

TEACHER'S STRATEGIES TOWARDS STUDENTS DISCIPLINE PROBLEMS: A CASE STUDY IN A CHRISTIAN SCHOOL IN JAKARTA

Nadya Brigita Putri

nadya.bp@gmail.com

Faculty of Education – English Language Education Program

ABSTRACT

School is not merely a place to develop students' intellectual skills, but also to develop their characters and behaviors. One of the behaviors that students should have is discipline. God commanded Adam and Eve to not eat the fruit of knowledge, but then they disobeyed God. It is the beginning where now everyone cannot live apart from sin. Likewise, students are given rules and agreements, but they do not obey it and pretend like nothing happens. Students indiscipline has been a common problem in many schools. Thus, this study aims to find out teacher's strategies towards students discipline problems and how the students respond to it. This study is conducted with qualitative descriptive method in a Christian school in Jakarta with class 3B as the subject. The results of this study show that there are four strategies done by the teacher to overcome the students discipline problems. The researcher found that there is an improvement done by the students in some aspects from the first day until the last day. This implies that the students respond well to the teacher's strategies. In the end, the researcher proposes some recommendations regarding the topics of this study.

Keywords: parents' roles, students discipline, teacher's roles, teamwork

BACKGROUND

Education is an important thing that is often discussed by people and continues to grow from generation to generation. Everyone has rights to education, not to mention young children. Education is important since it is what gives children knowledge and makes them get trained. According to the National Education System Law No. 20 of 2003, the country provides three types of education which are formal education, non-formal education and informal education. According to Dib (1988), formal education refers to systematic and structured education model according to certain laws and curriculum that involves teacher, students, and institution. School is an institution where formal education is held. Meanwhile, Eshach (2007) stated "non-formal education occurs in a planned but highly

adaptable manner in institutions, organization and situations using an organized curriculum.” For example, after-school programs such as extracurricular, education courses and workshops. Lastly, informal education is more flexible than the formal one in terms of curricula and methodology. It occurs in life situations that come about spontaneously (Eshach, 2007). The learning activity usually takes place outside an institution, for example at home and within the neighborhood.

School as one institution of formal education is basically the second home for children to learn because teachers take role as their parents (Mohammed, Gbenu, & Lawal, 2014). But school is not merely a place to study and learn certain subjects. It is a place where their character will be shaped and developed. (Suradi, 2017) mentioned that learning activities at school are organized to shape character, build knowledge, attitudes and habits to improve the quality of students’ lives. *In other words*, they do not only learn about how to read, write, or create something, but they also learn how to be responsible with the tasks given from teacher, respect their teacher and friends and be responsive with the learning activities in class.

Christian school has important roles in shaping and developing the students’ character in order to become more like Christ (Knight, 2009). Accordingly, Knight also stated the Ten Commandments and the Great Commandments are revealed as the way to teach the believers to be what God intends them to be (2009, p. 187). In the same way, teacher cannot properly teach and deliver the lesson if the students are not disciplined. Similarly, school makes rules and procedures to train the students to be disciplined. Discipline does not only prepare the students for their future, it also creates a good image for the school (Ehiane, 2014). Unfortunately, the school rules are not always successful in shaping students’ discipline behavior.

Students sometimes come late to school, talk with their friends, do not listen to the teacher, and so on (see Appendix A, p. 30). This phenomenon is a common problem in schools around the world for years (Sadik, 2017; Shahul, Munavvir, & Gafoor, 2014; Toby, 1998). It is often found that students rebel to the teacher instead of obeying the class rules (Clements, 2012). This kind of problem shows students misbehavior in class.

