

## PUNISHMENT RULES AND EXTRACURRICULAR ACTIVITIES ON THE DISCIPLINE AND CHARACTER BUILDING OF STUDENTS

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### ABSTRACT

*This study aims to analyze the application of punishment and the implementation of extracurricular activities as an effort to discipline and shape the character of students at MTsN 2 Tapanuli Tengah. This research uses a qualitative approach with a descriptive analytical study method. The process of data collection was carried out using interview, observation, and document studies. Furthermore, the researchers carried out data reduction, data presentation, and drawing conclusions, as the stages of data analysis. Finally, the validity of the research data is recognized after going through data triangulation (methods and sources). The results of this study indicate that punishment at MTsN 2 Tapanuli Tengah, is actively carried out to create student discipline. The punishment is given in accordance with the violation of the rules carried out and the light punishment applied in the madrasa in the form of cleaning the bathroom, cleaning the madrasa yard, and doing assignments, while the severe punishment is that students are given a warning letter calling their parents to create student discipline by not repeating the violation of school rules. the same one. In addition to giving punishments, MTsN 2 Tapanuli Tengah also provides extracurricular activities to instill character and student discipline, extracurricular activities include; Tahfidzul Quran, Scouts, Intra Madrasah Student Organization (OSIM), Science Olympiad, Pencak Silat, Drum Band, Futsal, Football, and Dance. Thus, students of MTsN 2 Tapanuli Tengah are expected to be competitive, both in the academic and non-academic fields globally, and can produce high-quality and dedicated achievements.*

**Keywords:** *Punishment, Extracurricular Activities, Character Education.*

### ABSTRAK

Penelitian ini bertujuan untuk menganalisa penerapan hukuman dan pelaksanaan kegiatan ekstrakurikuler sebagai upaya mendisiplinkan dan membentuk karakter siswa di MTsN 2 Tapanuli Tengah. Penelitian ini menggunakan pendekatan kualitatif dengan metode studi deskriptif analitis. Proses pengumpulan data dilakukan menggunakan teknik wawancara, observasi, dan studi dokumen. Selanjutnya, peneliti melakukan reduksi data, penyajian data, dan penarikan simpulan, sebagai tahapan analisa data. Akhirnya, keabsahan data penelitian diakui setelah melalui triangulasi data (metode dan sumber). Hasil penelitian ini menunjukkan bahwa hukuman di MTsN 2 Tapanuli Tengah, aktif dilakukan untuk menciptakan kedisiplinan siswa. Hukuman diberikan sesuai dengan pelanggaran aturan yang dilakukan dan hukuman ringan yang diterapkan di madrasah berupa pembersihan kamar mandi, membersihkan halaman madrasah, dan mengerjakan tugas, sedangkan hukuman beratnya adalah siswa diberi surat peringatan pemanggilan orang tua untuk menciptakan kedisiplinan siswa dengan tidak mengulangi pelanggaran tata tertib sekolah yang sama. Selain pemberian hukuman, MTsN 2 Tapanuli Tengah juga memberikan kegiatan ekstrakurikuler untuk penanaman karakter dan disiplin siswa, kegiatan ekstrakurikuler meliputi; *Tahfidzul Quran*, Pramuka, Organisasi Siswa Intra Madrasah (OSIM), Olimpiade Sains, Pencak Silat, *Drum Band*, Futsal, Sepak Bola, dan Seni Tari. Dengan demikian, siswa MTsN 2 Tapanuli Tengah diharapkan dapat berdaya saing,

baik dalam bidang akademik maupun bidang non-akademik secara global, serta dapat menghasilkan prestasi yang berkualitas dan berdedikasi tinggi.

**Kata Kunci: Hukuman, Kegiatan Ekstrakurikuler, Pendidikan Karakter.**

## A. INTRODUCTION

Structurally administrators are empowered by various federal, state, local, and policy laws to maintain an orderly and safe school/madrasah. Specifically in this case the government has provided an act designed to protect learners from the denial of benefits from any educational program or activity, including athletics due to sex. The basis of fairness and a healthy respect for these rights is part of the ethics and humanity of school/madrasah leaders.

This chapter considers the balance between the obligation to maintain order and security while respecting the rights of learners. The principle of justice as justice of the American political philosopher John Rawls, "*the right of student legal proceedings, corporal punishment, excessive force, and extracurricular activities are presented here*" (Stader, 2013: 83).

One of the factors that affect educational problems is the problem of education in the curriculum (Abacioglu et al., 2022; Antonietti et al., 2022; Dart et al., 2022; Falch et al., 2022; Le et al., 2021; Lund & Cyvin, 2022; Tiernan & Deveci, 2021; Viinikainen et al., 2022; Yang, 2022; Zhang et al., 2022). There needs to be innovations and strategies in the education system so that the improvement of the quality of education can continue to improve through updates and improvements that continue to be made.

