



The Relationship of School Rules to the Learning Convenience of Elementary School Students

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Doi :

Keywords :

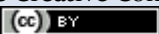
School Rules

Learning Convenience

ABSTRACT

The embodiment of the norms that exist in schools, both norms of decency, legal norms, moral norms, and religious norms. That is the rules that must be obeyed and implemented by each component of the school that it regulates. With the existence of school discipline, it is hoped that an orderly life will be realized in the school environment. This study aims to determine the relationship between school discipline and learning comfort for elementary school students. This study uses a quantitative approach and the type of correlation research. The subjects of this study were students of class IVa, totaling 26 students. Data collection through questionnaires and documentation. The data analysis technique uses product moment correlation. The variables of school discipline (x) and learning comfort (y). Correlation coefficient (rxy), from the calculation results obtained $r = 0.0023$, if it is classified into the criteria for the correlation coefficient value with a coefficient of 0.117 interval then the correlation level is categorized as very low. From the results of the above calculations, the results of t arithmetic = 0.577 with a significant level of significance $6 - 2 = 24$ and $= 0.05$, based on the results of the study obtained t arithmetic = 1.671 and t table = 0.577. This shows that the value of t arithmetic $>$ t table, it can be concluded that H_0 is accepted and H_a is rejected. So it can be concluded that there is no significant relationship between School Rules and Student Learning Convenience in Elementary School. All school rules are something that must become a moral value or norm as a part that must be instilled from an early age so that in its development it will lead to an understanding of the values and functions of a rule that binds us together in a social life and will form a feeling of comfort in learning.

Volume 2, No.2, November 2022, Pages : 1-7

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INTRODUCTION

Education is something that is very essential in the humanization process in a cultured society. Education is a process using various learning methods so that people gain knowledge, understanding, and ways of behaving in accordance with their needs to be used as the basis for changing their behavior. According to Mulyasa (2012:4), "The functions and objectives of national education have been formulated through Law no. 20 of 2003 concerning the National Education System which reads: National Education functions to develop capabilities and shape the character and civilization of a dignified nation in the context of educating the nation's life, aiming at developing and fearing God Almighty, having noble character, being healthy, knowledgeable, capable, creative, be independent, and become a democratic and responsible citizen.

In order for the function and purpose of education to be achieved and run well, schools make rules. The learning process is conducive and able to trigger any scientific development based on the school curriculum. In its implementation, it requires discipline and obedience from each individual involved in the learning process at school

Based on the results of observations in October 2019 in fact the problem that often occurs in the school environment is the lack of discipline of students in obeying the rules that apply at the school. Student order is often a problem at school, especially at the secondary school education level where students grow up and begin to learn to identify themselves through imitation or imitation.

Through coaching discipline will shape a person's attitude, behavior. A person's attitude, behavior is not formed in an instant, all of that requires continuous forging, development from an early age. Through forging humans will become strong, through forging one's mental and morals will be tested, through forging also makes a person able to overcome the problems faced with great steadfastness and persistence through forging they gain additional value. According to Susanto (2016: 105) suggests that

The embodiment of the norms that exist in schools, both norms of decency, legal norms, norms of decency and religious norms. That is the rules that must be obeyed and implemented by each component of the school that it regulates. With the existence of school rules, it is hoped that an orderly life will be realized in the school environment, so that the basic goals of the school as an educational institution can be achieved properly. For this reason, it requires a great commitment and responsibility from students as the main subject in enforcing the existing order.

Judging from the origin of the word order comes from two words, namely order and order, both of which have their own meaning. Order according to the general Indonesian dictionary is defined as rules, systems and arrangements, while order means rules. So, according to etymological understanding, order is a system or arrangement of rules that must be obeyed or obeyed.

According to Rifai (2012:139) discipline is "a collection of rules that are made in writing and strengthen community members". According to Siti Melchaty (2013: 151), that: "Orders are regulations that bind a person or group to create security, tranquility, and peace for that person or group of people". According to Langgulun (2012:70), "Orders are arrangements and rules in relation to one part and another." 14/U/1974 "School rules are the provisions that regulate daily school life and contain sanctions for violators."

