by creating modeling and developing role models (Rahmat, Sepriadi, and Daliana 2017). This is strengthened by the assumption that "discipline" discipline, namely someone who learns from or voluntarily follows a leader, as an example of the discipline of superiors, be it school principals, teachers and administrative staff, which of course has an influence on student discipline. Even in developing an educational institution to become an effective forum, one of the targets is to improve student discipline, modeling is needed from leaders, which basically provides emphasis for each leader who needs motivation for his followers. (Siswantoro and Sukriono 2020). Therefore, Albert Bandura's theory regarding social learning theory is worth considering in efforts to form students' disciplinary character.

Research on discipline has developed from research that raises the issue of disciplinary behavior in the workplace, to disciplinary behavior in the world of education. Based on the results of previous research, it was revealed that leaders must be able to implement work discipline to increase the work effectiveness of their employees (Riyanti et al. 2019) not only that, research in the field of discipline management also reveals that the formation of a person's discipline is closely related to the planning, implementation and supervision processes. (Nuridin, Jahada, and Anhusadar 2021) this is proven by the existence of management in student disciplinary efforts which is able to create conditions so that students are actively involved in the education and learning process. Previous research in the field of education (1) revealed that the role of teachers, enforcing regulations, and giving sanctions will increase student obedience (Faiz, Nurhadi, and Rahman 2021), (2) internal discipline should be shown by obedience, obedience, self-control will regulations and procedures that apply in online learning (Febrianty and Cendana 2021). It can be concluded that discipline is formed as a result of the development process from the family environment continuing in the school environment. However, this can be confirmed by research which has successfully revealed that not all students can apply a disciplinary attitude in the learning process, so that the family environment becomes an opportunity for children to form a disciplinary attitude. (Suswandari 2021). Therefore, recent research that looks at the relationship between disciplinary character formation and social learning has not been well mapped. In fact, it appears that social learning is positioned as an approach that can be used in forming disciplinary character (Kolodziej 2015) (Cherry 2013). Thus, research on the

management of students' disciplined character formation through a social learning approach is very important and interesting.

Research on the formation of disciplinary character through a social learning approach is very important and interesting for three reasons. First, the social learning approach can shape individual personalities as a response to society, which has an impact on forming the character of a generation of people who are socially sensitive. (Ainiyah 2017) Albert Bandura emphasized that the process of observing and imitating the behavior and attitudes of other people as a model is an act of learning. (Albert 1994) From the process of observing students will easily perceive the actions carried out by the teacher as a model or example, so that students are trained to learn to think about the right actions to be taken that will have a positive impact on themselves. As social beings, students observe teacher behavior and certain occasions when this behavior is reciprocated, ignored, or punished, they can thus benefit from the observed consequences. Second, the role of the teacher is very important as the person in charge, as well as being a model who has moral values and has the opportunity to influence students in forming disciplinary character in the school environment (Kristiawan et al. 2017). This can be emphasized to students in processing knowledge and information obtained from observing models in the surrounding environment.

This assumption is supported by Cherry's opinion theory which states that the concept of learning from observation is one of the core concepts in Social Learning Theory (Cherry 2013). Third, the social learning approach places a burden on teachers, in addition to creating modeling, teachers must also be prepared to be the object of student observation in forming discipline, as well as understanding student development by choosing the right approach. (Amala and Kaltsum 2021). Thus, the formation of students' disciplinary character through a social learning approach requires the implementation of appropriate management for the formation of students' disciplinary character.

This research specifically shows the experience of teachers implementing management in forming students' disciplinary character through a social learning approach. Apart from identifying the condition of students' disciplinary character, this research also shows how teachers apply management to form students' disciplinary character through a social learning approach. Based on the description above, researchers are interested in conducting further research on the application of "Management for the Formation of Student Discipline Through a Social Learning Approach".

Methods

This research is descriptive qualitative research, using a descriptive research approach. The descriptive approach used in this qualitative research is intended to know as well as describe clearly and in detail the conditions of students' disciplinary character and how management applies to form student discipline through the social learning approach carried out by the principal and teachers as modeling at YPN Noling Middle School. The data collection technique in this research uses observation, interviews and documentation. The subjects in this research are YPN Noling Middle School teachers. The objects in this research are YPN Noling Middle School students. The data analysis technique in this research uses the analysis model according to Miles and Huberman, namely *collection* (data collection), *reduction* (data reduction), *display* (data presentation), and *conclusion drawing/verification* (conclusion) (Sugiono 2008). The data sources in this research are primary data sources and secondary data sources. The primary data sources in this research are the principal and teachers at YPN Noling Middle School. Meanwhile, secondary data sources are student data, facilities used, data about teachers, organizational structure as well as learning books and related documentation photographs.

Results and Discussion

1. Character of Student Discipline at YPN Noling Middle School

The condition of the students' disciplinary character at YPN Noling Middle School based on the results of observations, interviews and documentation studies shows that 5 indicators of discipline consist of (1) discipline in going to school, (2) discipline in following lessons at school, (3) discipline in doing assignments, (4) discipline studying at home, and (5) discipline in obeying school rules. It was found that of the five indicators, there were two indicators that were still problematic in efforts to discipline students, namely (1) Discipline in doing assignments and (2) Discipline in studying at home, learning using a *social learning approach*. It doesn't seem to have much of an impact on students' discipline in doing assignments and studying at home, as evidenced by the level of grades obtained by the homeroom teacher from each subject teacher, when the grades are recorded at the end of each semester, many students' assignment scores are empty. Apart from that, the lack of parental attention to their children makes students undisciplined in studying at home, parents' lack of attention makes students' level of attention to studying at home less so that they don't do the homework given by teachers. As a result, it has a big influence on students' academic scores. In implementing *social learning*, teachers occasionally test students' knowledge whether they really understand and whether they open and study the material given at home. According to Bandura, if you want to learn something, you have to pay close attention. In terms of student attention at YPN Noling Middle School, the level of student attention is much better. Both attention to the material being explained, as well as attention to the rules and regulations that apply at school.

social learning indicators, there are 4 points consisting of 1. Attention, 2. Retention or Remembering 3. Production or Results, and finally 4. Motivation. The *modeling* principle has been implemented by teachers during classroom learning. In terms of attention and retention or remembering that students are given directions in the form of discipline in dressing, discipline in coming to school, discipline in attending lessons, discipline when visiting the library, discipline in going home, it has been implemented well which falls into three categories of the 5 indicators of discipline, namely point 1, 2, and 5 seen from the implementation of students in paying attention to the model when acting at school starting from the model: going to school to arriving at school before class time starts: the model before the learning process begins is already in the classroom, the model obeys school rules such as discipline in wearing uniforms polite and disciplined in speaking, they pay attention and maintain this well.

