

Learners Development Management: Discipline Construction in Strengthening Religious Character 271

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Abstract

The results of this study strengthen and develop Hurlock's discipline theory, namely, the guidance given to learners can inform children about good and bad behavior as well as encourage them to behave in accordance with the standards.

So therefore discipline and religious character can occur through the integration of the rules of the cottage with the school, separate units between sons and daughters, the existence of examples from educators, the existence of educational punishments, namely reading the Qur'an sholawat, etc., as well as an understanding of a discipline that results in success for learners. There will be a strengthening of the religious character of learners.

Keywords: Development Management, Students, Religious Character, Learners Construction.

1. Introduction

Learners as part of the community, there is a development process carried out in with the educational process such as the path, level, and type of education (UU No. 20 2003). Learners are as subjects and as well as objects either in the process of transformation which is needed on knowledge and skills. The existence of learners in the community is not only the fulfillment of needs but there is a necessity to be part of the quality of an educational institution.

Learners as human beings, in with there are characteristics, abilities, potential, and talents or interests which have different from one another. This indicates that the abilities contained in learners need to get continuous development and exploration as well as there is a need for serious ongoing construction from an educational institution. The continuity of learners in the community can have an influence on growth and development in accordance with their physical potential, intellectual intelligence, social, emotional, and psychological intelligence, as well as the management of learners in educational institutions. Learners' management is management that seeks to provide a necessity and good service, planned and implemented as stated in the vision and mission of educational institutions starting from the presence of learners who enroll in school to complete their studies at school.

The form of disciplinary construction is an effort that is made consciously and intentionally aimed at a particular subject to realize the growth of a disciplined attitude as awareness, character, or personal personality. In a sense, whether it is an attitude that applies within a certain scope that is institutional in nature and has environmental regulations or a public space that requires compliance with a code of ethics and norms that have been mutually agreed upon. So that the effective strength in carrying out the management of educational institutions is the existence of a responsible role in dealing with various changes as leaders in educational institutions (Fatih, 2018).

A good curriculum will be able to achieve educational goals that are integrated and comprehensive, which means that its existence includes the knowledge needed in worldly life and the hereafter (Fatih, 2020). So the habituation which is contained in discipline is a form of strengthening the religious character of learners in a way that was done to familiarize learners to think, behave, and act in accordance with the guidance of Islamic teachings. Habituation is a process of forming attitudes and behaviors that are relatively permanent through a learning process that is repeated.

Education will only be wishful thinking if the existing attitudes or behaviors are not followed and supported by the practice and habituation of oneself. The pattern of habituation encourages and gives space to learners on theories that require direct application so that initially heavy theories become lighter for learners if they are often implemented.

Discipline as a form of strengthening the religious character mentioned above is a form of delivery to an understanding of the discipline in every human being which is an absolute thing. Without a strong attitude of discipline, every human being will easily distort and deconstruct all aspects that are seen as the joints of life. So, as the law of causality, it will endanger human beings, both personally and to other humans, and even the natural surroundings will be affected (Handoko, 2008).

Discipline is discipline as a form of strengthening religious character which has been mentioned above is a form of delivery to the understanding of the discipline in every human being which is an absolute thing. Without a strong attitude of discipline, every human being will easily distort and deconstruct all aspects that are seen as the joints of life. So, as the law of causality, it will harm a human being, both personally and to other humans, and even the natural surroundings will be affected.

Discipline is very important in building a student's personality. Therefore, Disciplinary efforts must be continuously instilled in students. When discipline is inculcated continuously, this discipline attitude will become a habit in students' daily lives. Schaefer argued that the essence of discipline is teaching or for someone to follow the teachings of a leader.

The discipline of learners in the school environment must be instilled in each individual learner in the form of rules or regulations previously determined by the school. As for learners' obedience and obedience to various rules and regulations that apply at school is also called learner's discipline (Afif, 2009).

In the context of learner's management, discipline is an attitude that is highly expected to be done by the board of educators in every learning activity as well as whether learning takes place in the classroom or open space. This one attitude later became one of the benchmarks in determining the level of accuracy of the implementation of the learning process within a certain time span that has been set by the educational institution unit.

Discipline is rooted in the word discipline, which has a prefix and a suffix. According to the Indonesian Dictionary (KBBI), discipline means obedience and conformity to rules, regulations, and so on (Tim Penyusun Kamus, 1997).