Students misbehavior or indiscipline is tied closely with human's sinful nature. Sin is any thoughts, desires, emotions, words or actions that are not pleasing to God (Plantinga, 2004). The sinful nature is descended by Adam and Eve since the beginning. They chose to disobey God by eating the fruit of knowledge that was prohibited by God. They thought that they could be like God if they ate the fruit. They thought that they could make their own decision without following God's instruction (Pratt, 2006). With this in mind, self-pride is what caused them to rebel against God. As the result, all they did led them to sin. Since then, the sinful nature stays in human's self. That is also what happens with students. Although rules have been made, students tend to rebel rather than obeying them. It is because they do not like being restrained, they hate boredom, instead they want to be free the way they want. That is why they like to do something else they like instead of following the instructions from the teacher.

On the other hand, human has potential to be changed wholly into God's image because God provided a way for human to restore their life (Gangel, 2012). Jesus' sacrifice on the cross makes it possible for human to live in sanctification which is daily renewal. Consequently, students who misbehave and do mistakes should be considered as their way of daily renewal to become more like Christ.

Nonetheless, they cannot change their behavior without the support and help from teacher and parents. Therefore, it is necessary for teacher and parents to work together as partners in Christ to shape students' behavior.

Teacher who takes role as parents at school have responsibilities in shaping students' behavior, especially Christian teacher who bears the name of Christ. A Christian teacher acts as leader both in academic and faith (Black, 2012) who holds the Bible as his foundation in teaching. Accordingly, it is important for teacher to let the students understand that the strategies that teacher uses to overcome students' discipline problem should not be seen as punishment, rather it is how teacher rebukes them in love and gentleness. Thus, this study aims to find out the strategies that teacher uses to overcome students' discipline problems and how the students respond to those strategies. In addition, this study used a qualitative descriptive method and is conducted at a Christian school in Jakarta which took class 3B as the subject.

THE NATURE OF STUDENTS

Students are human beings who are created in God's image or usually called *imago Dei*. God had a good purpose when He created the first man and woman in the beginning. They were holy, sinless, and integrated creation. Genesis 1:31 stated, "And God saw everything that he had made, and behold, it was very good." The word everything in the verse refers to all His creation, unexceptionally human being. This means that every human being represents the image of God. Every descendant of Adam and Eve has the same honorable status as a representative of God's Kingdom (Pratt, 2006). Even so, the high status and the unique name that

Adam and Eve had did not make them satisfied enough. They fell into sin when Eve was first tempted by the evil.

Humans basically do not like rules. They choose to rebel than obeying the rules. It is seen from what Adam and Eve did in the beginning. God gave them free will to eat every fruit in the garden. But He also gave them prohibition where they must not eat the fruit of knowledge which was in the center of the garden. They had free will whether to follow God's commands or their own desire. They chose to rebel to God and follow their own desire which was eating the prohibited fruit. This shows that humans have disliked rules since the beginning. As the result, the sinful nature is descended to all human beings until now.

The human's fall into sin broke the relationship between God and human. However, the image of God still lives in human. Genesis 5:3 told about Adam's son who has Adam's image and likeness. This implies that Adam who has fallen into sin still bears the image of God although it has been contaminated with sin (Hoekema, 2010). This is also applied with Adam's descendants. Human being is a broken image of God who can still be tempted to fall again, but he also cannot fall into sin at the same time. This is because God has redeemed all human beings by sacrificing His Son, Jesus on the cross. As the result, the relationship between God and human is healed. The sin of one human brought to condemnation, but it only takes one obedience, which is the death of Jesus makes justification and life possible for all humans (Gangel, 2012).

Similarly, students are the broken image-bearers of God. Just like God gave Adam and Eve free will, students are also given free will by teacher where they can decide whether to obey the teacher or not. In reality, they choose to disobey the

rules and instructions from teacher. They often do mistakes when they try to make good decisions. Even so, Jesus' sacrifice is the way to redeem them and bring them to daily renewal so that the image of God still lives within them. Therefore, students need guidance, supervision and discipline in order to restore their image as God's creation (van Brummelen, 2009).