Definition Comfort and feeling comfortable is a person's comprehensive assessment of his environment. Convenience cannot be represented by a single number. Humans assess environmental conditions based on stimuli that enter themselves through the six senses through nerves and digested by the brain to be assessed. In this case involved not only physical and biological problems, but also feelings. Sound, light, smell, temperature and other stimuli are captured at once, then processed by the brain. Then the brain will provide a relative assessment of whether the condition is comfortable or not. Discomfort in one factor can be masked by another. (Satwiko, 2009:21-22)

Sanders and McCormick (1993) describe the concept of comfort that comfort is a feeling condition and is highly dependent on the person experiencing the situation. We cannot know the level of comfort that another person feels directly or by observation but must ask the person directly about how comfortable they are, usually using terms such as somewhat uncomfortable, disturbing, very uncomfortable, or worrying. Based on

the description above, it can be concluded that comfort is a continuum of feelings from the most comfortable to the least comfortable which is assessed based on the perception of each individual on a matter where comfort for certain individuals may be different from other individuals.

METHOD

In this study the author uses a quantitative approach, a quantitative approach is a research that emphasizes more on numbers. The quantitative method is called the traditional method, because this method has been used for a long time so that it has become a tradition as a method for research. (Sugiyono, 2015:160). This study uses a quantitative approach and the type of correlation research. The subjects of this study were students of class IVa, totaling 26 students. Data collection through questionnaires and documentation. The data analysis technique uses product moment correlation. The variables of school discipline (x) and learning comfort (y). Correlation coefficient (rxy).

RESULT AND DISCUSSION

The test values obtained from field measurements have been tabulated into a table, then analyzed using the product moment correlation coefficient formula. Which aims to determine whether or not there is a relationship between school discipline and learning comfort, while the calculation is as follows:

Table 1. Correlation test between school discipline and student learning comfort

No	X	Y	X²	Y²	X.Y
Siswa 1	47	48	2209	2304	2256
Siswa 2	45	47	2025	2209	2115
Siswa 3	50	50	2500	2500	2500
Siswa 4	50	48	2500	2304	2400
Siswa 5	47	44	2209	1936	2068
Siswa 6	45	42	2025	1764	1890
Siswa 7	45	45	2025	2025	2025
Siswa 8	44	47	1936	2209	2068
Siswa 9	41	46	1681	2116	1886
Siswa 10	46	44	2116	1936	2024
Siswa 11	43	41	1849	1681	1763
Siswa 12	45	38	2025	1444	1710
Siswa 13	43	44	1849	1936	1892
Siswa 14	47	47	2209	2209	2209
Siswa 15	48	49	2304	2401	2352
Siswa 16	42	47	1764	2209	1974
Siswa 17	32	33	1024	1089	1056
Siswa 18	48	49	2304	2401	2352
Siswa 19	43	46	1849	2116	1978
Siswa 20	46	48	2116	2304	2208
Siswa 21	48	48	2304	2304	2304
Siswa 22	49	49	2401	2401	2401
Siswa 23	49	49	2401	2401	2401
Siswa 24	46	47	2116	2209	2162

Siswa 25	44	46	1936	2116	2024
Siswa 26	45	42	2025	1764	1890
Jumlah	1178	1184	53702	54288	53908

Information:

$\sum x = 1178$, $\sum y = 1184$, $\sum x^2 = 53702$, $\sum y^2 = 54288$ dan $\sum xy = 53908$

After testing the correlation test data between school rules and students' learning comfort, then the product moment correlation is calculated. The results of the correlation coefficient are as follows:

$$\begin{aligned}
 r_{xy} &= \frac{n(\sum xy) - (\sum x)(\sum y)}{\sqrt{(n \sum x^2 - (\sum x)^2)(n \sum y^2 - (\sum y)^2)}} \\
 &= \frac{26(53908) - (1178)(1184)}{\sqrt{26(53702) - (1178)^2} \sqrt{26(54288) - (1184)^2}} \\
 &= \frac{1.401.608 - 1.394.752}{\sqrt{(1.396.252 - 1.387.684) - (1.411.488 - 1.401.856)}} \\
 &= \frac{0,006856}{\sqrt{(0,008568)(0,009632)}} \\
 &= \frac{0,006856}{\sqrt{8,2526976}} \\
 &= \frac{0,006856}{2,8727} \\
 &= \mathbf{0,0023}
 \end{aligned}$$

So the calculated r is 0.0023, while the significant tara is 5% and the r is in the table (0.388), thus the calculated r is smaller than the r table, meaning that there is a significant relationship between school discipline and the learning comfort of students.