This continues with the *social learning indicators*, namely production and motivation. It is clear that the students' condition in terms of results and motivation can be said to be very good. Self-awareness of all school elements at YPN Noling Middle School about the importance of discipline through the program implemented, namely forming discipline using a *social learning approach*, producing students who obey religious rules and school rules. With self-awareness and the process of observing positive models in their environment, students understand respect for older people, knowing the important role of teachers as parents in school will trigger self-motivation so that students become obedient to the tasks and responsibilities given. However, for discipline indicators points 3 and 4, discipline in doing assignments, and discipline in studying at home, their level of attention and retention is still lacking. Moreover, referring to results/production and motivation is very minimal. Basically, learning in class will run according to expectations if teachers and students can work together or support each other.

Conducive learning is created if students are disciplined while learning is taking place. Students who are disciplined in class by not disturbing their friends, listening to the teacher's explanations, and doing their assignments well will get maximum results in their learning. Moreover, discipline is very important to apply in order to achieve educational goals, one of the keys is maintaining discipline. Students who maintain discipline when going to school, are disciplined when taking part in lessons at school, and are disciplined in obeying school rules

and regulations will certainly have a positive impact on the individual. According to Tu'u, discipline is influenced by aspects such as self-awareness, following and obedience, educational tools, examples or models, a disciplined environment, and practice or application. The exemplary factors produced through the modeling process create more significant examples of these aspects. discipline, including verbal aspects such as words, advice, and warnings. Modeling carried out by administrative staff, educators, or parents has an indirect impact on students. This is because students tend to more often imitate behavior shown by parents or teachers. It can be concluded that the role of Tendik and Education Teachers as well as parents is very important in providing positive examples or models to students.

2. Implementation of Management for the Formation of Student Discipline Through a Social Learning Approach

Junior High School at the Noling Education Foundation, is an educational institution under the auspices of the Luwu district education office, students at this foundation are still in the process of growth and are developing according to the age of the student participants who are in junior high school. At this age stage, it requires supervision, guidance and understanding from the school so that they do not do negative things which of course can harm students and other people. Negative behavior that is sometimes carried out by students at YPN Noling Middle School is related to discipline, such as not going to class, fighting, skipping classes, coming late to school, not doing assignments, fighting, smoking, racing wildly, and even drinking alcohol. The formation of student discipline is contained in the RPP and school culture which serve as guidelines for teaching staff to carry out programs that have been planned in accordance with the objectives to be achieved, therefore, the formation of student discipline starts from the process of planning, organizing or regulating, implementing and monitoring or evaluating in stages which is of course implemented by all *stakeholders* in the school environment.

a) Planning for the Formation of Student Discipline through a Social Learning Approach

Planning for the formation of student discipline involves the principal, as *the leader* and manager in charge of the school, this planning also involves the deputy principal for curriculum, deputy principal for student affairs and subject teachers, homeroom teachers and other teaching staff, together as a team educators whose involvement is implemented in the curriculum through 1) integration in learning and 2) school culture.

1. Setting Goals and a Set of Goals

The principal of YPN Noling Middle School and his staff such as the deputy principal for curriculum, deputy principal for student affairs, homeroom teacher, subject teachers and staff took part in meetings held to determine goals in order to shape student discipline such as: 1) analyzing school conditions, with how to identify areas where a social learning approach can have a positive impact, 2) consultation with teachers and staff, carried out to get input from their observations regarding social dynamics and student discipline in the classroom and school environment. 3) making measurable and realistic goals in order to get goals that are specific, measurable, achievable, relevant, and have a time limit, 4) communication with parents and the community, by communicating goals and progress to parents or the community indicating their involvement in supporting formation of student discipline. With these steps, clear and measurable goals can be formulated in an effort to shape student discipline through a sustainable *social learning approach*.

In the planning process, the school principal sets the goals to be achieved and carries out an analysis with his work team. Planning for the formation of student discipline is carried out at the beginning of the new academic year in coordination with the existing work team.

By drafting a format for forming student discipline through a *social learning approach*, this planning produces school rules and regulations as well as student discipline guidelines using a *social learning approach* which will be integrated into classroom lessons as outlined in the Syllabus and RPP.

social learning -based student discipline does not merely involve making observations without considering the indicators of the objectives to be achieved, one of which must be making observations in the form of identifying problems in the school environment in order to open the thinking of educational elements such as the principal, teacher council and administrative staff. in overcoming errors in the education system in schools. The interaction process between educators and students takes place in the school environment, based on the existing curriculum at the school, containing content, processes and evaluation in order to achieve the goals that have been set.

Apart from that, there are also types of violations with sanctions that are applied at YPN Noling Middle School. Based on the established guidelines and their violations, students who are proven not to comply/follow the rules stated in the school regulations will be subject to sanctions in the form of: 1) Reprimand; 2) Call from someone you trust; 3) Suspension; 4) Return to parents.

In general, the goal to be achieved through the implementation of student discipline development is to create positive role models or models that contribute to improving students' disciplinary values, as well as producing students with noble ethics. Meanwhile, the specific targets to be achieved are: 1) Building a trained and enjoyable workplace for all school members, 2) Creating an ideal teaching and educational experience by using existing learning assets at the school, 3) Fostering productive collaboration between schools and people. parents, community and school 4) Make students who have the character of trained, attentive, extreme, free and respectful towards guardians and other people.