THE INDIVIDUAL DIFFERENCES: STUDENTS' LEARNING STYLES AND PERSONALITIES

Students who learn at school come with different backgrounds, have different abilities and personalities. Therefore, it is a challenge for teacher to be able to teach and treat all students both female and male students equally with God's love and wisdom. Moreover, teacher has to be aware with their students' learning styles and personalities so that he can plan the learning activities in class that fit with the students and the students can achieve the learning goals as expected by the teacher. This is also applied in shaping and developing students discipline behavior because their learning styles and personalities may affect their behavior in the classroom.

Students have different abilities which affects their way of learning. The way they learn is preferred to their physical, emotional, sociological, and environmental condition and thinking capacity (Dunn, et al, 1989, cited in Pritchard, 2009). The way students learn is generally called learning styles. Learning styles are particular ways in which an individual acquires knowledge and skills, processes information and demonstrates learning (Pritchard, 2009). Meanwhile, Pashler, McDaniel, Rohrer, and Bjork (2009) defined learning styles

as a mode of study in which an individual prefers as the most effective one. Every student has different learning styles with one another. One learning style that is considered as the most effective way of learning for one student is not always effective for other students. There are students who are fast learners or slow learners in terms of processing information. There are also students who find it effective when learning with pictures rather than texts. There are students who enjoy working in group than working alone. Those are some examples of student's learning styles. As a matter of fact, students do not always adopt one learning style, they may adopt some learning styles.

According to DePorter and Hernacki (2010), learning styles are generally divided into three which are visual, auditory and kinesthetic. Visual learners find it interesting when learning with visual forms, such as pictures, graphics, diagrams, posters, and maps. Auditory learners prefer learning through listening activities, such as audio tapes, lectures, discussion, and interviewing. Lastly, kinesthetic learners enjoy learning that involves their body and movement, such as field trips, physical activities, and experiments.

Furthermore, Myers and Briggs (1975, cited in Pritchard, 2009) developed a model to classify individuals according to their learning preferences which is known as The Myers-Briggs Model. This model classifies learners into eight types. First, extrovert learners who learn at their best when working in groups. Second, introvert learners who prefer to study alone and take time to reflect on what they learn. Third, sensing learners who use their senses to focus on the tasks. Fourth, intuitive learners who like being imaginative and creative in understanding the tasks. Fifth, thinking learners who are able to put the information they get

systematically. Sixth, feeling learners who learn by helping others and like to work with friends. Seventh, judging learners who know the goal of the learning well. Lastly, perceiving learners who are flexible and like to learn new things.

These diverse learning styles make it possible for every student to respond to the teacher and the learning activities differently. Recent researches show that students' learning styles impact students' academic achievements in school (Bire, Geradus, & Bire, 2014; Halim, 2012; Rijal & Bachtiar, 2015). This implies that students' academic achievements depend on the learning styles which are the teacher's learning method in the classroom. Therefore, the teacher must understand how the students learn and implement a learning method that fits with them.

Another important thing that affects students' behavior in class is students' personalities. There are five big personalities in general (Costa & McCrae, 1992, cited in Komaraju, Karau, Schmeck, & Avdic, 2011). First, conscientiousness is being disciplined, achievement-oriented, and an individual's ability to organize. Second, neuroticism is related to an individual's emotional stability and impulse control as well as anxiety. Third, extroversion is about the high intensity of an individual's relationship with the surroundings. Fourth, openness refers to an individual's high curiosity and broad-minded attitude. Fifth, agreeableness is related to an individual's interpersonal relationship, such as being cooperative, sympathetic, and helpful towards others. Based on previous researches, these personalities have a relationship with student's academic achievement although not all of them give a positive impact (Wagerman & Funder, 2007, cited in Hakimi, Hejazi, & Lavasani, 2011). Conscientiousness is considered the most reliable

predictor of student's academic achievement since it is related to individual's discipline and achievement-oriented.

THE STUDENTS' DISCIPLINE: THE SUPPORTING AND HINDERING FACTORS

The word discipline comes from the Latin word *discere* which means to learn. According to (Widirahayu, 2017), the word discipline was then derived from the word *disciplina* which refers to teaching or training. She defined discipline into two definitions. First, discipline as compliance with regulations or subject to supervision and control. Second, discipline as an exercise that aims to develop individuals in order to behave in an orderly manner.