Table 2. Criteria for Correlation Coefficient Value

No	Interval Koefisien	Relationship Level
1	0,00 - 0,199	Very low
2	0,20 - 0,399	Low
3	0,40 - 0,599	Enough
4	0,60 - 0,799	Tall
5	0,80 - 1,000	Very high

Reference: Sugiyono (2003: 216)

From the above calculation, the correlation coefficient (rxy) is 0.0023. if it is classified into the criteria of the correlation coefficient value with a coefficient of 0.0023 interval then the level of correlation is categorized as sufficient. From these results, it is concluded that there is a very low and insignificant relationship between school rules and students' learning comfort. After the correlation coefficient is obtained, then test whether the correlation coefficient is significant or not by using the t-test. Based on the calculation,

the value of t count = 0.00262 with a significant level of significance = 0.05 and $dk = n - 1 = 26 - 1 = 25$. It is found that the value of t count < t table, it can be concluded that H_0 is accepted and H_a is rejected. It can be concluded that there is no significant relationship between School Rules and Student Learning Comfort in Elementary Schools

In general, school rules can be interpreted as ties or rules that must be obeyed by every member of the school where the teaching and learning process takes place. The implementation of school rules will be able to run well if teachers, school officials and students have mutually supported the school discipline itself, the lack of support from students will result in less meaningful school rules applied in schools. School regulations in the form of school rules are a collection of rules made in writing and binding within the school environment. School rules are a unit that cannot be separated from one another as rules that apply in schools so that the educational process can take place effectively and efficiently. Students do picket, are fully responsible for the cleanliness of the class from morning to school. Every Monday students also perform ceremonies, and before entering the room students also line up. In class, students also read prayers and short verses before starting the learning process. There are several rules that are applied by the school to students where students must wear red and white clothes, if students want to leave class, students must first ask permission from the teacher and students are not allowed to wear jewelry, are not allowed to eat outside. Reprimand is a type of sanction given by the teacher to students if they are found to have committed minor violations, for example violations of school clothes, make up, being late, disturbing in class, not wearing school attributes and not praying. This type of sanction has not provided a deterrent effect on deviant behavior.

Assignment is a type of sanction given by the picket teacher for students who are late or do not bring textbooks. For example, assigned to the library to read a book or summarize lessons in lieu of absent subjects. Suspension is a type of sanction given by the picket teacher for students who commit serious violations, for example, cellphones, cigarettes. This suspension is also given to students who are reluctant to pay attention to warnings from the teacher. For example, students are asked by their parents to go to school but students do not heed it will be given a suspension

School rules and regulations refer to specific standards or standards that must be met by students. School rules refer to benchmarks or standards for special activities, such as the use of uniforms, use of laboratories, participating in flag ceremonies, doing homework, paying tuition fees, and so on (Rivai, 2011:142).

School rules and regulations are not just completeness of the school, but are a necessity that must receive attention from all parties concerned, especially from students. In connection with this, schools generally prepare school rules and regulations for all parties involved, including teachers, administrative staff, and students. The contents of school rules and regulations in general are in the form of tasks and obligations of students that must be carried out.

This is different from the research conducted by Irwansa (2014) with the title "Analysis of the Implementation of School Rules for Students at SMK Negeri 1 Makassar". schools in reducing the number of violations against the implementation of the rules at SMK Negeri 1 Makassar. The research design used is a qualitative research design that describes the implementation of discipline while at school. The results of the study showed that 1) The implementation of the rules at SMK Negeri 1 Makassar was running less than optimally. This is evidenced by the violations that are often committed by students, especially the type of violation of school clothes, being late to school and other types of violations. 2) The factors that cause violations of school rules are because the performance of the BK teacher is not optimal, the supervisory function does not work and the lack of awareness of students in implementing school rules. 3) School efforts in reducing the number of violations are carried out by sudden inspections, giving strict sanctions, coaching both counseling and spiritually, incidental classroom examinations and resolving cases through case conferences. Expectations in the implementation of the order in the future so that schools enforce the rules consistently and evaluate the roles and responsibilities of subject teachers and homeroom teachers as well as provide awareness to students how important discipline is in schools.