2. Formulating the Situation

Formulating conditions in the form of describing facts in the form of data or information in program preparation, which is a process used in strategic planning in monitoring sectors or regions in order to provide direction in determining opportunities or threats to programs that will be implemented in forming student discipline through an approach *social learning*. The school principal and his staff formulate conditions continuously which of course require synergy between educational elements, especially in the school environment. In accordance with the words of the principal of YPN Noling Middle School that the formulation of the situation is a topic of discussion that we always raise in various designs/or programs that we will implement, it is clear that individual lifestyles vary in each region, especially in responding to the influences caused by the environment.

However, there are several factors that can influence student discipline at school, such as parental parenting patterns, family environment, and school culture. In response to this, the school principal facilitates every student activity, directs and guides educators to draft school discipline regulations. The principal holds a meeting with the direction that each homeroom teacher is expected to be present within a week to control students in the school environment. In meetings between educators and students' parents/guardians, they give complete trust to the school to form children or students from school educators with good character, especially discipline.

3. Identify all conveniences and obstacles

The next stage after formulating the situation is then continued with the process of identifying the conveniences and obstacles that will occur in planning the formation of student discipline through a *social learning approach*.

Factors that become obstacles and supports in planning the formation of student discipline. The results of an interview with one of the teachers at Y6PN Noling Middle School revealed inhibiting factors that sometimes occur such as class disruption, bullying, or negotiations, gangs or social groups, peer influence, and social discomfort. Furthermore, a supporting factor in the formation of student discipline through a *social learning approach* is the establishment of rules in school rules that are enforced at school in order to form students' disciplinary values.

4. Developing a Plan or Series of Activities in planning goals

The principal of YPN Noling Middle School and his staff carry out a series of activities such as consistently holding flag ceremonies on Mondays and holding flag ceremonies on national activity days such as August 17, teachers' day, and youth oath day. In this case, it will support synergy between educators and students which will foster an attitude of responsibility which becomes the school culture as the forerunner to the birth of students' disciplined character. Furthermore, based on the results of observations at YPN Noling Middle School, disciplinary activities were also carried out by prioritizing an interactive process that involved students in observing, imitating and understanding disciplinary norms, making the *social learning approach* an effective basis in forming students' disciplinary character.

The teacher chooses to select several students who have demonstrated good disciplinary behavior as role models or role models in *Social Learning activities*. By choosing and entrusting several students as library management members, other students will see and imitate the disciplinary behavior shown by their fellow library management members while in the library, thereby gradually creating a stronger culture of discipline among students through the imitation mechanism in *Social Learning approach*. Apart from that, researchers found that there is a school culture that becomes a benchmark for students in carrying out their discipline which is based on a *social learning or modeling approach*. Modeling or role modeling is also the core of the basic plan in activities to form student discipline, which is outlined in the activities of implementing cleanliness in schools through the role of teachers as positive models in the school environment.

Not only that, the principal also carries out spiritual activities such as holding congregational prayers at the school with the aim of cultivating the values of obeying religious rules. This activity is participated in by all elements of the school starting from the principal, deputy principal, guidance counselor, eye teacher. lessons, homeroom teachers and staff in the school environment, even their role is the benchmark for cultivating students' disciplinary attitudes. The latest plan developed by the principal is to integrate the formation of student discipline through a *social learning approach* into teaching and learning activities in the classroom by considering *social learning indicators* such as attention, remembering, production and motivation.

b) Organizing the Formation of Student Discipline through a *Social Learning Approach*

The principal at Noling Education Foundation Middle School pays great attention to programs that have been carefully planned, the formation of student discipline through a social learning approach, the principal carries out organizing in the form of making a decree on the distribution of tasks to educational elements and plays a role in organizing and being responsible for the program that has been planned in advance. formerly. The process of

forming student discipline at YPN Noling Middle School when approaching the start of the new school year, the principal held a debut meeting to form an association to complete the tasks that had been given.

Then each Deputy Principal forms an organization in order to carry out their duties and responsibilities according to their respective main duties and functions. 1) The Curriculum Sector forms: MGMP Management, and Head of Library. 2) The Student Affairs Sector forms: Guidance Coordinator, Class Teacher, and all organizations that have been formed are given responsibility to manage, develop, and carry out their duties. Apart from that, extracurricular organization supervisors are also given the task of forming student organizations such as OSIS and Rohis.

Organizing requires an end goal to be achieved, such as the formation of an attitude of discipline, responsibility, honesty, and obedience to school rules, which is instilled in students. Changes in the form of knowledge, behavior, which are positive must also be instilled in students. The main objective of the principal towards his subordinates is to coordinate activities so that each member of the diverse organization is well coordinated and in one direction.

c) Implementation of Student Discipline Formation through a *Social Learning Approach*

After the organization has been formed by the school principal, the next step is implementation. Those who carry out these activities are the teachers, staff and the general staff in collaboration with all parties, all stakeholders in the Noling Education Foundation collaborate with the OSIS in implementing the activities of all components in the Foundation. especially the object is that students are involved in it. On the other hand, of course there needs to be sanctions given to students who violate and giving rewards to disciplined students in the form of praise. The formation of student discipline starts from educators and education staff which is then applied to students

The student discipline formation program at YPN Noling Middle School begins with Introduction to the School Environment (MPLS). The material taught to new students cannot be separated from its disciplinary character, which is opened by the principal and attended by the students' fellow teachers. Furthermore, the existence of a Vision and Mission at YPN Noling Middle School is a strategic foundation that provides direction and goals for the school. A clear vision reflects the picture of the future desired by the school, while the mission details the concrete steps that will be taken to achieve this vision.