On the other hand, the word discipline also comes from the word *disciple* which means a learner. Discipline itself refers to systematic instruction given to a learner (Mehta, 2016). Mbiti stated that discipline is a system that guides children's behavior to be responsible in making decisions (1973 cited in Ofoyuru & Too-Okema, 2011). Discipline means understanding one's behavior, being initiative, being responsible for his choices, and respecting himself and others (Department of Basic Education, 2012). Thus, discipline means to instruct a person to follow certain rules and make decision responsibly.

Students' discipline cannot be done in vacuum. It takes willingness, cooperative work, and completed efficiently (Shahul et al., 2014). Therefore, teacher's role is very important in shaping students' discipline in school. Teacher has to tell the students the reason why there are many rules and agreements at school and in the classroom, so that they are aware that discipline makes them to live in

orderliness. Besides that, discipline that arises from one's own awareness will be more stimulating and durable compared to the discipline that arises because of the supervision of others (Saputro & Pardiman, 2012).

Having discipline behavior prevents the things that can hinder the learning process. According to Elly (2016), students are disciplined if they have these characteristics: 1) Directing energy to study continuously, 2) learning earnestly and not allowing free time, 3) obeying the signs given by the teacher in class, 4) obeying the rules in school, 5) showing enthusiasm in learning process, 6) participating in learning activities in class with passion, 7) finishing the tasks given by the teacher well, 8) not doing the things that are prohibited by teacher.

On the other hand, indiscipline is the negative word of discipline which refers to someone's behavior who does not follow a set of rules or orders. In other words, someone who is lack of discipline called indiscipline. This problem does not occur right away without any factors. According to Mehta (2016), there are six factors causing students' indiscipline. First, favoritism by teachers. There are teachers who favor some students in their teaching process. This could lead the rest of the students to rebellion as they see favoritism as an offense against them. Second, there is a communication gap in the classroom. The teachers may not explain the classroom rules and procedures clearly which then causes the students do what they want since they do not fully understand the rules. Third, there is a disruption in the relationship between teacher and students. Teacher and students should maintain a good relationship as one community in class. If they do not, students tend to think that teachers do not care with whatever they do. Fourth, there is a lack of leadership of teacher. One of teacher's job is to lead the class during the

learning process. However, when he or she does not fulfill his or her job as a leader, the students may do what they want instead of paying attention to him or her. Then, they become indiscipline. Fifth, student's less motivation also causes them to be undisciplined. They do not have any desire and willingness to follow the rules and listen to the teacher's instruction. Lastly, undisciplined students are caused because of their bad habit from previous experiences.

Correspondingly, Charles (2000) has his own arguments of why students are not being disciplined or misbehave in class. 1) Some students like to probe at existing boundaries to see how far they can push and what they can get away with. 2) Students mimic each other especially when disapproved behavior is involved. 3) Students are always curious about something. 4) Students crave attention. 5) Most students want power. 6) Students will look for other interesting things to do when they become bored. 7) Students are sometimes involved in a fight with other students. 8) When students' dignity is threatened, they tend to lash back with verbal or physical aggression. 9) A few students are egocentric.

ROLES OF A TEACHER

Teacher has important roles in class, not only in delivering the lesson and managing the class but also being the example for the students. The traditional view of teaching and learning process is teacher stands in front of the class acting as the instructor and informer who gives certain instructions and information to students. As time goes by, this view has changed as teacher now does not only act as instructor or informer, rather he has many roles in taking care of the students and handling any situation in the classroom (Saragih, 2008). Tokuan (2015) argued that

teacher's roles are a combination of parents, mentor, guide, leader, and assessor in class. Additionally, Sanjaya (2007, cited in Rindu & Ariyanti, 2017) claimed that teacher has six roles during teaching and learning process which are as a learning source, facilitator, manager, demonstrator, guide, and motivator. These roles have its own task for the teachers. They should know when they have to apply certain roles in their classroom. Richards & Rodgers (2014) added that a good teacher should know his roles and demonstrates it depending on the class situation effectively.