2. Methods

This research was a qualitative descriptive study with a multi-site design located at Islamic Junior High School Private (MTs Negeri) 3 Jombang and Junior High School Private (SMP Negeri) 3 Peterongan Jombang. This research was a study that aimed to describe the events that occurred in the field and what conditions were related to the principal's policy in developing outstanding schools in the two institutions.

Researchers had determined informants: principals, vice principals of public relations, vice principals of curriculum, vice principals of school facilities and infrastructure, learners, guardians of learners, committees, and teachers with certain criteria at Islamic Junior High School Private (MTs Negeri) 3 Jombang and Junior

High School Private (SMP Negeri) 3 Peterongan Jombang. Data collection techniques are through in-depth interviews, participant observation, and documentation related to the policy-making process, policy implementation, and policy evaluation of principals in developing outstanding schools.

Data analysis using the Milles Huberman model (Huberman n.d.) included data collection, data condensation, data presentation, and drawing conclusions. While the validity of the data was checked through credibility, transferability, dependability, and confirmability.

3. Result and Discussion

3.1. Rules as Code of Conduct

The teaching staff at Islamic Junior High School Private (MTs Negeri) 3 Jombang and Junior High School Private (SMP Negeri) 3 Peterongan Jombang must have a vision of the regulations they want to govern their classrooms. There were several things to consider when educators or educational institutions made rules for classes. So, the rules made must include a short list of rules. There were about 3-5 rules, all positively framed so that there was a focus on the positive outcomes of behavior rather than the negative outcomes of the rules in the classroom. Rules existed to be general rules to be broad enough to cover several ideas and made rules easy to remember.

Regulations were made by Islamic Junior High School Private (MTs Negeri) 3 Jombang and Junior High School Private (SMP Negeri) 3 Peterongan Jombang must provide security for learners. This could make the existing regulations at Islamic Junior High School Private (MTs Negeri) 3 Jombang and Junior High School Private (SMP Negeri) 3 Peterongan Jombang really the most important. This was because the Islamic Junior High School Private (MTs Negeri) 3 Jombang and Junior High School Private (SMP Negeri) 3 Peterongan Jombang were places of learning whose ultimate goal was for learners studying at Islamic Junior High School Private (MTs Negeri) 3 Jombang and Junior High School Private (SMP Negeri) 3 Peterongan Jombang to be safe and calm. For widely stated rules there were sometimes specific problems that could arise throughout the school year. So, the idea of safety contained in the regulations at Islamic Junior High School Private (MTs Negeri) 3 Jombang and Junior High School Private (SMP Negeri) 3 Peterongan Jombang must be able to cover physical and emotional security.

The existing regulations in Islamic Junior High School Private (MTs Negeri) 3 Jombang and Junior High School Private (SMP Negeri) 3 Peterongan Jombang were stated broadly and must be able to provide specific examples of safe and unsafe both physically and emotionally. Some specific issues that needed to be considered in regulation were as follows:

- No beating, pushing, and fighting was allowed
- There was no use of materials contained in the class that was not safe, namely scissors, sharp weapons, etc.
- There were activities in accordance with safety procedures, namely fire training, disaster prevention, etc.
- There was no bullying behavior.

Regulations were made by Islamic Junior High School Private (MTs Negeri) 3 Jombang and Junior High School Private (SMP Negeri) 3 Peterongan Jombang must be able to provide an attitude of respect to learners. In the rules made, there must be an attitude of interaction with each other. Learners were expected to interact with the teacher, and learners were expected to interact with the class. Some of the specific issues that should be covered by regulations include the following:

- There was a good use of words.
- There was a listening attitude when teachers and other staff in the school are giving advice.
- There was an attitude of listening to each other toward colleagues.
- There was an attitude of mutual respect.

- There was an attitude toward treating classrooms and school materials well.
- There was mutual respect for one's personal space.

The regulations were made by the Islamic Junior High School Private (MTs Negeri) 3 Jombang and Junior High School Private (SMP Negeri) 3 Peterongan Jombang must be able to provide an attitude to follow when the rules were first socialized to learners. The rules had been made could be applied to almost everything that happens in every activity at school. Rules must be able to give emphasis to learners to listen the first time directions were given. The regulations contained in the Islamic Junior High School Private (MTs Negeri) 3 Jombang and Junior High School Private (SMP Negeri) 3 Peterongan Jombang focus on learners being responsive to every direction in the regulations. This was especially useful when rules were set in routines and expectations and when rules provided direction for tasks and activities at school. Some of the specific issues covered by this rule include the following:

- Instructions for any assignment or activity while in school.
- Security procedures.
- Routines and transitions contained in the school.