The existence of a well-defined vision and mission can provide clear direction for all *stakeholders* in the school, including teachers, students and parents. By having a positive vision and mission, schools are able to create an inspiring learning environment, support students' academic and character development, as well as promote ethical values and social responsibility and reflect respect. In fact, in this case the driving force is referred to as "*Leading is the process arousing people's enthusiasm to work hard and inspiring their efforts to fulfill plans and accomplish objectives*". Leading (mobilization) is a system that arouses people's enthusiasm to work hard and can inspire their efforts to fulfill plans and achieve goals.

Based on this description, it can be concluded that mobilization is an effort that can be carried out by the school principal starting from providing motivation, leadership and communication to mobilize his work team so that they can implement plans that have been determined together to achieve common goals within the organization or educational

institution. Based on this, the researcher found a match between theory and the management implementation system for the formation of discipline at YPN Noling Middle School.

Execution (encouragement), is a work to realize the arrangement, this cycle through various supports and providing inspiration so that Teachers and Education Personnel can carry out their obligations successfully in accordance with the obligations or work and obligations given. There are several important things that can be seen in carrying out (encouraging), one of which is that an individual will feel motivated to complete the work if: (1) feels ready to do business in having the option to complete the work, (2) accepts that the work can provide benefits for him, (3) do not have personal problems or matters or other tasks that are more important or serious, (4) these assignments are a mandate given to the person concerned, (5) put the agreed relationship within the scope of the association in completing the business and obligations assigned

Based on the opinions of these experts, there is movement in the implementation of character education at the Noling Education Foundation Middle School, such as the implementation of:

1) Flag ceremony

Implementation of the formation of student discipline through flag ceremony activities at school, as part of the *Social Learning approach*, emphasizes student participation in structured social interactions, provides a basis for instilling disciplinary values, and promotes the process of internalizing norms of discipline, creating a solid foundation. strong in forming disciplined character among students. Based on the results of researchers' observations, flag ceremonies at schools are held regularly and attended by all students. As in ceremonial activities at school, generally the supervisor of the ceremony is tasked with providing direction or guidance regarding the importance of maintaining discipline throughout the whole week.

The directions given by the ceremony supervisor are part of the school regulations. This has a positive impact on students as evidenced by their obedience to these rules, for example, they carry out the flag ceremony on time. The principal of YPN Noling Middle School Andi Ikra Salami revealed that:

Every Monday the flag ceremony is held regularly and is attended by all students. Through this open door, direction and guidance is given to students regarding the importance of maintaining discipline during the week. Which were then also outlined in the form of school regulations, this received a good response from students as evidenced by their awareness to obey them. Like a timely flag ceremony.

2) Discipline

The implementation of the formation of student discipline through disciplinary activities, as part of the *Social Learning approach*, prioritizes an interactive process that involves students in observing, imitating and understanding disciplinary norms, making this approach an effective basis for forming disciplinary character at YPN Noling Middle School. Discipline is an effort to instill values or implementation so that students have the ability to obey the rules that are applied.

The process of disciplining students at YPN Noling Middle School is going well. This can be seen when a student closely observes the disciplinary behavior shown by teachers or senior students during activities, then the student imitates this behavior in an effort to adapt to the applicable disciplinary norms. in the school environment. It is the role of school culture

that becomes a reference for students to carry out their functions as students who comply with the rules that are applied. This is the main objective of the program to form student discipline through a social learning approach and it is hoped that this can be brought to the community environment. Based on the results of the interview with Mrs. Rabiah:

We chose several students who have shown good disciplinary behavior as role models or role models in *Social Learning activities*. For example, we choose to select and entrust several students as library management members, so other students will see and imitate the disciplinary behavior shown by their fellow library management members while in the library, thereby gradually creating a stronger culture of discipline among students through mechanisms. imitation in the *Social Learning approach*.

Choosing students as positive examples as modeling will trigger the level of student attention, where students are more likely to try to pay attention to the behavior played by the model, for example giving confidence to students in managing the library, not only that in terms of memory, students also have the opportunity to always remember what actions which has been played by a model in maintaining discipline so that it should be used as a model student in managing the library, continuing with the production actions of students who are good at observing, remembering that actions will easily produce these actions, therefore the choice of *modeling* carried out by the teacher is by selecting students who behave positively in every action taken. And finally, there is strong motivation in the form of praise given to modeling so that other students will be motivated to imitate the positive attitude of the model chosen. With the aim of fostering students' disciplinary values using the *social learning model*

3) Practice Cleanliness

The implementation of cleanliness at YPN Noling Middle School is emphasized to be carried out starting from teachers, staff, especially students. Considering the important role of the teacher as a model, teachers carry out this activity consistently every day during school days. Based on the results of observations every day, when teachers enter the school environment, the teachers immediately pick up rubbish which is seen not only by some teachers but all teachers doing the same thing in the morning during school hours. This indicates that the positive role of teachers as modeling is applied every day in cleaning activities in the school environment. Not only that, before the bell rings, after students are in the school environment, students first clean the school environment, especially the study room, before learning begins. In fact, every Friday the school administration is held for 30 minutes. The Indonesian language studies teacher, Mrs. Annisa Rahayu, stated:

Before learning begins, make sure the school room is clean, a clean classroom is a comfortable place to study, if you see it scattered around, learning will not start. Students will work together to pick up the trash and then throw it in its place. As a result of this habit, a culture of clean discipline has developed in the school environment, especially in the context of implementing environmental cleanliness, especially in the classroom as a group learning room. Apart from classrooms, cleaning activities for the school environment as a whole must be consistent to support an optimal learning atmosphere

This action did not escape the attention of fellow teachers and staff. This turns out to be a program that is required by school heads for teaching staff and staff without exception who are required to set positive examples from small things to big things. Giving this positive example starts from entering the school environment until leaving school.

The teachers, staff, educators, staff and students of YPN Noling Middle School took these steps in implementing the formation of student discipline which was based on the encouragement of the school principal as a manager to improve performance by involving all elements in the implementation of the formation of discipline.