On the other hand, Christian teacher has more specific roles in class. According to van Brummelen (2009), there are seven roles of a Christian teacher, which are teacher as an artist, technician, facilitator, storyteller, craftsperson, steward, priest, and shepherd or guide. As an artist means that teacher does not treat students as objects, rather helps them to use the content in the learning process creatively. As a technician means that teacher sets a structured instruction and specific goals in class. As a facilitator means that teacher provides the right environment in class and supports students to interpret the learning process. As a storyteller means that teacher considers the lesson as a story to tell. As a craftsperson means that teacher makes specific decisions regarding his teaching everyday and reflects on it. As a steward means that teacher has responsibility to help the students develop their talents from God and to build a good relationship with school and parents. As a priest means that teacher accepts and treats all students equally with God's love and wisdom and prepares them for the works of God. Lastly, as a shepherd or guide means that teacher guides the students to be responsive disciples in the way of wisdom.

Moreover, teacher has responsibilities in being the example for the students in class. What teacher does in class will surely be seen and imitated by the students, not to mention the teacher's attitudes in class. Therefore, teacher must show the attitudes which he wants his students to imitate, especially for Christian teacher. Christian teacher must be the role model of Christ for the students because it is essential for Christian teacher to imitate Christ when he interacts with his students (Black, 2012). Christian teacher does not only show his attitudes as a mature person, rather as the image of God and disciple of Christ. This implies that Christian teacher must show God's characters and quality as if it is incarnated in their own teaching practices (Pazmino, 2008). In order to do so, Christian teacher must first commit himself personally to Christ, then let the Holy Spirit fills himself (van Brummelen, 2009). As the result, his teaching will be led by the Holy Spirit who will guide him to teach with love and wisdom.

TEACHER AND PARENTS AS A TEAMWORK

Shaping students' discipline is not an easy task. Therefore, teacher cannot work alone to achieve this goal. In other words, it is not only teacher's job to shape students' discipline, it also involves parents as the ones who know the children more than the teacher. Therefore, teacher and parents should work together as a teamwork. Teamwork is a kind of work between two persons or more in order to achieve the goal together. The goal that parents and teacher have to achieve is shaping students' discipline in school.

First thing to remember, parents are the ones who brought children into life since they were married. They gave contribution to the development of human

history as they reproduce the human kind (Ceka & Murati, 2016). One of the important things that parents have to take care about their children is to be involved in their education at school. Being involved in their children's education shows that parents care about them. In effect, it gives children an understanding that education is important, and they know the purpose of what they are doing at school (Sivertsen, 2015). Additionally, parents' involvement in children's education shows children's improvement academically and behaviorally, reduces absenteeism, and good social skills at school (Garcia & Thornton, 2014). Children achieve higher grades and improved their behavior.

On the other hand, parents are the extension of God's hand. God gives responsibilities to parents regarding their children's spiritual and moral development. In other words, children develop themselves spiritually and morally at home. Benson (2001) viewed home as the primary agency of Christian education. In addition, Luntungan (2006) believed that parents are the agents of change for their children. This implies that parents have important roles at home in changing and shaping the children's behavior as well as their spiritual development. Spiritual development of children should be given more attention from parents because it will be the children's foundation of life. While they are still young, they have to be taught about their minds, words, and behaviors which are according to the Bible. In like manner, the primary role of parents is to teach their children about God's work and pass on His commands (Deuteronomy 6:7). Parents need to teach them anytime and anywhere, when sitting at home, when walking along the road, when lying down and when getting up.