The regulations were made by Islamic Junior High School Private (MTs Negeri) 3 Jombang and Junior High School Private (SMP Negeri) 3 Peterongan Jombang must be able to give learners the attitude to work hard and try their best. The rules in the school must be able to provide learners with work and work ethic on any assignments or challenges, behavioral or academic, that learners may experience. Some of the specific issues covered by this regulation include the following:

- Preparedness.
- Attempts for class work and homework.
- Completion of work.
- Organization.
- Self-management of behavior/self-reflection of action.

In determining rules in schools, there were several considerations that need to be considered in making regulations, namely being able to make learners to act out examples of each existing rule. This indicated that in a fun activity and in a concrete way would be able to provide a review of the rules at the beginning of the school year. Besides having class rules, social and emotional learning could enable learners to develop empathy and the social and emotional competencies of self-awareness, self-management, social awareness, skills, and responsible decision-making. Accordance positive rules would be able to improve learners' behavior to be good. Tulus Tu'u stated that the achievement of good learning outcomes was not only due to the level of intelligence that was sufficient, good, and very good, but it was also supported by strict and consistent school discipline, individual discipline in learning, and good behavior (Tulus Tu'u, 2008).

a. Code of Conduct

A code of conduct was a set of principles, expectations, and/or rules given to learners and parents to ensure the expectations that a school for behavior that was clearly communicated to them. Schools were responsible for creating a safe and structured learning environment that would promote the school's goals for learners' learning. Rules could clarify the mission and values of the organization. They also showed how adults would deliver and enforce behavioral expectations.

The learner's code of conduct was designed to serve the class and the individual. In the code of conduct, there was an elaboration of learners' rights, ensuring that no learners will be punished or selected on the basis of anything but a violation of the established rules. The code of conduct also outlines learners' responsibilities, thus informing individual learners that the discipline needs to meet certain standards for their own benefit and that of the entire class.

The administration of Islamic Junior High School Private (MTs Negeri) 3 Jombang and Junior High School Private (SMP Negeri) 3 Peterongan Jombang and teachers must use rules to guide learners in how learners should respond to everyday situations related to learners discipline and affairs. A code of conduct was intended to supplement the school's standards, policies, and rules, but not replace them.

Soelaeman, argued that: "rules of order are a tool to achieve order" (Soelaeman M.I, 1985). In accordance, the order could ensure an orderly, calm life so that social survival could be achieved. The regulations which had been realized by Islamic Junior High School Private (MTs Negeri) 3 Jombang and Junior High School Private (SMP Negeri) 3 Peterongan Jombang were expected to be able to run correctly and clearly as well as consistently and be monitored seriously.

The rules existed in Islamic Junior High School Private (MTs Negeri) 3 Jombang and Junior High School Private (SMP Negeri) 3 Peterongan Jombang did not need to impose disciplinary sanctions for various unexpected behaviors that interfered with the educational process. School disciplinary rules did not need to be as detailed as the Book of Criminal Law (KUHP) which imposes criminal sanctions." (Bethel, 1986).

Every action that might be taken by a learner did not have to be specifically accounted for in the rules. However, it was important to try to identify as clearly as possible the types of behavior that are unacceptable. As a result, rules often included a list of inappropriate behavior; although behavior that was not on the list might be sanctioned. This was also an effort to ensure consistency in the application of the code of conduct in schools and all classrooms in the school.

Rules and standards that "were the basis of discipline" should be shared with each learner and his/her parents at the beginning of each school year and should be posted in conspicuous places in the school (Neb. Rev. Stat. 79-262 (3), 2008). There was no requirement that learners and their parents had to sign a form stating that they accepted these rules, but schools might do so to provide evidence that learners are aware of the rules

School rules could be sent to all parents and/or sent home to all parents through learners – usually annually. Rules could also be posted on the school website. Sometimes the rules were included in a larger "handbook" which might include other information about the school year such as calendars and other policies. The distribution of these documents was important because in the distribution of it was a mechanism to inform parents (and learners if necessary) about school rules and policies.

b. Regulations and Sanctions for Learners

Learners at Islamic Junior High School Private (MTs Negeri) 3 Jombang and Junior High School Private (SMP Negeri) 3 Peterongan Jombang would get benefits when their behavior was good. High standards of behavior were important in helping children feel safe and learn well, and parents and caregivers played an important role in this.