4) *Modeling* or example

In education, setting an example is the best way to prepare students and instill discipline. This is because schools provide the best role models for students who will imitate them in doing good things with words, especially in activities. Good demonstrations or examples must be present and are very important, they are continuously shown as exercises and completed continuously, this makes it easier for students to retain and understand all the structures introduced by the model. In the aftermath of the meeting with the deputy school principal for curriculum, Marni Wulandari, stated:

The implementation of character education through modeling or example is considered a fundamental and important aspect in forming student discipline. This is due to the fact that the example shown is directly reflected in the daily routine. Examples of models or examples given by teachers to students, such as obedience to school attendance hours, punctuality in participating in flag ceremonies, accuracy in starting and ending the learning process in class, discipline in managing time when coming home from school, regular appearance in accordance with norms school rules, as well as communication and behavior that is in accordance with religious norms, both inside and outside the classroom environment

Not only that, based on the results of the researcher's observations, the researcher found that exemplary learning also takes place in the learning or *teaching process* in the classroom by integrating disciplinary values through modeling. This is even done outside of class.

The teacher's role as a model is reflected in his speech, appearance and interactions. The formation of discipline does not only occur in the classroom, but also outside the classroom, which is not only conveyed through disciplinary lectures, but also through example and habituation. At SMP the Noling Education Foundation consists of organizational activities such as OSIS and Rohis.

1) Student Council

The OSIS work program has two different time periods, namely long term and short term. The long-term program involves activities such as inter-class art and religious and national day celebrations. Meanwhile, the short-term program involves daily activities, such as carrying out "clean morning" activities every day, and on Fridays carrying out cleaning activities for 30 minutes and holding work program meetings. This activity aims to enable students to pay attention to each type of positive activity in forming disciplined, and good at maintaining their responsibilities.

2) ROHIS

Rohis' work program is also designed with two different time frames, namely short term and long term. The short-term work program includes activities such as tutoring in reading the Koran, maintaining security during prayer times and security of mosque facilities. Meanwhile, the long-term work program includes activities in the field of Da'wah, Islamic Holidays (HBI), such as commemorating the birthday of the Prophet Muhammad. and in the field of Public Relations, such as providing information boards. Apart from that, there is also a routine of reading the Koran in class before learning. Al-Qur'an education before learning begins aims to familiarize students with reading the Al-Qur'an as shown by educators, to

determine students' familiarity in reading the Al-Qur'an to foster love for the Al-Qur'an as a guide to life, process This went on for 5 minutes

5) *Implementation of Congregational Prayers*

The implementation of congregational prayers at YPN Noling Middle School is not much different from other programs such as implementing cleanliness, discipline, flag ceremonies and example. Based on the general aim of the program being implemented, namely to form student discipline which is expected to continue outside of school or society. Similar to the benefits of the four previous programs, this activity carried out by teachers has a positive effect on students who of course make observations regarding teacher behavior implemented in the school environment as a model. In this case, it creates a religious school culture in instilling the values of discipline in students at YPN Noling Middle School.

Congregational prayers are carried out by appointing students to coordinate the implementation of worship. This is based on the results of an interview with YPN Noling Middle School Religion teacher Mrs. Marlia Majid, following her account.

Congregational prayers at dhuhur time are carried out regularly for 6 days. All school staff educators participate in the congregational midday prayer program in order to provide good role models to students by considering the value of discipline towards school rules, discipline towards activities carried out at school, discipline in maintaining harmony. within the school environment. The limited presence of prayer rooms means that this activity is held in sessions, but this does not make students lazy about participating in this activity because the principal, fellow teachers and staff actively participate in providing examples of attitudes that students can emulate through observation.

The implementation of this activity is in order to foster a spirit of responsibility and high awareness of oneself, it cannot be denied that at the age of entering the early teenage stage they still need guidance and direction and great motivation in order to maintain consistency in their behavior because at this age it is very easy to experience changes and factors. The environment is one of the triggers for this. Therefore, this activity really helps foster positive student habits that can be imitated, remembered, imitated and motivated students from the role of educators as modeling or role models.

- 6) Integrating the formation of student discipline through a *social learning approach* into teaching and learning activities in the classroom
 - a. *Attention Aspect*

The initial step taken by the teacher when he wanted to start a learning session was to attract the attention of the student participants, the teacher first invited all students to read prayers and the Koran. Next, the teacher provides *games* in the form of basic questions related to the material that was taught at the previous meeting. This can focus students' attention before entering this learning activity. Based on the results of the researcher's observations when providing apperception when answering *games* and paying attention when learning was taking place, the teacher was indeed able to focus attention well, thus making students interested in listening to the lesson. This is in accordance with the opinion of one of the students when interviewed, that is one way to attract students' attention. , the teacher carries out learning in an interesting way so that students are interested in listening to the lesson. Usually I am interested if the material presented has quite difficult obstacles, so it makes me want to always learn

Based on the author's observations, during the learning process, sometimes there are students who appear bored and pay little attention to the teacher's delivery, sometimes there

are also those who pay attention but have difficulty understanding the material. The teacher's action is to ask students to ask questions when there is something they don't understand. There are some students who sometimes ask questions and ask to repeat the presentation of material made by the teacher in class

Not only that, teachers also follow the method by presenting the material in more detail so that students can understand. Teachers even use other methods to attract the attention of bored students by providing motivation in the form of words of encouragement. As one of the YPN Noling Middle School teachers said

Provide motivation or words of wisdom as encouragement to students so that those who are serious about studying and paying attention will be given a reward.

The existence of intonation. With intonation, teaching style, expression that is not too serious so that it makes children tense. Teachers should be able to manage all of that when teaching.

b. Aspects of Remembering (Retention)

The second aspect after attention in Albert Bandura's social learning modeling concept is the retention aspect. Based on observations made by the author, the remembering stage in learning Islamic religious education regarding prayer material is quite good. When Islamic religious education learning takes place, the things that teachers do in this remembering stage are by providing apperception or repetition in each learning activity, apart from repetition, habituation is also carried out, such as giving the task of memorizing prayer readings. As stated by one of the teachers at YPN Noling Middle School

To improve students' memory, one of them is to be assigned to memorize prayer readings, especially the five daily prayers, then repeat them continuously at home.