Regarding children's moral development, there are six levels of moral development (Kohlberg, 1975, cited in Levin & Nolan, 2010). First, children have a "punishment-obedience" orientation between the ages of 4 and 6. At this stage, children's egocentrism is showed. This is the stage where their moral behavior is shaped and developed since they still do not understand about someone's intention of doing something. Their orientation is that whether every decision they make will be rewarded or punished. Therefore, parents have to teach them about moral behavior that is desirable and not focusing on the reward or punishment they will get, but the reason why they have to do so. Second, children have the "exchange of favors" orientation between the ages of 6 and 9. At this stage, children start to understand the intentions behind someone's behaviors. Nonetheless, parents also need to tell them that every intention of someone's behavior is not always good so that they know the kind of behavior that is undesirable. Third, children enter the "good boy-nice girl" orientation between the ages of 10 and 15. At this stage, children tend to show certain behaviors to please others and avoid criticism. After that, the last three levels talk about children who have grown becoming teenagers. In other words, the last three levels are about teenagers' moral development which are the "law and order" orientation, the "social contract" orientation, and the "universal ethical" orientation.

With this in mind, parents and teacher are a teamwork who needs to set a specific goal for children not only in terms of their intellectual and social skills, but also their moral development and faith in God. van Brummelen argued, "when families and schools work together to promote learning, student learning and attitudes improve." (2009, p. 249). Furthermore, Driessen, Smit & Slegers (2005,

cited in Driessen, 2019) stated that there are at least six types of the teamwork between teacher and parents, which are parenting, communicating, volunteering, learning at home, decision making, and collaborating with the community. First, parenting means that school must help parents in promoting the children's development and creating a positive condition at home. Accordingly, parents have to prepare their children for school, guide and raise them as well. Second, communicating refers to the condition where school consistently informs parents about the children's development at school. This is followed by parents who must be open with the teachers. Third, volunteering means that parents contribute actively in school activities, such as celebration event. Fourth, learning at home indicates that parents support and help their children fully in the learning activities at home. Fifth, decision making shows that parents participate in the policy and management of the school. Lastly, collaborating with the community means that school and parents collaborate with other communities outside school to support the existed school programs.

In the end, communication is the key of a good teamwork. Therefore, teacher has to build a good communication with parents whether inside or outside school area. Holding teachers-parents conference is one of the ways to build a good teamwork between teachers and parents (Levin & Nolan, 2010). Through this conference, parents have opportunity to tell their opinions and the school, especially the teachers can find solution and strategies regarding the students misbehavior. Thus, teacher and parents must keep a good relationship as they reach the goal together.

DISCUSSION

As already mentioned in the background, this study aims to find out the strategies that teacher uses to overcome students' discipline problem in class and how the students respond to the strategies. This study was conducted in a Christian school in Jakarta starting on July 17 until August 16, 2019. The subject of this study is students of class 3B with the total of 18 students. This study used a qualitative descriptive method where the researcher learns the process or activity that happens naturally, takes notes, analyzes, interprets, reports it and draws conclusions from the process (Tim Program Pascasarjana UNJ, 2012). The instruments that were used are observation, questionnaire, and teaching reflection.

The researcher used observation as the first instrument with the type of participative observation which means that the researcher got involved in the activities of the subject being observed in order to gather more complete and accurate information (Sugiyono, 2012). The researcher did the observation in class 3B by involving in some school subjects in the class on August 6 until August 14, 2019. The researcher involved in the class for 13 meetings where each meeting consists of 35 minutes. The observation sheet contains of 15 statements regarding students discipline behavior in class. The researcher adopted the observation sheet with some changes from some researchers who had the similar research in the past (Anggraini, 2014; Ma'sumah, 2015). Additionally, the researcher made the observation sheet in the form of table to make it easier to see. During the observation, the researcher filled the observation sheet by giving a tick on the column of the student's number of attendance list. The researcher filled it by

referring to each statement that describes the student's behavior in the class and confirmed it to the homeroom teacher.