One of them can carry out reorientation of the implementation of education, namely with extracurricular activities. The extracurricular curriculum is an important activity in education, therefore the aspect of the extracurricular curriculum has a very important role between academic intellectual development and non-academic intellectuals in students.

Discipline is one of the conscious efforts in character building that must be possessed by students to maintain non-deviant attitudes and behaviors according to norms, rules, and regulations applied in school/madrasah. School/madrasah have an important role in maintaining and developing disciplinary attitudes for students because students are required to fully comply with the rules and regulations applied in school/madrasah (Ali et al., 2022; Colosi et al., 2022; Dias et al., 2022; Dong et al., 2022; Harper et al., 2022; Mandic et al., 2022; Prins et al., 2022; Quinn & Russo, 2022; Theron et al., 2022; Williams et al., 2022).

The rules, norms, and rules applied in schools/madrasah are very important for educational institutions, so to maintain the regulations that apply in school/madrasah, discipline from all school/madrasah personnel, especially students, is needed.

In educational institutions, rules and regulations function to maintain the implementation of the ongoing learning process activities in the school/madrasah. In every educational institution, of course, there are rules, norms, and rules that must be obeyed and obeyed by all students to avoid deviant behavior. One of them is by implementing a high disciplinary attitude through the application of rules and regulations applied in school/madrasah.

Based on the various problems above, it is necessary to apply high discipline to avoid deviant behavior in students and a school/madrasah program is needed to foster the character of students through extracurricular activities carried out outside of class hours that aim to broaden the horizons and knowledge of students and develop the talents, potentials, and abilities of character building efforts as a whole.

## **B. METHOD**

This research was conducted at MTsN-2 Tapanuli Tengah using a qualitative descriptive approach method that describes real events encountered in the field. The data collection procedure used in this study went through the stages of observation, interviews, and documentation. Data sources and information obtained from the research site can be divided into primary data (interviews with the principal and vice-principal), and secondary data (documents derived from administrative staff). The instrument in this study is the researcher himself collecting data and information in the form of interviews and then compiling documentation. This research was conducted at MTsN-2 Tapanuli Tengah to know the rule of law and the role of extracurricular activities in the cultivation of character and discipline of students in MTsN-2 Tapanuli Tengah.

## **C. RESULTS AND DISCUSSION**

Based on research conducted at MTsN-2 Tapanuli Tengah based on interviews with madrasah heads, the results of the research are that the application of giving punishment to students has been applied since the beginning of the establishment of the madrasah, and the punishment rules that have been applied have also been implemented properly so that the learning process becomes conducive, this can be seen from the cooperation between the deputy head of the madrasah student section and all teachers in creating discipline students by

providing punishment according to violations committed by students, this punishment is useful for instilling and developing good character in students, in MTsN-2 Tapanuli Tengah students obey the rules in the madrasah, especially if they violate the rules in the madrasah, students obey and carry out the appropriate punishment process for the actions committed. In addition to providing punishment for extracurricular activities, it can also instill the character and discipline of students because this extracurricular activity is provided by madrasahs to explore the talents, potentials, and abilities of students so that students can choose these activities according to their potential so that with these activities, positive character of students is built.

Extracurricular activities at MTsN-2 Tapanuli Tengah have gone well and smoothly, this can be seen from interviews with deputy heads of madrasahs in the student affairs section that many students are interested in extracurricular activities provided by madrasahs such as Tahfidzul Quran, Scouts, Intra Madrasah Student Organizations (OSIM), Science Olympiads, Pencak Silat, Drum Bands, Futsal, Football, and Dance Arts so that MTsN-2 Tapanuli Tengah can be competitive both in the academic and non-academic fields globally according to the current era of globalization.

To be clearer, the researcher will provide a description/related discussion about the rule of law and extracurricular activities towards discipline and character building of students in MTsN-2 Tapanuli Tengah:

### ***The Rule of Punishment on Student Discipline***

Learners, parents, community members, legislators, and educators seem to agree on this subject that at least a safe and orderly madrasa is one important thing. Madrasah leaders are empowered to achieve this security and order with a wide variety of punishments and policies at the national, regional, and local levels. Effective madrasah leaders understand the legal and ethical obligations to provide a safe and orderly madrasah, protect the rights of learners, understand the need for a positive madrasah culture based on social cooperation, and engage in honest interactions with learners, parents, and others.

