

# DEVELOPMENT OF STUDENT DISCIPLINE CULTURE IN THE IMPLEMENTATION OF THE SCHOOL'S VISION AND MISSION AT ISLAM JUNIOR HIGH SCHOOL (MTS NEGERI) TAKALAR

Muhammad Asrullah, Rahmi Dewanti Palangkey,

Muhammad Ali Bakri, Rusli Malli

Muhammadiyah University of Makassar

Email: [asrul.lah@gmail.com](mailto:asrul.lah@gmail.com), [rahmidewanti@unismuh.ac.id](mailto:rahmidewanti@unismuh.ac.id),  
[alibakri@unismuh.ac.id](mailto:alibakri@unismuh.ac.id), [rusli@unismuh.ac.id](mailto:rusli@unismuh.ac.id).

**Abstract:** This study discusses the Development of Discipline Culture of each Student in an effort to improve discipline. Likewise, what happened at Islam Junior High School (MTs Negeri) Takalar. Where the Implementation of Vision and Mission Becomes a benchmark for achieving disciplined Students. This study is a descriptive Qualitative study, Data collection instruments are observation, interviews and documentation, Informants in this study were the head of the madrasah, deputy head of the madrasah, homeroom teachers, and subject teachers, Students. The results of the study showed that the Culture of Discipline at Islam Junior High School (MTs Negeri) Takalar is a school culture based on Islamic culture, which prioritizes emotional spiritual development and strict discipline without neglecting intellectual development. The level of discipline of students at Islam Junior High School (MTs Negeri) Takalar is quite good, several discipline factors, based on observations and data obtained, students show a fairly good level of discipline in terms of time discipline, dress discipline, discipline in class, and discipline in school activities. The impact of implementing the school's vision and mission in developing a culture of discipline at Islam Junior High School (MTs Negeri) Takalar is that the school applies a disciplined attitude

to students, both directly and indirectly and consciously, where the school culture that is applied is in accordance with the vision and mission that have been prepared by the school.

**Keywords:** Development, Disciplinary Culture, Implementation of Vision and Mission.

## **Introduction**

The progress of a nation can no longer be solely reliant on its natural resources but has shifted to the development of its human resources. The human resources in question are those who are educated, responsible, and capable of responding to various challenges in line with the growth of development across different sectors of life. It is not surprising that today the field of education has become a focus for many, leading to continuous efforts to enhance the quality of education.

In Law of the Republic of Indonesia No. 20 of 2003 concerning the National Education System, it is explained that education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have spiritual religious abilities, self-control, personality, intelligence, noble morals, and skills needed by themselves, society, nation and state. (Directorate General of Islamic Education, Ministry of Religion of the Republic of Indonesia, 2022)

Based on this law, we can understand that the expected goal of education is to create human resources who are able to have mature spiritual abilities, are able to control

themselves into intelligent and skilled individuals so that they can be useful for themselves, society, and their country.

Education is one of the most important factors in achieving a dynamic life for a nation and in building the civilization of that nation. Education plays a crucial role in human life, one of which is as a medium that helps people become better than before. Education encompasses all learning experiences that take place in any environment and throughout life (Binti, 2009).

Education is essentially an activity that is consciously and deliberately carried out, with full responsibility, by adults toward children, creating an interaction between them that enables the children to achieve the desired maturity, a process that continues over time (Abu Ahmadi & Nur Uhbiyati, 2001). Education cannot be denied as one of the basic needs of humans, which must be fulfilled through both formal and informal education. This is because every human being needs education as a provision and experience for navigating life. The knowledge gained during the educational process is then applied in life, enabling individuals to develop themselves through the educational journey they undergo.

These character values can be religious, honest, responsible, disciplined, tolerant, hard work, social care, environmental care, independent, democratic, curious, appreciating achievement, fond of reading, love of peace, creative, love of the homeland, national spirit, and friendly. Especially at the elementary school level, which should be

given more attention in the implementation of character education, especially in implementing character values such as discipline values in schools. (Zubaedi, 2011)

Discipline is one of the most important factors in maintaining household order. Naturally, a child cannot live orderly, be polite, or know how to respect themselves and others if they are not disciplined from a young age. Conversely, if a child lives with discipline from an early age, they will continue to live a disciplined life into adulthood. Therefore, as guides, parents should understand the meaning of guidance and know effective methods to achieve satisfying results. If a child is born into a religious, harmonious, peaceful, and morally upright family, they will grow up to enjoy a happy life as a devout person. In relation to this, Allah (SWT) says in Surah At-Tahrim (66:6):