Before making the observation sheet, there are some indicators from which the statements being jot down that measure students discipline. According to Ma'sumah (2015), there are five indicators of students discipline: 1) Discipline in going to school. It means that the students arrive at school before the bell rings. 2) Discipline in following lessons at school. It means that the students pay attention to the teacher, are being active in asking and answering questions in class and focus on the lesson. 3) Discipline in doing the tasks. It means that the students are being enthusiastic in doing the tasks given by the teacher, they do it independently and honestly, they also stay quiet during the tasks and they submit it on time. 4) Discipline in studying at home. It means that the students spend their time at home to study although there is no homework or exam. 5) Discipline in obeying the school rules. It means that the students wear full school uniform, bring a complete stationery, bring books according to the schedule, and maintain the class orderliness and cleanliness.

From the observation on the first day, the researcher found that there were some students who were not being disciplined as can be seen in Table 1 (see Appendix A, p. 30). According to the table, it is found that there were some students who are not being disciplined in terms of lateness, following lessons at school, doing the tasks, and obeying the school rules. Comparatively, the researcher found an improvement regarding the students discipline behavior in the classroom on the seventh day of observation as written in Table 2 (see Appendix A, p. 31). For example, the total of students who paid attention to the teacher during the lesson

improved from 10 students to 14 students. Another one, the total of students who brought their books according to the schedule increases from 9 students to 16 students.

The improvement showed from Table 1 and Table 2 implies that it took seven days for the students to develop discipline behavior since the first day until the seventh day the researcher did the observation. In other words, developing discipline behavior is a long process. Therefore, it requires a commitment because it is a continuous process (Dobson, 2014). From the tables, it can be seen that the students develop discipline behavior in some aspects, such as paying attention to the teacher, doing exercises seriously, bringing books according to the schedule, and maintaining the class orderliness and cleanliness. Meanwhile, the rest of them are still undisciplined in aspects of punctuality of arriving at school, reading another material during the learning process, and bringing a complete stationery to school.

Furthermore, the researcher spread out questionnaire to the students in order to let them reflect on themselves and trains them about self-consciousness whether they have behaved appropriately or not during the learning process in the classroom. There are four choice answers for students to respond to each statement regarding their discipline behavior in the classroom as seen in Table 3 (see Appendix A, p. 32). According to Table 3, it can be seen that students recognize their discipline behavior in the classroom and how often they show the behaviors. For example, there are four students who always arrive at school before the bell rings, while the rest of the students' responses were often and sometimes. Another one, there are seven students who often pay attention to the teacher during the lesson and the rest of the students' responses were always and sometimes. Besides that, there are four

students who sometimes bring the books according to the schedule. These responses indicate that half of the students are aware about classroom rules and obey the teacher's instruction, whereas the rest of them are not.

Besides that, the researcher also did an interview with the homeroom teacher to find out her strategies in overcoming the students discipline problems. The questions of the interview are taken from the indicators as already mentioned before. The researcher made 10 questions as can be seen on Appendix C (p. 33). The teacher who has been teaching for eight years gave her opinion about discipline problems. She said that discipline is an action given from teacher to the students who misbehave with the expectation that they know their mistakes and they know what they do is wrong. This is in line with Bear (2010) who suggested that discipline refers to student's decision on choosing what action to take and being responsible for their action. With this in mind, students must be wise in making decision before taking action and they must be responsible with what they have done. Not only that, the students also need to have willingness to change their behavior. The teacher told that the common discipline problems occur in the classroom are the students do not bring books according to the schedule, they do not do their homework, or they forget to bring their homework.

To handle these problems, the teacher has some strategies. First, the teacher rebukes the students. By rebuking them, they know that they have broken the rules and that is not a good thing. Therefore, teacher has to tell the students about her expectation to them in the class and what will happen if they do not do as what is expected (Kohn, 2006). Second, the teacher tells the parents about the students misbehavior in the class. As already stated before, it is important for teacher and

parents to work together as a teamwork. This can be done by giving letter to parents, having a phone call, or visiting the parents at their home as suggested by Marzano, Marzano and Pickering (2003). With this strategy, both teacher and parents may discuss the positive and negative consequences that should be given whether for student's appropriate or inappropriate behavior. Third, the teacher writes on the student's discipline card. Fourth, the teacher takes the student's sticker off the reward board and gives them punishments. This strategy is done when the students have been being undisciplined for many times in a day. For example, the teacher has mentioned the student's name for more than three times because of their undisciplined behavior. Through this strategy, the students realize that they have done something that they should have not done and is followed by giving them punishments.

