

# Management of Discipline Coaching for Junior High School Students (Qualitative Study on Smp Negeri 1 Baleendah, Smp Negeri 2 Ciparay and Smp Negeri 4 Rancaekek in Bandung Regency)

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## Abstract

Juvenile delinquency in junior high school age children, one of which can be caused by the lack of student discipline development. Discipline is a character value that must be developed in schools in order to foster student character with various juvenile delinquencies that still occur. The purpose of the research is to obtain an overview of the management of student discipline development which is studied based on planning, organizing, implementing, supervising, supporting and inhibiting factors as well as, efforts to overcome obstacles. This research is based on Terry's management theory. This research uses a descriptive method of qualitative approach, and data collection through observation, interview and documentation study techniques. The results showed that the management of fostering student discipline has been carried out through the stages of planning, organizing, implementing and supervising, but has not maximally formed student discipline even though efforts have been taken because it is still hampered by weak competence and cooperation of school residents, lack of cooperation of parents, and still strong environmental influences. As a recommendation, strategic steps and good cooperation with internal and external schools are needed.

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## Keywords

Education Management, Character Education, Student Discipline Development.

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Juvenile delinquency in junior high school age children, especially in Bandung Regency, which still occurs such as brawls, drugs, and other behaviors that are inappropriate for their age, is seen as due to a lack of character development, and one of the characters in the national education system is discipline. Discipline is part of character education which is implied in Law No. 20 of 2003 which states that the purpose of education is to form the character and civilization of a dignified nation, including forming the personality and noble character of students. One of them is discipline or obedience to the rules that apply according

to religious norms, laws, ethics, culture and other values or norms that are respected. The development of student discipline can also be carried out in educational institutions through school rules. Discipline is an action that shows orderly and obedient behavior to various provisions and regulations. Discipline character education is an important thing to consider in order to build one's character. Therefore, discipline is a character value that must be developed in schools that can encourage the growth of good values such as responsibility, honesty, cooperation, and so on. According to Curvin and Mindler (Sardjunani, 2014: 32),

there are three dimensions of discipline, namely: (1) discipline to prevent problems; (2) discipline to solve problems so that they do not get worse; and (3) discipline to overcome students who behave out of control. The problem of juvenile delinquency today is due to: (1) the weakening of moral values and social ethics among students and educators; (2) the rise of violence and despicable behavior that leads to high crime, which implies weak control over the school system; and (3) the increasingly rare exemplary (attitudes and behaviors) among educators and school managers about virtues such as honesty, politeness, compassion, principled, integrity and commendable social behavior that refers to public morality. To achieve educational goals in attitude as well as knowledge and skills, disciplinary education must be carried out consciously and planned, in the sense that it is deliberately carried out through management according to the standards of the educational management process. Management according to Follett 'is the art of achieving goals through other people'. (Sulastri, 2014: 10). Terry also gives the definition of 'Management is the accomplishing of a predetermined objective through the efforts of other people'. (Sukarna, 2011: 3). According to Terry (Sukarna, 2011: 10), there are four management functions, namely: planning, organizing, actuating, and controlling. Managers in organizations are expected to understand management and carry out the stages of management functions to get maximum results.

The lack of specific guidance on the character of student discipline in the family environment, society and in educational institutions can lead to poor student behavior. Based on this, the research is interested in knowing the extent of student discipline coaching management, and the aim is to obtain an overview of planning, organizing, implementing, supervising, supporting and inhibiting factors, as well as efforts made to overcome obstacles to fostering junior high school discipline in public junior high schools in Bandung Regency, West Java Province.

## Methods

This research uses a descriptive method of Qualitative approach. Researchers collected

data from various ideas, perceptions, or opinions of school principals, vice principals for student affairs, and students, as well as observations through observation and supported by empirical documents at the time of the research. The researcher analyzes and describes in depth the findings of the research results presented in narrative form where the researcher becomes the key instrument. The research was conducted in public junior high schools in Bandung Regency, West Nusa Tenggara Province. Data collection techniques were carried out through observation, interviews and documentation studies. Research steps: first, selecting and determining the research location. Second, conducting communication to establish formal and informal relationships with the parties concerned. Third, identifying informants. Fourth, recording everything that happened at the research location based on documents, observations and interviews.

