

CHAPTER I

INTRODUCTION

1.1 Background

Education is the act or process of imparting knowledge or skills to another. It can also be defined as the understanding and information gained from being educated (Merriam-Webster, Dictionary: education, 2019). Education has an important role in human's life. The way people learn will affect the way they live and how their future will be. Maria Montessori in Carter & Ellis said that education was not one element in the overall operation of society, but the very core of life itself (Carter & Ellis, 2016, p. 107).

Education should be started in the early childhood. Golden age is a period when the toddlers explore the things they want to do. They have a mind that allows them to absorb everything in the environment (Carter & Ellis, 2016, p. 107). This period is the most important time to build the foundation of character in children (Kertamuda, 2015). When people have good foundation in their life, it will be good for their future.

When talking about education, of course it relates to knowledge. Knowledge is the sum of what is known; the body of truth, information, and principles acquired by humankind (Merriam-Webster, 2019). Knowledge gained from being educated, but the beginning of the knowledge is the fear of the Lord as written in Proverbs 1:7 "The fear of the LORD is the beginning of knowledge". Students as the image of God should realize that everything they can do and achieve in their lives is only by God's grace. The knowledge and all the achievement they can get are also only by God's grace, because God is

the source and the beginning of it all. Not merely as the beginning of the knowledge and education, but God must be the goal of the true education. At the end, students should have self-awareness that everything they do and achieve in their lives is to glorify God.

God is the source and the beginning of everything. In the beginning God created the universe and it was made from nothing; which often expressed by the Latin words “*ex nihilo*” (Wolters, 2009). From Genesis 1-2, could be seen that God made the first man and his wife and then placed them in the Garden of Eden. God made human based on His image and give human certain tasks. More than that, God equipped human with the capacity of being obedient.

Students, as the creation of God, also were made as His image and have duties to think what in the mind of God and reflect it in daily life, especially when they study in school. School, as the place where students learn, should have environments which all students can feel safe and comfortable (Jones & Jones, 2010, p. 19). This environment happens when students think and reflect what in the mind of God, which are respect and love each other. Students will be able to think and reflect what in the mind of God when they want to obey. Obedience is not an easy thing, that’s why teachers come to help students to do the good things, warn them about the bad things and teach them how to obey.

The origin of the fall is the disobedience committed by Adam and Eve, when they ate the forbidden fruit (Genesis 3). The sin gave bad impact to Adam and his descendant, even to all creation (Wolters, 2009). Human is like God, who has mind and will. At the time of the fall, the image of God in a

human being polluted. The fall made the human mindset change. They rejected God and chose their own way; they became separated with God, fellow beings, natural world and even their own selves (Knight, 2009, p. 205). They chose to disobey rather than to obey God.

Students, whose duties are to think and reflect what in the mind of God, most of them start to reject the things that create a safe and comfortable classroom's environment by doing what they want rather than what they should do. Students' mindsets have changed. Students start to do whatever they like, because they think it is more fun than do what is right. In the learning process, students chose to do what they want, for example talk something needless and disturbing, not respect teachers and friends, even ignore to do their tasks, instead to obey the teacher's instructions. There is no more respect and love which are really needed to create a safe and comfortable environment.

Disobedience happens nowadays, even in the classroom. During Field Experience in Kindergarten SKL Ambarawa Grade B, the researcher found out that children have different stages of discipline behavior. Based on observations and interview with mentor teacher, the researcher found out that students like to talk something needless while teacher explains the material, play in the learning process (evidence) which disturb the others, moving around the classroom without permission, make noises and some of them don't want to do their assignments. Needless talk, annoying others by playing in the learning process, moving around the room without teacher's permission,

and noncompliance are the types of misbehavior (Burden & Byrd, 2010, p. 252).

The fall caused the image of God in human fractured and distorted, but the image of God in human has not been destroyed (Knight, 2009, p. 206). There is redemption that God has provided. God's love and grace enable human to out of their looseness and to renew and restore the image of God in human (Knight, 2009, p. 206).

