

CHAPTER I

INTRODUCTION

1.1 Background

Van Brummelen, in his book *Walking with God in the Classroom* stated that the goal of Christian education is to help and guide each student becoming a responsible God's disciple (Van Brummelen, 2009). Christian education makes every Christian school has an important role in educating the students. Being a Christian school is beyond having daily devotional routine or having school's youth camp and is not merely had established under Christian institute but more than that, it must promote the Christ-Centered education. Educating students holistically to have the character of Christ, to be excellent in competency and leadership, and to equip other schools in developing character-building curriculum are the school's missions. To measure students' character growth, this school applies a program named Point System which contains disciplinary point and rewards point based on the rules in students' handbook and it will be reported online to parents every day.

It is believed that this program could help the school to achieve school's mission as both teachers and parents are responsible to monitor students' growth in school. Unfortunately, having students' handbook with the rules in it and applying Point System had not shown that the students behave as teachers and schools' expectation in the classroom yet. What the researcher found in a classroom with 18 students of grade IX (IX-A) was that most of the students came late to the classroom, went out and in the classroom to take stationeries from the locker or to go to the toilet without permission, did not raise their hands before spoke up, spoke whenever they wanted, moved their chairs wherever they wanted and tended to

disrespect people who were speaking along the learning activity. All those things disturbed the learning process as much time wasted. Those conditions were categorized as discipline problem as Levin & Nolan (2014) stated that a discipline problem occurs when a behavior disrupts the teaching and learning activity and disturbs the rights of others to learn.

Actually, it is already written in the handbook that the students will get minus point if they disobey teacher or not being discipline in classroom, but the students were not really aware about the boundaries. They did not know which actions considered as discipline and vice versa. Scarpaci (2007) pointed out that discipline takes part as tool to build responsibility and self-control. The lack of discipline was a serious problem needed to solve in this classroom because it made the students became disrespect to the teacher and avoided them to take responsibility as member of classroom's community. Moreover, discipline is an important attitude that we need to have as it will bring students to live in understanding and wisdom of life (Van Brummelen, 2009).

There was no specific classroom procedure that applied in this classroom that made the students were not aware for the things that they should follow. After doing some reflections and discussions with mentor teacher, the researcher decided to apply some procedures for the class. The classroom procedures were about procedure to speak up, procedure to get permission and procedure to start the class. These classroom procedures that set up by the researcher are believed able to help the students to figure out the boundaries or limitation of actions that they should be aware of. Procedures are also needed to make students be able to improve their on-task behavior and finish certain task well without asking teachers' instructions for

classroom daily activities (Levin & Nolan, 2014). Moreover, Wong & Wong (2009) mentioned that procedure is a process or method to get what teacher wants done in the classroom. Classroom procedure would be a good tool to train students to become more discipline and the researcher believed that there was God's intervention there.

What made the students fail to achieve the ideal condition, in this case included lacking discipline, was because human fall to sin (Genesis 3) (Stott, 2008). As Christian teacher, the researcher has the responsibility to help students redeemed their inappropriate behaviors through the teacher's guidance in classroom (Graham, 2009). When all students are discipline and do everything according to the procedure, the learning process will become more effective. There will be no time-wasted and less disruption along the learning activities. As the learning process run more smoothly in the classroom, a good relationship between teacher and students and among all the students will be take place. Knowing all those things made the researcher become more confident to apply classroom procedure in this research. Based on those considerations and discussions with mentor and field supervisor, the researcher decided to conduct a classroom action research in title: **THE IMPLEMENTATION OF CLASSROOM PROCEDURE TO IMPROVE STUDENTS' DISCIPLINE IN GRADE IX IN ONE OF THE CRHISTIAN SCHOOLS IN TANGERANG.**

1.2 Research Question

According to the background of the problem, the researcher proposes the following questions:

1. Does the classroom procedure improve the students' discipline in grade IX in one of the Christian Schools in Tangerang?
2. If yes, how does classroom procedure improve the students' discipline in grade IX in one of the Christian Schools in Tangerang?

1.3 Research Purposes

According to the background of the problem, the aims of this research are:

1. To know if the implementation of classroom procedure improves students' discipline in grade IX in one of the Christian Schools in Tangerang.
2. To find out how the implementation of classroom procedure improve students' discipline in grade IX in one of the Christian Schools in Tangerang.

1.4 Explanation of Terms

1.4.1 Discipline

Discipline can be defined as the enforcement of obedience or order as building responsibility and self-control (Scarpaci, 2007). Marzano and friends stated that discipline is shown as the outcome of a well-managed classroom (Marzano, Gaddy, Foseid, Foseid, & Marzano, 2005). A book entitled *Classroom Management that Works* stated that discipline is part of well-managed classroom which should involve strategies for reinforcing positive behavior and dealing inappropriate and disruptive behavior (Marzano & Pickering, 2003). Those

definitions simply brought a conclusion that discipline is something related with a good classroom condition that include self-control and self-responsibility which could be enforced by certain strategies.

1.4.2 Classroom Procedure

Classroom procedures defined as a process or method to get what teacher wants done in the classroom (Wong & Wong, 2009). Furthermore, (Wong & Wong, 2009) added that Classroom procedure is something to do with what expected from the students that show how the classroom is organized, reducing discipline problem and reducing disruptions as minimize time-wasted and confusion. Another expert added that procedures are the process of having students to involve in running the classroom by allowing them learn to take responsibility in daily routine in classroom (Jones V. J., 2007). Procedures are also a set of steps related to certain behaviors in particular time and in particular activities as a routine (Levin & Nolan., 2014). The steps for implementing classroom procedure are explain the classroom procedures, rehearse and practice the classroom procedure under teacher's supervision, reinforce the classroom procedure by reminding the class of the procedure and have the class experiencing it, and being consistent in applying the classroom procedure.