Mostly, the students respond well to the strategies done by the teacher. The students show improvement from day to day regarding their discipline behavior. They know that they have done something wrong and apologize to the teacher. Nevertheless, there are some who repeat the same mistakes in the next time. What the teacher does is rebuking them and reminding them that they have done the same mistakes before and they have regretted it. To be sure, they become ashamed and guilty when they have realized for what they have done just like Adam and Eve in the beginning (Hodge, 2005). Instead of getting angry with them, the teacher asks them to show the real improvement, not only saying sorry to the teacher.

As shown above, shaping and developing students discipline behavior is a long-time process. There are several things that teacher has to take a look in order to shape and develop the students discipline behavior. Teacher has to understand

first that students are the image of God even though sometimes they break the class rules and disobey the teacher. Even so, teacher has to be firm and committed to shape and develop students discipline behavior as the way to live orderly, just like God who is holy and loves orderliness. Moreover, since human is the physical representative of God (Pratt, 2006), teacher has to guide them to become more like Christ as they are renewed in the spirit and mind by putting on the new man so that they are called as recreated creation of God's image (Bavinck, 2011).

Accordingly, teacher as well as parents cannot shape the students discipline behavior by their own strength. They need the Holy Spirit to work on the process of the students. As mentioned before, although human's nature as the image of God has been restored. It does not simply mean that human cannot fall into sin anymore. In fact, human can still fall into sin, but now the act of sin that occurs is not something that is supposed to happen (Matakupan, 2013). In other words, they are no longer under slavery to sin, rather they have potential to change and not fall into sin. This indicates that teacher should see students as God's image bearers as he is aware that they still disobey the rules and cannot make right decision since they have fallen, but then give them encouragement by telling them that they are in the progress of becoming like Christ (Graham, 2009) and let the Holy Spirit works within them.

CONCLUSION AND RECOMMENDATION

a. CONCLUSION

School as the institution of formal education is the place where teaching and learning process takes place between students and teachers. The students who learn

at school come with different backgrounds, especially their learning styles and personalities. The students' learning styles are particular way in which the students find interesting and enjoyable for learning. The students' personalities are also diverse. This diversity may affect the students' behavior in the classroom. This diversity can be a problem when they students are undisciplined in some aspects.

To sum up, students discipline problems is topic that is often discussed by many teachers and educators for generations. Students discipline problems are related with students misbehavior. Shaping students discipline requires time and a commitment to change their behavior. It is something that teachers and parents are responsible with. Students tend to do the mistakes over and over again because of the human's sinful nature. They tend to rebel because they do not like rules which then leads them to be disobedient. Teacher as the one who has the highest authority in the classroom should understand about the students' individual differences. Not only that, teacher also has to be a role model for the students. When teacher finds out there are students who are undisciplined, teacher should reproach and rebuke them instead of yelling at them which just let the condition getting worse. The strategies that teacher uses to rebuke them should be accompanied with God's love and wisdom. So, the students know the reason why they should demonstrate appropriate behavior as they can also see God in their teacher because teacher is the students' role model.

b. RECOMMENDATION

After all, there are several recommendations proposed regarding to this study as in the following:

- 1) For future researcher, it is advisable to conduct another method to gather the data more specific. For example, having an interview with the parents in order to know the children's behavior development at home as well as with the school principal who has the highest authority in the school would gather more valid data about the school system and discipline policy.
- 2) For school, there should be a teachers-parents conference as the place to give feedback and suggestions regarding their children's education and shaping their discipline behavior.
- 3) For students, they should make a reflection about what they have learned in a day and what should they improve including their discipline behavior in school.