Based on the results of observations, one of the habituation steps taken by teachers in learning Islamic religious education is giving assignments to memorize prayer readings and the arguments for prayer provisions. As stated by one of the YPN Noling Middle School students

When we come home from school we repeat the lessons taught by the teacher in class, repeating the lessons allows us to remember.

From several students interviewed, the answer was the same, namely that they always repeated material they did not understand that had been recorded in their notebooks. So that material that is difficult to understand is studied again at home. As Salsa Students put it:

If it's a little complicated, I can write it down in my notebook so I can read it later when I get home and remember it well.

Based on the results of observations, apart from repetition, habituation and assignments given by teachers to maintain knowledge related to the material, teachers also sometimes use media, both electronic media and directly, such as direct examples from teachers or students who are asked to give examples in front of their friends. In this process, apart from helping the implementation of learning in the classroom, it can also make students use examples given from the media because they are easy to imitate and understand.

As stated by Mrs. Muhlisa Mustakim, regarding the use of this media:

Sometimes the teacher shows students media about how people perform prayers which are performed directly in front of us, sometimes

Meanwhile, according to Mrs. Marlia Majid,

It depends on the material being presented, if it can be done by himself, he can give an example, but if there is no need to give an example, the teacher just appoints one of his students to come to the front.

Wahab in Tri Indah Lestari, Sulistyarini, and Riamah Al Hidayah, states that "the process of conveying or remembering includes symbolic coding codes" can be interpreted to mean that students' interdisciplinary behavior in the classroom is not only something that can be studied from a cognitive point of view or from theoretical knowledge alone, but Students are also required to understand how to behave properly even when outside the classroom. Therefore, the retention process is very important so that student behavior can reflect how he is taught in the classroom. Therefore, teachers must be trained to create positive behavior in the classroom so that students can understand the learning taught in the classroom.

c. Production/Practical Aspects (Production)

The next aspect in the modeling concept is production/practice. Based on the results of classroom observations during the learning process, the teacher always provides training and habituation to demonstrate and practice the material that has been taught, especially prayer material. In this way, students are directed to memorize prayer readings, then at the next meeting, students are asked to practice the prayer in front of their friends, so that other students are interested in paying attention.

Based on the results of observations, there are 2 forms of practice/training that fiqh teachers usually use when they want to see the results of the understanding or knowledge gained by students, namely: 1) Providing opportunities for students to study prayer material and memorize readings in prayer. This opportunity is given to students not only when learning takes place in class, but also when they return home they are also assigned to re-study and memorize prayer readings.

This is because each student's comprehension ability is different, there are students who can memorize it straight away in class, there are also those who can't, so they have to be assigned at home. At the next meeting they are asked to practice it in front of their friends. Practices are carried out in addition to measuring students' understanding of the material, but also aim to train and familiarize students with practicing prayer in everyday life. Apart from the two forms of practice/training carried out by fiqh teachers above, providing feedback is also very important in the learning process. The purpose of this feedback is to see whether students really understand, or whether there is still something they don't understand in the prayer material.

The presence of feedback indicates that students understand the lesson. The teacher asks students whether the material that has been explained has been understood, and vice versa, students are asked to ask if there is still something they do not understand.

d. Motivational Aspects (Motivation)

The fourth aspect in Albert Bandura's social learning modeling concept is the motivation aspect. Based on the results of observations that have been made, the forms of

motivation used by teachers are to increase enthusiasm for learning students are creating a pleasant learning atmosphere in the classroom, providing motivation in the form of giving prizes, when teaching always using a firm and friendly attitude, delivering material using interesting media, actively involving students. Based on the results of observations made, there are several forms of motivation that are carried out teachers, it can be seen that students' responses are very good, and they are more motivated and enthusiastic in participating in the learning process. However, apart from the forms of motivation above, there are still other ways that teachers commonly use to motivate. By providing advice or encouragement in the form of stories about the benefits of prayer, for example by praying as an obligation and worship, the movements can also make the body healthy.

In its implementation, strong consistency is also needed from all school members, especially in terms of implementing programs and enforcing school rules and class rules. Many researchers are interested in making the formation of disciplinary character an object of research, indicating that disciplinary character is a very important character to be formed in students through various means.

d) Evaluation of Student Discipline Formation Through a Social Learning Approach

Instilling discipline is a continuous effort to instill discipline towards school rules and regulations, which are based on religion and culture. The assessment process also requires time and effort in its development, so that it can evaluate the values that have been successfully achieved and those that still need to be improved. Assessment of the formation of student discipline is carried out on a weekly basis with the results announced during the flag ceremony.

Assessments are also carried out every semester through meetings that evaluate improvements in student discipline management. During the meeting, a review was carried out on the steps that would be taken to overcome problems arising from behavior that was considered problematic and ignoring school decisions and guidelines that had been implemented by various parties, including the school, student guardians, police and the school board.

To assess the level of success in implementing student discipline development through a comprehensive social learning approach, it is generally carried out through an evaluation program by comparing initial conditions and achievements in a certain period. This assessment process includes evaluation of various relevant aspects and parameters, with the aim of measuring the effectiveness and impact of the implementation of the social learning approach on the formation of student discipline

a) Develop indicators and values that are implemented and agreed upon.