## Results and Discussion

Student discipline development in Bandung Regency State Junior High Schools is planned through programs, school regulations, and exemplary patterns, in habituation, character building, behavior control cards, and special coaching formulated by the principal along with the vice principal for student affairs, counseling teachers, homeroom teachers and teachers according to the school curriculum, vision and mission of the school to form student competencies in attitude. The national curriculum contains three main competencies that must be formed in students, namely attitude, knowledge and skills competencies. Attitude competencies include social competence and spiritual competence. Therefore, fostering student discipline is an implementation of the national education curriculum that must be developed and implemented by schools to achieve educational goals, one of which is the maximum formation of student discipline character through good coaching in teaching and learning activities. The curriculum developed by schools not only contains general subject learning activities, but has been supported by religious activities in an effort to shape students' social and spiritual attitudes. Planning is a process of formulating

and setting a work agenda to achieve goals. Planning according to Terry (Sukarna, 2011:10), is the selection and linking of facts, as well as making and using future assumptions by describing and formulating the activities needed to achieve the desired results. The expected results are the goals that must be achieved according to the vision and mission of the school, including the formation of student discipline character. programs, regulations and patterns of student discipline development planned by the school based on an analysis of the facts of violations that occur and are committed by students in the school environment and outside the school environment. Planning also according to Harold Koontz and Cyril O'Donnel (Hasibuan, 2017: 92), is the function of managers to select goals, policies, procedures, programs from various alternatives. School managers have a position as managers in different scopes and roles that will affect policies regarding goals, procedures and programs that will be implemented according to the problems that occur based on existing cases. Based on this view, student discipline coaching planning is the formulation and determination of policies, procedures, programs and objectives of student discipline coaching by the principal, vice principal for student affairs, counseling teachers, homeroom teachers and teachers who are managers in different scopes and domains but in a unified whole to manage the process of student discipline coaching. The student discipline coaching program at SMP Negeri Bandung Regency is planned in intracurricular, extracurricular, and co-curricular activities, because student discipline coaching is not only sufficient in the classroom, but also outside the classroom. Coaching student discipline through school rules and exemplary behavior from teachers is considered very good and will greatly affect students' disciplinary behavior. Teachers first set a good example in behavior, dress, talk, discipline towards tasks, will give a good impression to students and should be imitated. Exemplary is a pattern that students can digest through what they see. The education and learning program plan for fostering student discipline with the support of exemplary patterns of school rules that are implemented consistently can become a habit

or become a culture of discipline, both from teachers and students. The results of habituation or a culture of discipline can produce the character of students and managers who are disciplined, and this is the goal of national education related to the formation of student character. To control the student discipline development program, the school imposes sanctions, control cards, special coaching. Sanctions are given for students who violate lightly and are educational in nature, while the discipline control card is part of the process to give a warning for repeated violations by students and is considered a medium offense so that the school can give a warning through the enforcement card, but in addition to the imposition of sanctions, the school also conducts special coaching for students who violate school rules. The coaching of student discipline in public junior high schools in Bandung Regency has basically been formulated and determined as a strategic plan for fostering student discipline through coaching programs with exemplary patterns, habituation, character building, behavior control cards, and special coaching. Planning involves school members who have an important role to play in coaching, but the planning of student discipline coaching has not involved parents in assessing and formulating the program. The participation of parents is very important to provide input and take responsibility for supporting the development of student discipline in a sustainable manner, in the school and family environment. The development of student discipline in Bandung Regency State Junior High School is in accordance with the established program, organized into daily, weekly, monthly and annual activities by involving all school members and other school resources. Organizing is an activity of dividing large-scale workloads, responsibilities into more specific, more focused ones so that it is easier for managers to coordinate, communicate and supervise. Organizing the human element by providing workloads and responsibilities according to the duties of their respective fields of expertise, dividing the stages of activity into activities according to procedures so that they are directed towards achieving goals, so that all elements of resources can work, be utilized, systematically