God the Father sent Jesus the Son to restore the world from the sin and the distortion. Teacher, as the leader for the students in class, can be used by God to do redemptive actions. Education is one of things that God uses to restore and reconcile human (Knight, 2009, p. 207). That's why, the right education given by teacher, which is based on God as the beginning of the knowledge, of course will redeem and reconcile the students as learner.

Students need to learn how to be discipline; especially they are in their golden age, which is the foundation of life (Wiyani, 2013). Discipline is necessary and plays a crucial role in our survival in this ungodly world (Weston, 2013). Discipline gives people the power and the ability to stick to God's order an way of doing things. Discipline is an important thing, in the Proverbs 15:10 are written, "*Harsh discipline is for him who forsakes the way and he who hates correction will die*".

The researcher concerns how to improve the discipline behavior for students in Grade B3, so the learning process can be done better. Teaching is much more than filling students' head with knowledge, but helping them prepare for the world work and the most important is to bring them back to

“at-one-ness” with God, fellow beings, natural worlds and their own selves (Knight, 2009, pp. 212-213). At the end of the teaching, there must be the healing of the broken relationship, which will make the students back to the first duties’ design.

Based on the issues above, references and mentor’s advice, researcher tries to conduct something about classroom management. Classroom management is “The action teachers take to create an environment that supports and facilitates both academic and social-emotional learning” (Koops, 2018, p. 82-86). Classroom management can be a key to success in learning process because it plays a central role in developing the positive behavior and reaching the learning process (Yaşar, 2017, p. 3).

Rules are classroom management that will be applied by the researcher. Children are not programmed to learn to follow rules and to respect limits (Louis & Louis, 2012, p. 211), that’s why teacher has role to help students to think for themselves, develop independence and develop self-discipline (Carter & Ellis, 2016, p. 111). Rules are effective and necessary to be used to guide students’ behavior, even in positive learning environment (Burden & Byrd, 2010, p. 235).

1.2 Research Question

According to the background above, the researcher proposes the following questions:

- a. Does the implementation of Classroom Rules improve Grade B students’ discipline at SKL Ambarawa?

- b. How does the implementation of Classroom Rules improve Grade B students' discipline at SKL Ambarawa?

1.3 Research Purposes

According to the research question and problems above, the research has purposes as follow:

- a. To know whether or not the implementation of Classroom Rules improves Grade B students' discipline at SKL Ambarawa;
- b. To explain how the implementation of Classroom Rules improves Grade B students' discipline at SKL Ambarawa.

1.4 Explanation of Terms

1.4.1 Discipline

Two common aims of discipline are to manage students and develop self-discipline (Bear, 2010). Self-discipline is necessary and vital in the human's life because it helps them to do right things. As a believer, self-discipline is needed to gain a clearer understanding of God's instructions which enables them to choose wisely followed by right actions, thought and behaviors (Weston, 2013). Based on the theories above, the researcher applied discipline as the attitudes which showing self control, obedience, and responsibility by listening and acting wisely to achieve particular purpose".

The indicators of students' discipline that will be used by researcher are:

1. Students show self-control and obedience.
2. Students manage time effectively and responsibility.

3. Learning process can be done conducive.

1.4.2 Classroom Rules

Rule is a prescribed guide for conduct or action and it is a standard of doing something. In line with that, Burden & Byrd said, “Rules refer to general behavioral standards or expectations that are to be followed in the classroom” (2010, p. 236). From the definition above, rule has important role in the learning process, because it is the standards of behavior. The non-existence of rule means there is no standards or expectations that must be followed. It caused students to do anything they want which can lead to chaos classroom environment. If it happens, then the aim of learning process can't be achieved effectively. Children are not programmed to learn to follow rules and to respect limits (Louis & Louis, 2012, p. 211). That's why, teacher has role to help the students to think for themselves, develop independence and how to develop self-discipline (Carter & Ellis, 2016, p. 111). From the theories above, researcher concludes Classroom Rules as stated behavior that is expected to follow by students to achieve the learning goals.

The indicators to implementing the Classroom Rules are:

1. Setting the classroom Rules
2. Setting the consequences
3. Clearly communicating the Classroom Rules and consequences in both verbal and written form to the students

4. Reminding students about the Classroom Rules and consequences continuously
5. Being firm and consistent
6. Giving reinforcement to the students