The assessment of student discipline formation carried out by YPN Noling Middle School teachers involves the development of indicators and values that have been applied and agreed upon in the school's rules and regulations. In assessing students' dress code through observations starting from the moment the students arrive at the school environment, students are in the classroom when the learning process begins and observations are even carried out until it is time to go home. This is done by all teachers in order to provide students with a deep understanding of the importance of maintaining discipline, especially discipline in school rules

A teacher must coordinate his class for learning activities that are full of disciplinary values in it by developing indicators of values that have been mutually agreed upon. To coordinate these activities into a meaningful whole, teachers are required to gather the

resources, materials, tools and equipment needed to initiate the progress achieved by students.

b) Develop assessment instruments

In the context of ensuring the continuity of the formation of student discipline, it is necessary to prepare assessment instruments that include evaluation of success using behavioral indicators of school residents, especially students. This aims to ensure the smooth implementation of student discipline formation on an ongoing basis. This assessment is carried out continuously through several systems which are demonstrated by student discipline. Assessment instruments can be in the form of perception sheets for all teachers, student mental discipline scale sheets, portfolio sheets. Checklist sheet and interview guide sheet

In the context of junior high schools at the Noling Education Foundation, assessment instruments were found in the Learning Implementation Plan (RPP) rubric. Apart from that, the perceptions made by all educators are also part of the assessment instrument. This is in accordance with the obligations of an educator as a teacher who is entrusted with preparing learning programs, implementing the programs that have been prepared, and carrying out evaluations after the program is completed. Of course, the programs prepared are adjusted to generally established disciplinary quality standards.

c) Record the achievement of indicators

The information obtained from various assessment techniques is then analyzed by the teacher to obtain an overview of student discipline. Do you apply discipline well or ignore discipline? For students who apply discipline well, there is appreciation in the form of motivation or *rewards* . Meanwhile, students who tend to ignore discipline are given advice or sanctions by giving directions to observe the behavior of friends who apply discipline well and providing the understanding that students who are able to maintain discipline well will be given praise or motivation to do better in the future.

d) Carry out analysis and evaluation

From the results of research at the Noling Education Foundation Middle School, it can be concluded that teachers analyze and evaluate the formation of student discipline by paying attention that includes observation, monitoring and ongoing involvement in student development in forming disciplinary attitudes. Aspects of discipline that are considered include discipline in going to school, discipline in learning, discipline in doing assignments, discipline in studying at home, discipline in obeying school rules such as dressing and behaving. Supervision of students is very important and teachers as models or positive examples are used to helps practice positive forms of action so that students can carefully observe actions that provide *punishment* or *reward* . This is because they are still very unfamiliar with the things around them

e) Carry out a Follow-up Plan

Findings in the field show that the management of student discipline formation through a *social learning approach* at YPN Noling Middle School still requires improvement, especially in planning management, so that the expected goals can actually be achieved. The implementation of student discipline formation by the principal and his team needs to be more creative, so that the plans that have been prepared can be implemented well and appropriately. Monitoring and evaluation also need to be improved to increase the effectiveness and efficiency of the school principal's supervisory function. The formation of

discipline should be carried out continuously and from an early age to understand the student's overall level of discipline.

The implementation of management for the formation of student discipline at YPN Noling Middle School is carried out with thorough preparation, starting from the planning, implementation and supervision stages. This aims to achieve educational goals, especially in cultivating disciplinary behavior in students who comply with school rules. So that student discipline is formed, both in the school environment and outside the school environment. School principals must continue to encourage improvements in the management of student discipline formation, especially at YPN Noling Middle School. This action is carried out through efforts to carry out Allah SWT's orders, by obeying the rules given and imitating the behavior of the Prophet SAW as a role model. Life guidelines for every Muslim, namely the Al-Qur'an and Al-Hadith, are used as the basis for achieving happiness in this world and the hereafter.

3. Model for Forming Student Discipline Through a Social Learning Approach

1. Structured Habits

The existence of a method in the form of providing structured habits in forming students' disciplinary values is an alternative for teachers in shaping students' character at school. This is generally applied in organizations, institutions or schools. Where habituation or habituation is the process of creating situations and conditions (*persistence life situation*) which enable a person to get used to behaving according to values and have become their character, because they have been internalized and personified through intervention. At YPN Noling Middle School, there is a real need for habituation to be implemented so that students become accustomed to routines, for example at YPN Noling Middle School, the teacher supervises students when they enter the school gate by observing the way students dress one by one, the color of shoes, which must be black, the wearing of t-shirts. Tima white feet, and on Mondays school attributes such as symbols, ties and school hats are worn. Students who are found not complying with the rules for wearing school uniforms and not bringing their complete school attributes on Monday will be placed in a certain line when taking part in the flag ceremony at school. The school principal assigns each ceremonial supervisor to convey and direct the rules and regulations that apply to the school. These directions apply in general. For students who are in rows facing the source of the sun, students who violate the agreed rules are directed to observe students who behave positively. They do not get punished, they immediately follow the learning process in the classroom without any punishment.

Apart from that, the ceremony supervisor directs you to remember how friends who behave positively can maintain their discipline in clothing, remember the attributes they wear, and it is hoped that students who are interdisciplinary in dressing and wearing school attributes on Monday can produce student behavior which in this case becomes a model. which is positive for them. Providing motivation in the form of praise to students who are good at maintaining their discipline is very important to trigger enthusiasm among students who are interdisciplinary in dressing and using school attributes.

2. Providing an explanation of the rules made

The process of forming student discipline through a *social learning approach* really requires rules and regulations in schools, both teacher teaching rules and school rules in general. Integrating rules and regulations with *social learning* in forming student discipline is carried out by

The teacher explains the importance of the rules created and the function of complying with the rules created using the model. For example, in the school principal's grade promotion program, the school culture at YPN Noling Middle School is consistent, namely that meeting receptions are combined with a porseni event every year. The homeroom teacher and subject teachers play a very important role in this activity. The subject teacher gives each student a student discipline assessment sheet and the results of academic grades for two semesters to the homeroom teacher. The homeroom teacher's job is to accumulate all aspects of the assessment, including attendance at the BK. When receiving the report card, the homeroom teacher announces the students who got first, second and third place. The role of the homeroom teacher is to provide strong direction as to how other students can imitate the achievements obtained by the student by appreciating students for complying with the school's rules and regulations as a whole. The rules are made to be obeyed, not broken, whoever obeys will receive class champion appreciation, on the other hand, whoever violates them will receive sanctions. The teacher gives instructions to observe all the actions of classmates who excel, then directs the teacher to remember and produce the results of their observations of their friends' positive behavior. Then providing motivation is by giving prizes to students who excel can trigger the enthusiasm of other students to behave in the same way as the model.