and systemically towards goals effectively and efficiently in their implementation. Terry (Sukarna, 2011: 38) provides an understanding, organizing is determining, grouping, and arranging the activities needed to achieve goals, placing people, providing infrastructure as needed in carrying out tasks. Student discipline coaching is not only carried out in the classroom in the teaching and learning process, but is carried out outside the classroom in daily, weekly, monthly and annual activities to form habits, culture, character building, and special coaching carried out and supervised by educators and education personnel as people who are considered strategic to carry out their duties and responsibilities in fostering student discipline. The daily program of learning activities is organized through a schedule of academic activities in the classroom and outside the classroom according to the subject and the teacher in charge of the subject, student discipline and teacher exemplary are carried out and controlled every day according to the time of study hours. Students carry out class cleaning every day in turn, literacy activities reading books, singing national songs every time they enter the first hour, congregational prayer activities as long as students are in the school environment. Weekly disciplinary activities are flag ceremony activities, scout activities, Friday prayers, and tausyiah activities. For monthly and annual activities, there are learning evaluation activities and also religious activities that have been planned and involve school residents as the person in charge of implementing activities. Student discipline coaching in public junior high schools in Bandung Regency in principle has organized the program into several activities and sub-activities according to the time and type of activity, both in terms of knowledge and practice of carrying out disciplinary rules in order to create a culture of student discipline by implementing the planned student discipline program, involving school members to provide examples, implement and supervise according to the task load given by the principal in daily, weekly, monthly or annual time according to the program and coaching pattern. However, the organization of student discipline coaching is not found outside the classroom to control student discipline behavior, either with parents or related parties.

Discipline development of public junior high school students in Bandung Regency according to programs, policies and procedures is carried out through direct coaching, through activities, through assignments, and through sanctions. Each program is implemented in the form of activities, tailored to the needs of students with techniques or methods used for the successful formation of student discipline through educators and education personnel who have been assigned based on the principal's policy and implementation procedures. Each of these programs is implemented in curricular and extracurricular activities. Terry (Sukarna, 2011: 82) provides an understanding that, 'implementation is to organize or motivate all members of the group to want and try hard to achieve goals sincerely and in accordance with the leadership planning and organizing efforts'. According to Malay (2012: 194), "Discipline development can be done in several ways including: through providing exemplary, through providing justice, through providing supervision, through providing punishment, through providing assertiveness". The most important elements in this case are principals and teachers related to their roles and functions in fostering, directing and facilitating students to learn, including discipline problems. Principals and teachers must be role models for all students by displaying good attitudes and behaviors. Exemplary behavior is carried out at all times and at all times that can be emulated and is useful for the formation of student discipline through the implementation of rules that serve as guidelines for school residents. The coaching of student discipline in Bandung Regency State Junior High Schools is direct, namely providing direction and enforcing the rules of school hours, in dress, and learning activities, and rules in other attitudes and behaviors. Briefings are carried out by the principal, teachers or by other elements who are deliberately invited to provide direction and understanding. Coaching student discipline through assignments is carried out by teachers with assignments related to subject matter, both independent and group assignments, or assigning a student activity. Meanwhile, sanctions for violations committed by students are in the form of reprimands, punishments and even expulsion from school depending on

the level of the problem of violations committed by students. Student discipline coaching in State Junior High Schools in Bandung Regency through direct coaching, through activities, assignments and special coaching is a school technique and method to guide, direct and motivate students and achieve program objectives that have been planned and organized through daily, weekly, monthly, semi-annual and annual activities by applying exemplary patterns, habituation, character building, control cards and special coaching so that students can get used to discipline in their daily lives in the school environment and outside the school environment. Thus, basically, public junior high schools in Bandung Regency have carried out the process of fostering student discipline through direct coaching techniques in the form of directing and enforcing student discipline rules starting from school entry hours and student dress neatness, through certain activities carried out by students or schools specifically, through assignments in teaching and learning activities, and through special sanctions for violators of discipline, but the implementation has not been optimal, including the lack of assertiveness of disciplinary rules, the strong influence of the environment, and the lack of concern of parents of students. Supervision of student coaching at SMP Negeri Bandung Regency is carried out by educators and education personnel by controlling entry hours, as well as the attitudes and behavior of students in the school environment according to school regulatory policies. Supervision or control is the process of supervising and controlling the activities of the organization as a whole so that the plans that have been set can be implemented and really so that deviations occur. Supervision according to Terry (Sukarna, 2011: 110), is the process of determining what must be achieved, what standards are being carried out, assessing implementation, and if necessary making improvements, so that implementation is according to plan, which is in line with size. According to Nawawi (2003: 36), "supervision is maintaining, maintaining and advancing the organization through personal. Supervision can take the form of: (a) giving and explaining orders, (b) providing instructions for carrying out activities, (c) opportunities to improve

knowledge, d) to participate in contributing energy and thoughts, and (e) providing corrections to activities so that they run effectively and efficiently.