Order is a set of rules that are addressed by all components within an institution or organization so that they are always subject to and carry out what has been determined. Based on the description above, it can be

concluded that the implementation of the school rules is going quite well even though there are still those who have not obeyed the rules, the existing rules can also be used as a means of moral development for students because the rules are one of the references for students. to act in a school environment that has good intentions and goals both inside and outside the environment.

The principal as an education supervisor is responsible for providing the best and has the obligation to lead, and nurture teachers or other staff. The principal's leadership will greatly affect the success of the quality of education in the school. The guidance and guidance carried out by the principal will have a major influence on the teaching and learning process. The principal's task as a supervisor is to provide guidance, assistance and supervision and assessment of problems related to technical education providers and development, teaching in the form of improving teaching programs and teaching educational activities to be able to create a better teaching and learning situation.

The principal as a learning leader, has the main goal of improving the quality of learning in the school he leads. In improving the quality of learning, the principal is responsible for fulfilling the function of teaching supervision. Because instructional learning leadership (leadership) and supervision internally are a unit where supervision activities are based on the needs of situations involving many people, namely students, parents, teachers, and other interested people. They will influence the activities of the head as a learning leader (Susanto, 2016:25).

In general, the purpose of teaching supervision according to Nawawi is to assess the ability of teachers as educators and instructors in their respective fields to help them make improvements when treated by showing their shortcomings so that they can be overcome by their own efforts. Specifically, according to Rifa'i (in Susanto, 2016: 54) the objectives of teaching supervision are:

1. Helping teachers to better understand or realize the goals of education in schools and school functions in an effort to achieve educational goals.
2. Helping teachers so that they are more aware of and understand the needs and problems faced by their students in order to help them better.
3. To carry out effective leadership in a democratic way in order to improve professional activities in schools, and cooperative relationships between teachers to jointly improve their abilities.
4. Find the abilities and strengths of each student.
5. Helping teachers improve teaching performance skills.
6. Helping teachers during orientation
7. Helping teachers find learning difficulties faced by their students.

In the implementation of supervision there are several skills that need to be possessed by school principals, which are related to the human aspect, management aspect and technical aspect. Of these three aspects, the human aspect is very urgent, therefore the principal in this aspect must be able to work effectively in groups, the ability to create cooperation, and the ability to motivate and influence others to work together in enhancing work effectiveness. Other skills that also need to be mastered by school principals in the human aspect are being able to respond based on individual differences; diagnosing individual abilities or potentials; provide feedback on teacher activities; holding a meeting or meeting; and set a good example or example (Susanto, 2016:26).

Research conducted by Sri Harnita (2017) with the title The Relationship between the Implementation of School Rules and Student Behavior at Perintis 2 Senior High School Bandar Lampung in the 2016/2017 Academic Year. The results of this study are that there is a close relationship between the implementation of school rules and the behavior of students. Enforcement of discipline by the teacher reduces the obstacles in its implementation, the enforcement carried out by students with their behavior is getting better. So it is negatively correlated that the enforcement of the rules by the teacher is not implemented, the behavior of students who are not good tends to increase. All school rules are something that must become a moral value or norm as a part that must be instilled from an early age so that in its development it will lead to an understanding of the values and functions of a rule that binds us together in a social life and will form a feeling of comfort in learning.

CONCLUSION

The results of this study concluded that there was no significant relationship between School Rules and Student Learning Comfort in Elementary Schools. Discipline coaching will shape student attitudes and behavior. Attitudes, student behavior are not formed in an instant, all of that requires continuous forging, development from an early age. Compliance with school rules is all school rules and regulations, something that must be a moral value or norm as a part that must be instilled from an early age so that in its development it will give rise to an understanding of the values and functions of a regulation that binds us together in a social life and will form a feeling of comfort in stud

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