Finding this balance may be one of the biggest challenges madrasah leaders at all levels who will face the future (Alvioli, 2020; Baczyński et al., 2020; Diestelmeier, 2019; Gardonio & Dal Bo, 2020; Gostin et al., 2019; Gulati, Cusack, et al., 2020; Gulati, Kelly, et al., 2020; Morland & Staroszczyk, 2020; You, 2020; Zhao & Kruyt, 2020).

There are two forms of legal proceedings, namely procedural and substantive. Procedural legal proceedings consider the minimum order of steps taken by school officials

in reaching a decision, usually defined as notice and the right to a fair examination. Substantive legal proceedings consider the fairness of decisions and involve concepts such as adequate notification, consistency of standards, how evidence is collected and applied to decisions, the rationality of decisions, and the relationship of decisions to legitimate educational purposes.

According to Alfian Surya, "the punishment rules in MTsN-2 Tapanuli Tengah have been applied since the beginning of the establishment of the madrasah, the provision of punishment can be divided into light punishment and severe punishment and is given according to the offense committed by the learner if the offense committed is light then the punishment given can be in the form of cleaning the bathroom, cleaning the madrasah yard, doing tasks, while the provision of punishment for severe offenses can be in the form of giving warning letter calling parents to learners which aims to provide a deterrent effect to students to make the same mistakes so that students have high disciplined behavior. The head of the madrasa also gives the responsibility to the deputy head of the madrasa of the student affairs section and all teachers in MTsN-2 Tapanuli Tengah to discipline the students by providing punishment according to the violations made, with this punishment rule, the learning process in the madrasah will be conducive."

Based on the interview above, it can be concluded that the punishment process given in MTsN-2 Tapanuli Tengah has been going on since the beginning of the establishment of the madrasa to create student discipline, the punishment given is also by the offenses made, if the offense is still light then the punishment given is light and vice versa, this punishment rule is applied to create student discipline and can build character by instilling good behavior.

According to Lickona (2013: 67) "*discipline is the control of attitudes and behaviors carried out forcibly and voluntarily by following rules and laws that give a sign to the nature and character of maturity and expectations of a civilized society of citizens*". The character of discipline in students is the provision of understanding to be able to distinguish good or bad attitudes and behaviors so that the violations committed contain some consequences, therefore punishment can function in the education of students to instill character in students. Discipline is a valued behavior that must be instilled in students that can be done either forcibly or voluntarily (Chiu et al., 2022; Fabbri et al., 2021; Frankenhuis & Nettle, 2020; Gullo & Beachum, 2020; Radtke, 2022; Reijers, 2021; Saltelli et al., 2021; Staupe-Delgado et al., 2022; Sziklai, 2021; Thompson et al., 2021).

Types of discipline according to Komalasari & Saripuddin (2017: 67) that is: (1) Disciplinary is a traditional disciplinary process in ancient expressions; (2) Weak discipline is

the process of development of an authoritarian discipline that many adults experience in their childhood; and (3) Democratic discipline is a disciplinary principle that gives the child the right to express his own opinion whenever the regulation he considers unfair.

### ***Extracurricular Activities in Student Character Building***

According to Mukhtar (2001: 36) "*A madrasah head, educator, and education staff must realize that the main purpose of the madrasah is to prepare a planned and systemized educational program to meet the needs of providing education, the needs of students, and the needs of society. Students are the main customers who must be served well and provide good quality education, therefore students must be involved both in the process of learning activities and activities outside of learning such as extracurricular activities*". According to Wahjosumidjo (2007: 264), things that need to be considered by the head of the madrasah that extracurricular activities have 3 main objectives, namely: (1) To explore the knowledge of students with existing subjects according to the applicable curriculum; (2) To strengthen coaching efforts, character building, and personality values of highly dedicated learners; and (3) To explore, improve and cultivate interests, talents, and skills and this activity can serve to determine the direction and goals of students in determining their identity.

Each educational institution has different educational rules and policies that must be applied in improving the quality of education (Aburizaizah, 2022; Bogren et al., 2018; Didham & Ofei-Manu, 2020; Jesry et al., 2022; U-Sayee & Adomako, 2021). For the quality of education to improve continuously, the development of the quality of madrasah must continue to be improved. The madrasah policy explains that the madrasah serves as an internal development that occurs. Madrasah must try to strengthen the education policies implemented so that quality improvement is carried out to produce quality out put.

Extracurricular activities are activities that are carried out outside of learning activities as usual (Hendrickson, 2018; Takahashi et al., 2020; Villiger et al., 2019). For madrasah that conducts learning in the morning, this extracurricular activity can be carried out in the afternoon and evening and can be carried out in the morning for madrasah that enters the afternoon and evening which aims to cultivate one of the talents and abilities that are in demand by a group of students, such as arts, sports, scouting religious activities, and various other skill activities.