Maintaining, maintaining and advancing in this case is to control student discipline and not just the implementation of makeshift activities or apply at a certain time, but to keep it ongoing and sustainable and can form student behavior into students who are blessed with discipline. Giving and explaining orders in this case is that the principal provides the aims and objectives that can be conveyed to students technically from disciplinary behavior in speech and action. Giving instructions in the sense, providing technical instructions for the implementation of student discipline supervision to educational staff and to students according to the expected goals. Supervision experience will increase the knowledge of educators and education personnel of their duties. Contributing energy and thought in the sense that it is carried out seriously and correctly to supervise. Providing corrections to activities means enforcing the rules as agreed, especially if students commit violations and become material for evaluation according to field facts. The supervision of student discipline development in Bandung Regency State Junior High School starts when students enter the school gate to control school entry hours. For students arriving late beyond the deadline, sanctions are given that are educational and applicable at that time, and supervision at that time is assisted by school security staff. Supervision in teaching and learning activities is carried out by the respective subject teachers and homeroom teachers, the sanctions given are in the form of reprimands if the student's offense is not fatal, and will generally be related to the student's attitude value. Meanwhile, students who violate beyond the limits of reasonableness will be given special sanctions by special mentor teachers or handled by the principal directly to carry out special coaching. Nevertheless, student violations still occur, both during school hours and when the teaching and learning process is carried out, but in general, violations before school hours such as tardiness are still within the tolerance of the supervisor. Supervision of student attitudes and behavior based on school rules so

that students have a disciplined attitude in terms of time, teaching and learning activities and do not commit other deviant behaviors. Supervision of student discipline is an effort to foster students not to behave according to social values or norms through rules and guidance from school managers, and if there are obstacles, action can be taken immediately as a solution or through semesterly evaluations as a target for future improvement. Supervision and control carried out is an action of school managers by controlling the program according to plans and objectives through guidance and exemplary examples of behavior in accordance with and noble values, giving sanctions as a warning and warning to students for violations committed so that students try not to commit violations the next day. Supervision is carried out starting at school entry, during teaching and learning activities by guiding and directing students to disciplinary behavior and imposing sanctions directly or through special coaching. However, supervision has not been maximally supported by the school community and parents. Coaching the discipline of public junior high school students in Bandung Regency has supporting and inhibiting factors. Supporting factors in general include: (1) School facilities support the development of student discipline, including having a building surrounded by a boundary wall with the outside environment/community. (2) school regulations have been established as a guideline for school members, which are socialized to school members and parents at the beginning of each new school year. (3) the school is strategically located, which is not too far from the main public road so that it is easily accessible to students using public transportation. (4) the parents of the students have an average income and an upper-middle level of education. (5) the community participates in overcoming juvenile delinquency that often occurs. The inhibiting factors for fostering student discipline in Bandung Regency State Junior High School include: (1) the lack of understanding of school members in disciplining and providing role models, (2) the lack of firmness of school members towards school discipline rules, (3) the low cooperation of parents in enforcing student discipline rules, (4) some school land limitations, (5) a less conducive environment

because there is still juvenile delinquency around the school, and (6) the influence of social media which is difficult to control and control. Fostering student discipline in Bandung Regency State Junior High School has been supported by school infrastructure and the support of the surrounding community against juvenile delinquency, while the obstacles are the lack of teacher competence, cooperation between teachers and parents, and a less conducive social environment.

Efforts to overcome obstacles to student development in Bandung Regency State Junior High School include: (1) Socializing school discipline policies to parents and school community, (2) communicating and coordinating with parents for every student violation such as making verbal or written agreements, (3) supervising so that every student discipline program can run properly according to the rules and responsibilities of each school community, (4) imposing sanctions for all teachers and students that are educational in nature, (5) collaborating with the local government to provide an understanding of the adverse effects of juvenile delinquency, (6) conducting evaluations and follow-ups at the end of each school year, and (7) making agreements for students who violate. State junior high schools in Bandung Regency have basically made efforts to overcome the obstacles to fostering student discipline through socializing policies to all school members and parents, conducting program supervision, rules apply to all school members.

### **Conclusion**

The management of student discipline development in public junior high schools in Bandung Regency has been carried out through the stages of planning, organizing, implementing and supervising, but has not maximally formed the character of student discipline even though efforts have been taken because it is still hampered by the weak competence of educational human resources, lack of cooperation of school residents, lack of cooperation of parents, and the strong influence of the environment.

### **Recommendations**

Strategic steps are needed for both internal and external schools. Internal school is related to

the implementation of discipline and sanctions for all school members, not only students, but also for teachers who violate their duties and responsibilities, and improve teacher competence. While external to the school, especially to the parents of students can be done through the utilization of technological developments and build a good forum for parents.

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