يَا أَيُّهَا الَّذِينَ آمَنُوا قُوا أَنفُسَكُمْ وَأَهْلِيكُمْ نَارًا وَقُودُهَا النَّاسُ وَالْحِجَارَةُ عَلَيْهَا مَلَائِكَةٌ  
غِلَاطٌ شِدَادٌ لَا يَعْصُونَ اللَّهَ مَا أَمَرَهُمْ وَيَفْعَلُونَ مَا يُؤْمَرُونَ

The translate:

O you who believe, protect yourselves and your families from a Fire whose fuel is people and stones, over which are [appointed] angels, harsh and severe; they do not disobey Allah in what He commands them but do what they are commanded." (Ministry of Religious Affairs of the Republic of Indonesia, Al-Qur'an and its Translation, 2022)

In the development of national culture, it is necessary to create an atmosphere that encourages the growth and

development of hard work, discipline, mutual respect, courage to compete and the ability to adapt and be creative. In addition, it is necessary to develop socio-cultural institutions that can support the process of strengthening the nation's culture. (Ary H. Gunawan, 2000)

The social institution of the school has been socialized from all cultures and has been directed towards achieving intellectual abilities alone. Culture is not only limited to teaching children how to learn, but also how to find and create something new. In school, children not only learn knowledge and skills, but also attitudes, values and norms. (Abu Ahmadi, 1982) Schools are responsible for instilling new knowledge in building a developed and quality nation. Schools are also responsible for transforming noble values to students. Thus, the role of schools is very large in determining the direction and orientation of the nation in the future. (Novan, 2013)

School culture is the habits, values, ritual norms formed in the long journey of the school which are held together by the principal, teachers, administrative staff, and students as their basis in understanding and solving problems that arise in the school. Schools are the main container in cultural transmission between generations. School culture also refers to a system of values, beliefs, and norms that are accepted together, and implemented with full awareness as natural behavior, which is formed by the environment that creates the same understanding among all elements and school personnel, be it the principal, teachers, staff, students

and if necessary forming the same public opinion as the school. (Daryanto, 2015)

When connected to the interests of the school, then school culture is the knowledge and creative work of the school community that is trying to be transformed to students, and used as a guideline in every action of the school community. Knowledge is intended to be manifested in every attitude and real behavior of the school community, so that it reflects the color of school life that can be used as a mirror for anyone involved in it. A school must have a mission to create a conducive school culture. This is a challenge for schools, how to produce quality graduates, not only capable and skilled in doing work, but also have high innovation and creativity.

According to Edward B. Tylor as quoted by H.A.R. Tilaar, culture or civilization is a complex whole of knowledge, beliefs, art, morals-laws, customs, and other abilities and habits acquired by humans as members of society. (H.A.R. Tillar 1999)

The emergence of school sub-cultures also occurs because of the large part of the time students are separated from adult life. In a similar situation, a pattern of behavior that is typical of young people can develop, which is seen from clothing, language, habits of activities such as ceremonies. Another reason for the emergence of school culture is the typical task of the school, namely educating children by conveying a number of knowledge, attitudes,

skills in accordance with the curriculum with certain methods and control techniques that apply in schools.

School culture is the entire physical background, environment, atmosphere, feeling, nature, and climate of the school that is productively able to provide good experiences for the growth and development of intelligence, skills, and activities of students that can be displayed in the form of relationships between the principal, teachers, and other educational staff. (Choirul 2008)

According to Choirul Fuad Yusuf, school culture is the totality of values and norms adopted by the school which include: vision, mission and goals of the school, learning ethos, integration, religious norms, legal norms, and social norms. (Choirul 2008) Basically, school culture grows and develops based on the spirit and values of discipline through a responsible attitude towards certain regulations adopted by the school. The importance of implementing a good school culture is to implement school goals that reflect the excellence to be achieved. School culture can be displayed in the form of discipline which is an influence designed to help children be able to face the environment that grows from the need to maintain a balance between individual tendencies and desires to act in obtaining something. So that we pay attention to and apply the values of discipline in everyday life, especially in the school environment, to create better quality.