The government advised schools to focus on promoting positive behavior in learners, assisting in the development of self-discipline, and encouraging respect for others. However, schools also needed sanctions to prevent learners from inappropriate behavior.

The Islamic Junior High School Private (MTs Negeri) 3 Jombang and Junior High School Private (SMP Negeri) 3 Peterongan Jombang should review their positive discipline/behavior policies regularly and publish them to parents, staff, and learners. The exact content of school policies was a matter that should be decided by each school in consultation with parents.

Positive discipline/behavior policies should include discipline for learners. Rules on behavior could apply before and after school, as well as at Islamic Junior High School Private (MTs Negeri) 3 Jombang and Junior High School Private (SMP Negeri) 3 Peterongan Jombang. Principals could set

expectations about how learners would behave outside of school, for example in bus lines and during lunch as well as a recess in class.

Sanctions which was existed in Islamic Junior High School Private (MTs Negeri) 3 Jombang and Junior High School Private (SMP Negeri) 3 Peterongan Jombang had the legal right to impose reasonable sanctions if a learner behaved badly. Sanctions that schools might use include the following:

- Reprimand.
- Letters to parents or learners' guardians.
- Expelled from class or group.
- Loss of privileges.
- Confiscate something belonging to the child, if it was inappropriate to take to school (eg cell phone or music player).
- Detention.

Schools could not punish children physically. However, physical punishment for learners could stop a learner from injuring himself or others, damaging property, or causing serious disturbance.

The punishments which were given to violators of regulations at Islamic Junior High School Private (MTs Negeri) 3 Jombang and Junior High School Private (SMP Negeri) 3 Peterongan Jombang could be carried out during school hours, lunch, after school, or on weekends. If the child was absent without a valid reason, the school will give heavier punishment.

The Islamic Junior High School Private (MTs Negeri) 3 Jombang and Junior High School Private (SMP Negeri) 3 Peterongan Jombang as educational institutions are entitled to 24-hour written notification regarding punishments that occur outside normal school hours. The notice must tell the educational institution why the punishment was given and how long the learner must stay in school.

If the parents of the child are unable to attend the call at school, the parents can explain the reason to the teacher or principal. Parents of students might rethink punishment in certain circumstances, such as the following:

- Sentencing that falls on an important religious day for the family.
- Parents were concerned about the length and safety of the route between school and home.
- Parents could not reasonably make alternative arrangements to pick up their children from school.

Hurlock explained that rules served as guidelines for children's behavior and as a source of motivation to act as social expectations. So, suspensions were given to rule violators at Islamic Junior High School Private (MTs Negeri) 3 Jombang and Junior High School Private (SMP Negeri) 3 Peterongan Jombang if there was a child who got into serious trouble at school. The school might suspend a child if it followed:

- They really broke the school rules.
- Keeping them in school would be very detrimental to their education or well-being, or the education or well-being of other learners.

Some other points to keep in mind were as follows.

- Only the principal could suspend a child.
- The initial suspension should not exceed five days.
- The principal cannot extend the suspension period without prior approval from the principal.
- Learners could only be suspended for a maximum of 45 school days in one school year.

The schools must call parents when a child was suspended. The principal must also immediately provide written notice to parents.

The existence of school rules played an important role, namely as a tool to measure the behavior or attitudes of learners at Islamic Junior High School Private (MTs Negeri) 3 Jombang and Junior High School Private (SMP Negeri) 3 Peterongan Jombang. According to Soelaeman, the existence of order was a tool to achieve order (Soelaeman, 1985). The existence of order ensured an orderly, calm life so that the continuation of social life could be achieved.

3.2. Punishment For Violation of the Rules

Violations committed by learners at Islamic Junior High School Private (MTs Negeri) 3 Jombang and Junior High School Private (SMP Negeri) 3 Peterongan Jombang must be able to overcome problematic behavior and provide appropriate punishment. Among the violations that could be committed were as follows.

- Cheating or plagiarism.
- Using language that was obscene, obscene, or ethnically offensive.
- Having pornographic material.
- Theft (from other learners or the school).
- Gambling on the school grounds.
- Threatening the safety of other learners.
- Fighting with other learners.

Learners who committed these more serious offenses would face more severe punishment. However, no educational institution could simply punish a child and let the incident go down, especially given the increased sensitivity to violence in schools. Intervention programs often begin with meetings between learners and their parents or guardians also and teachers and school administrators. Discipline could be rehabilitative. Instead of being suspended from class, for example, a learner might be assigned to do a community service project. Someone who damaged a school building might have to repair the damage rather than just pay for it.