3. Explaining the Consequences of an Action Logically

At this stage, usually based on researchers' observations, this stage takes place during the flag ceremony. The principal as the ceremony supervisor in his instructions explains the consequences of an action carried out in the school environment by observing several examples when the ceremony takes place. Students who are caught acting sexually will be given sanctions. And they have to accept this as well as other participants, such as warnings, telephone calls from trusted people, harassment, and returning them to their parents.

4. Shaping Behavior in One Step

The formation of behavior in one step is often found in schools in general, such as posters about anti-drugs, 7K, 5D and 5S posters which are stuck in every corner of each class, there are school rules and regulations, a teacher's code of ethics and teacher regulations. teaching is attached to the entrance to the teacher's room, as educators and educated people starting from the principal, deputy principal for curriculum and student affairs, subject teachers, homeroom teachers and staff and especially students are obliged to comply with the rules that apply at Noling Education Foundation Middle School . Educators are required to provide positive examples of school regulations that are adhered to, such as teaching and learning rules, teachers provide examples such as dressing uniformly/neatly according to the stipulated provisions, being required to be present at school ten minutes before teaching, being required to take part in the flag ceremony every National Day Monday, for all teachers. and staff, are obliged to maintain the image of teachers, schools, and the image of educators in general and so on.

5. Teaches Problem Solving Skills.

Providing problem-solving skills can be done by looking at students who have problems related to lack of discipline. Teachers are required to pay greater attention by asking whether the interdisciplinary discipline that you have in coming to school will prevent you from falling behind, such as lessons. Of course, students are not trained to observe around the class, there are many students. who are already clever and consistent in maintaining discipline, students are required to observe imitation, act and motivate themselves

Students are taught to always be open when the teacher sees students who have problems with discipline in completing assignments. Teachers try to facilitate students by telling stories directly to teachers who are considered close, be they homeroom teachers, subject teachers or guidance counselors. From the results of the researcher's observations, there were several students who felt comfortable telling stories to the guidance and counseling teacher. Like other teachers, BK teachers are ready to help solve problems that sometimes arise in students. There are students who lack discipline in doing their assignments. Every week a report comes in from the subject teacher with the same student bringing an assessment of the student's discipline. The student argued that he did not understand some of the teachers' explanations when they presented effective material. In accordance with other teachers, the BK teacher only suggested asking the teacher about material that was not understood or asking the teacher to repeat the discussion of material that was not yet understood. However, students revealed that they felt reluctant and embarrassed, not confident when in class to ask questions, either to students or the teacher. The solution offered by the guidance and counseling teacher only provides reinforcement not to get used to that personality. The reason is that students will not progress if they do not have self-confidence and courage. The guidance counselor also tries to provide direction for observing confident students in the classroom, remembering how the confident student speaks to the teacher, the advice from the guidance counselor is to imitate little by little the positive behavior of the student and will automatically get used to it. and feel confident to avoid interdisciplinary attitudes.

Conclusion

The condition of students' discipline character at Noling Education Foundation Middle School is based on 5 discipline indicators, namely: (1) Discipline in going to school, (2) Discipline in following lessons, (3) Discipline in doing assignments, (4) Discipline in studying at home, and (5) Discipline in obeying rules. school order. There are only 2 indicators that have minimal results in efforts to form student discipline using a *social learning approach* in learning, namely student interdisciplinary towards the tasks given and student interdisciplinary learning at home. The level of attention, retention, production and motivation of students in interdisciplinarity that occurs is still minimal.

The application of the *social learning approach* in forming student discipline begins with planning, starting from formulating goals, drafting a format for forming student discipline through a *social learning approach* which produces school rules and regulations, followed by creating student discipline guidelines through a *social learning approach*, in this case involving education and education. School Committee Teachers, *Stekeholders*, and Parents of Students taking into account the goals that the child achieves. Apart from that, previously the process of identifying problems in the environment was also carried out in order to find solutions for educational elements such as the Principal, Teachers' Council and Administrative Staff in overcoming errors in the education system, especially discipline as a whole. In terms of implementation, teachers apply *social learning indicators* in the learning process in order to implement student discipline indicators such as: indicators of paying attention, remembering or retention, production or production and motivation in the learning process. Finally, the Education and Education Staff carried out an evaluation by producing several supporting and inhibiting factors, such as funding that only comes from the Boss's funds, the facilities and infrastructure at YPN Noling Middle School are complete so that they can support the implementation of *social learning* both in theory and in practice. The final stage of the evaluation process is all Educators carry out follow-up plans in the form of monitoring so that the supervisory function by the school principal can be more effective

and efficient. The formation of discipline must be carried out continuously and is best done as early as possible in order to find out the extent of the student's level of discipline.

The method for forming student discipline through a *social learning approach* starts from a structured habituation stage at YPN Noling Middle School, the staff and education officers check students every day regarding the use of school uniforms and completeness of school attributes when they want to enter the school gate, then continue with the stage of providing an explanation about the rules that are made, sometimes in flag ceremony activities there are still students who are incomplete in using school attributes, the principal gives responsibility to each ceremonial supervisor to direct and provide guidance regarding the importance of obeying the rules for students who violate school rules and regulations, the ceremonial supervisor provide direction to students to observe, remember, produce and learn to motivate themselves from friends who are good at maintaining discipline. The next stage is providing an explanation of the consequences of an action by giving directions that those who comply with the rules will receive punishment in the form of praise. And those who violate will receive sanctions in the form of punishment. Then, form behavior in one step by sticking posters such as anti-drugs, 7K. 5D, 5D and school rules and regulations and teacher teaching rules. The final stage teaches problem solving skills by providing strong direction regarding the importance of students getting out of their interdisciplinarity.

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