According to Suparlan (2013: 69), "*extracurricular activities are additional activities outside of regular class hours to deepen and enrich students' knowledge, insights, and abilities*". Therefore, there is a policy of coaching for students, namely four paths, including

student council activities, scouting, extracurricular activities, and intellectuality. Extracurricular activities are activities carried out to explore and develop the talents and potentials of students both based on the knowledge gained during the learning process and based on the development of potentials and talents that have been attached to students through required activities such as learning in class and elective activities.

According to Zufri Ramadhan:

*"MTsN-2 Tapanuli Tengah has provided extracurricular activities that students can participate in but are not mandatory but optional. This extracurricular activity is a talent development activity for students that aims to explore their skills, and abilities by the interests, needs, and talents of each student. Self-development activities (extracurriculars) that are facilitated and are characteristic of MTsN-2 Central Tapanuli are Tahfidzul Quran, Scouts, Intra Madrasah Student Organizations (OSIM), Science Olympiads, Pencak Silat, Drum Bands, Futsal, Football, and Dance Arts. Students can adjust extracurricular activities according to their interests, talents, and abilities so that they can compete globally not only in the academic field but can compete in non-academic fields, this activity also trains student discipline in carrying out activities that have been taken and is consistent with the activities carried out".*

Based on the explanation above, it can be concluded that extracurricular activities at MTsN-2 Tapanuli Tengah are actively carried out by students of MTsN-2 Tapanuli Tengah but are not mandatory but optional, students can choose extracurricular activities outside of class hours with a choice of Tahfidzul Quran activities, Scouts, Intra Madrasah Student Organizations (OSIM), Science Olympiads, Pencak Silat, Drum Band, Futsal, Football, and the Art of Dance. This activity aims to explore the potential talents of students to be able to be competitive not only in the academic field but also in the global competitiveness not only in the academic field but in the non-academic field.

The implementation of extracurricular activities in school/madrasah can provide benefits for students to explore the existing potential and provide benefits for improving the quality of education delivery outside of learning activities in school/madrasah.

One of the functions of the extracurricular curriculum to strengthen education can be realized from the management of extracurricular activities that are carried out as well as possible, such as in the management and regulation of student participation, improving the disciplinary character of students and all elements of educators and education personnel that influence it. During class hours, students are easier to manage than outside of class hours, so the implementation of extracurricular activities is extra and involves many school/madrasah to create goals to be achieved.

Character development education does not only aim at character development and then rewarded students, but the meaning and values of good character must be implemented through good attitudes, behaviors, and actions that can reflect these habits into habits inherent in each student. When the meaning and values of character are only elaborated in the form of "reward" then the meaning of the character is not broad which will result in students only wanting to obtain and achieve high scores, while outside the educational assessment system, the character of students is not formed systematically and dedicatedly resulting in students returning to their natural habitat. Based on this, the development of character values does not run effectively and efficiently if it is only carried out in the classroom.

Therefore, the policy strategy that can be carried out to strengthen character education is through extracurricular activities. Extracurricular activities are a forum to channel the interests and talents of students and can be a space for the cultivation and development of highly dedicated characters.

The cultivation of character values in madrasahs can be seen in the vision, mission, and goals of the madrasa. The purpose of the madrasah can be seen from the madrasah slogan, namely excellence in quality, impeccable behavior, and ongoing achievements," based on the madrasah slogan that madrasahs are required to be able to instill the character of student discipline, and have high dedication. With the vision and mission of the madrasa, it is hoped that students will try and be responsible for the education they undergo so that they can be useful for themselves, the nation, the state, and religion and can achieve the goals they want to achieve.

#### **D. CONCLUSION**

Based on the explanation above, it can be concluded that the provision of punishment to students serves to instill character and create student discipline, punishments are given according to violations made by students, punishments in the form of light punishments and severe punishments, and punishments serve to provide a deterrent effect to students so that students will be more careful in taking actions, in addition to giving punishment extracurricular activities can also create student discipline. Extracurricular is an activity outside of learning hours that have been provided by the school/madrasah, this extracurricular is not mandatory but optional, students can adjust their talents and potentials according to the activities that have been provided so that with these activities the character of students can be built according to their abilities. In MTsN-2 Tapanuli Tengah, the extracurricular activities provided are Tahfidzul Quran, Scouts, Intra Madrasah Student Organizations (OSIM),



Science Olympiads, Pencak Silat, Drum Bands, Futsal, Football, and Dance. This extracurricular activity is called a self-development activity that aims to explore talents and potentials and can develop their skills and abilities.

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