Identification of problematic learners when they had a tendency to commit extreme violence against their peers and teachers could not stop it only with learner discipline. What discipline could do was help identify patterns of behavior in children from an early age. A child who constantly interrupted class and violated the rules clearly had difficulty adjusting, and the school could work with the child and parent to identify the problem. Class bullies needed to be disciplined, but without additional measures (such as counseling), discipline become the only punishment.

Sanctions were suffering that was given or inflicted intentionally by someone (parents, educators, and so on) after an offense, crime, or mistake had occurred (Ngalim Purwanto, 2009). The sanctions given were also not free and arbitrary. Sanctions were not a matter of individuals but society. Therefore, giving sanctions should contain the educational value or known as educative sanctions (Ngalim Purwanto, 2009). By involving learners and approaches, it was hoped that children could change, not repeat their mistakes, create a sense of optimism and positivity in learners and they could develop optimally (Suara Pendidikan, 2016).

Educational sanctions aim to correct the violator so that he/she did not make another mistake. This theory was pedagogical or educative because it intended to correct the offender, both physically and mentally. In addition to providing protection for other learners (Ngalim Purwanto, 2009; Fatih, 2022).

The research was conducted at Islamic Junior High School Private (MTs Negeri) 3 Jombang and Junior High School Private (SMP Negeri) 3 Peterongan Jombang aimed to educate children to be more responsible and disciplined in accordance with applicable regulations. The form of sanctions applied was not sanctions that were merely intimidating or physical sanctions. The sanctions applied were sanctions with the process and form of educational value. The sanctions were in the form of reciting the Qur'an, making scientific works, memorizing, and others. Likewise, in carrying out the educational process, each

student would be subject to sanctions if they violated the rules and were given soft therapy so they did not repeat it again.

Sanctions were set by Islamic Junior High School Private (MTs Negeri) 3 Jombang and Junior High School Private (SMP Negeri) 3 Peterongan Jombang as a means of control with the regulations that had been imposed and the consequences for violators. The rules and sanctions imposed had also been known and agreed upon by both parents, educators, and learners. Thus, it was hoped that discipline, responsibility as learners, and morality could be realized.

This body for standardization, assurance and quality control of education must be prepared by the government so that the quality of education could be based on minimum criteria, which was meant that education users must always be able to fulfill those carried out by education managers, regional governments, and the central government.

3.3. Appreciation For Good Conduct in Consistent with The Rules

Incentives and rewards given to learners in the classroom were very controversial areas of teaching. Many teachers see extrinsic material appreciation as appropriate and effective behavior management techniques while others feel that they qualified as "bribes." All teachers agreed that the goal was for learners to feel intrinsically motivated to behave and perform on their own, but there was much disagreement about achieving this.

Many teachers found that each school year brings new obstacles and some groups of learners respond more positively to appreciation than others, this was something to keep in mind when making decisions about incentives. If you had decided to proceed with the reward system, read the following incentive terms to determine how best to manage classroom needs.

Limiting Incentives at the Beginning of the School Year

Class gift ideas were a very important concept to consider at the start of the school year. If teachers put appreciation in place early on, then learners would probably start to expect them and even work towards it rather than academic growth. Instead, limited the rewards offered from the start of the year to make the system run more smoothly.

Remember that it was not your job as a teacher to reward learners for doing what was expected of them and that their hard work needs to be the norm, not the exception. Instill in your learners the healthy concept of "hard work pays off" with a limited but fair appreciation system.

Practice Time Carefully

Teachers should think carefully about year-round trajectories when deciding how to add incentives to their practice, not just the start. Teachers might find it helpful to limit the use of gifts to times of the year that were less difficult for learners. For example, learners generally displayed their best behavior during the first few weeks of the school year and after a few months after they got used to the routine. Teachers needed to encourage without having to appreciate, students who naturally live up to expectations.

On the other hand, many students found it difficult to focus and perform at school during the holidays, before summer vacation, and sometimes even only on the first day of the new week. Teachers needed to be aware of learners who tried their hardest and improve despite distractions and boost morale with incentives where appropriate. Show the class Learners that the teacher recognized the way behavior ebbs and flows throughout the year and that the teacher appreciated the extra hard work.

Avoid Material Rewards and Overemphasis

The best teaching practice with respect to incentives was to completely avoid using material appreciation. Teachers were not expected to spend their own time and money storing gift boxes and sending some learners home with fun items and nothing else was very problematic. Teachers should avoid problems with family and administration by avoiding material gifts altogether.

As dangerous as the incentive goal was to overemphasize appreciation. Although fair competition to a certain degree is natural, a teacher should not be a source of competition among learners. Every learner had their own abilities and a teacher should have a good standard of behavior for each of them. Similarly, students should not be taught to improve their behavior for the sake of the appreciation system. So students did not make incentives too prominent in the teacher's routine. The teacher needs to suspend the system and regroup if the teacher had felt that students were starting to appear for the wrong reasons.

Ultimately, there was no single right way to apply incentives to the classroom, but teachers needed to know that placing too much weight on rewards and using physical rewards would do more harm than good.

Incentives and Rewards for Trying

One popular class incentive system was a drawing or sweepstakes type that somewhat randomized the awarding of prizes. Whenever the teacher felt that a student had got it, the teacher can provide a ticket that included their name in the picture. At the end of the day or week, a raffle to find out which student won the prize. Teachers could leave the rest of the names in the box or delete them to start over. This method raised no questions about favoritism and would save teachers time and energy. Consider having learners help the teacher monitor the raffle process - by drawing names, counting tickets, etc. - to make them feel owned.

The reward was a response to a behavior that could increase the likelihood of the behavior repeating itself (Mulyasa, 2011).

Similar to Mulyasa's opinion, Skinner stated that appreciation was a positive reinforcement as a stimulus that could increase the occurrence of behavior repetition (Sugihartono, 2007; Fatih, 2019). Buchari Alma also explained that reward was a positive response to certain behavior from students that allowed the behavior to reoccur (Buchari Alma, 2008).

The reward could function as a stimulus or reinforcement. As a stimulus, namely to form disciplinary behavior, while as a reinforcement, namely so that learners repeated and improved disciplinary behavior. Giving awards must be based on the principle that rewards would motivate learners. In its implementation, awarding needs to pay attention to the quality of behavior, type of action, age, level of learners development, as well as the situation and condition of the award being given.

Based on some of the explanations above, it could be concluded that the reward given by Islamic Junior High School Private (MTs Negeri) 3 Jombang and Junior High School Private (SMP Negeri) 3 Peterongan Jombang is an appreciation, compensation, or reward because learners could do something or behave correctly so that it increased the occurrence of repetition of the behavior. In addition, by giving rewards to Islamic Junior High School Private (MTs Negeri) 3 Jombang and Junior High School Private (SMP Negeri) 3 Peterongan Jombang, learners become more enthusiastic about doing the right behavior. For example, teachers of Islamic Junior High School Private (MTs Negeri) 3 Jombang and Junior High School Private (SMP Negeri) 3 Peterongan Jombang gave praise to learners who were able to attend the flag ceremony in an orderly manner. So, at the next flag ceremony, it was hoped that the learners who were given praise would continue to follow the ceremony in an orderly manner.

In general, appreciation had a positive influence on human life, which could encourage a person to improve his behavior and increase his/her efforts. And vice versa, not allowing appreciation will reduce or even eliminate these behaviors in one's self (Marno dan M. Idris, 2009; Fatih, 2019).

The appreciation was given by Islamic Junior High School Private (MTs Negeri) 3 Jombang and Junior High School Private (SMP Negeri) 3 Peterongan Jombang had an important function and role in developing learners' behavior in a way that was approved by the community (Maria J. Wantah, 2005).

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This could be seen from the objectives of Islamic Junior High School Private (MTs Negeri) 3 Jombang and Junior High School Private (SMP Negeri) 3 Peterongan Jombang to give appreciation to learners as follows:

- a) The appreciation has educational value.
- b) Appreciation serves as motivation for learners to repeat or maintain socially approved behaviors.
- c) Reinforce socially approved behavior.

The form of appreciation was not in the form of objects, appreciations could be given by the teacher verbally, for example in the form of words of praise that arouse the motivation of learners, or in nonverbal forms such as thumbs up to successful learners, it could also be with applause, the ability to smile.

It looked like a simple thing, but these things had important meanings for learners whose hard work was appreciated by the teacher. The enthusiasm and motivation of learners would be better with appreciation.

4. Conclusion

Discipline development of learners has been carried out by Islamic Junior High School Private (MTs Negeri) 3 Jombang and Junior High School Private (SMP Negeri) 3 Peterongan Jombang by implementing the rules contained in the school, punishment for violating regulations, appreciation for good behavior, and consistency in regulations towards learners..

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