One of the problems faced by the world of education, which concerns the behavior of students who are not good is manifested in the discipline of students who violate the rules that apply in schools. Discipline that includes internal and external factors, namely influences from within and from outside students that have an impact on learning at school, internal factors such as discipline in entering class, and instilling discipline values according to the Vision and mission that exist in schools. Islam Junior High School (MTs Negeri) Takalar is a madrasah/school that applies school cultural values in its daily life. However, there are still students who are not disciplined or violate school rules. This is what makes researchers interested in studying school culture with student discipline.

From the results of the study on the above, the researcher assessed that the level of discipline of students at Islam Junior High School (MTs Negeri) Takalar was quite good, where the study focused on several discipline factors, based on observations and data obtained, students showed a fairly good level of discipline in terms of time discipline, dress discipline, discipline in class, and discipline in school activities, although there are still students who are still not fully disciplined, especially discipline in class, and discipline in school activities, this is a challenge from the process of instilling discipline from an early age to students. Departing from the background of the problem as described above, the title of this study is "Development of Student Discipline Culture in the Implementation of School Vision and



Mission". By taking the object of Islam Junior High School (MTs Negeri) Takalar as one of the formal educational institutions that cannot be separated from the rules known as school regulations that require students to obey them. Compliance with school regulations is very important for the realization of school order in relation to the importance of discipline in all aspects of life at school.

Based on the above, the objectives of this study are:

- 1) To find out the school culture in Islam Junior High School (MTs Negeri) Takalar.
- 2) To find out the level of discipline of Islam Junior High School (MTs Negeri) Takalar students.
- 3) To analyze the impact of the implementation of the Vision and Mission of school culture in developing the disciplined attitude of Islam Junior High School (MTs Negeri) Takalar students.

### **Literature Review**

Dewi Masitoh "Correlation Study of School Culture with Student Behavior at Muhammadiyah 1 Ponorogo Senior High School in the Academic Year of 2011/2012". The population used in the study used correlational techniques to determine how close the relationship is between school culture variables and student behavior variables. The results of this study indicate that the formation of behavior with school culture is indicated by the large correlation figure of 0.495. Furthermore, the habituation of positive culture in schools is important so that the quality of the questionnaire results obtained in this study is quite good. So that this study states that student behavior is closely related to school culture

(Dewi 2012).

The above research has similarities with the research conducted by the researcher in the aspect of the researcher in the use of school culture variables, while the difference can be found in the use of the second variable used where the previous research focused on looking at student behavior, while the research conducted by the researcher focused on looking at student discipline. In addition, other differences are also seen in the indicators and research methods used, where the previous researcher used a quantitative research method while the researcher in this study used a descriptive qualitative research method.

### **Research Methodology**

The type of research used is qualitative research using a descriptive approach. According to Bogdan and Taylor, what is meant by qualitative research is:

A research procedure that produces descriptive data in the form of written or verbal words from people and observable behaviors, directed at the context and individuals holistically (Imam, 2017).

This research was conducted at Islam Junior High School (MTs Negeri) Takalar which is one of the State Junior High Schools in Takalar, Bulukunyi Village. Islam Junior High School (MTs Negeri) Takalar is located at Jl. Masjid Raya No. 47, Bulukunyi Village, Polongbangkeng Selatan District, Takalar Regency. The reason for choosing the location of the research at this school is because this school is the only State

Junior High School in Takalar Regency so that the researcher wants to study the form of Student Discipline Culture Development in the implementation of the school's vision and mission at Islam Junior High School (MTs Negeri) Takalar and the Impact of Implementation of Discipline Culture Development at Islam Junior High School (MTs Negeri) Takalar, data sources through primary and secondary data, the data collection process through observation, interviews, and documentation. The informants in this study consisted of the Principal, Deputy Principal, Teachers and Students.

## **Results and Discussion**

### **A. Form of Discipline Culture at Islam Junior High School (MTs Negeri) Takalar**

School culture is all patterns of behavior in the dimensions of school life that include dominant values that are adopted and supported by the school or philosophy that guides school policies towards all elements and components of the school. The following is a description of the school culture that runs at Madrasah Tsanawiyah Negeri Takalar.

#### **1. Basic Forms of School Culture at Islam Junior High School (MTs Negeri) Takalar**

The basic form of school culture at Islam Junior High School (MTs Negeri) Takalar is an Islamic culture that emphasizes spiritual and emotional values and the application

of strict discipline in the daily lives of students, because this madrasah is a State Madrasah in Takalar Regency. Thus, the culture is implemented in the vision and mission applied at Islam Junior High School (MTs Negeri) Takalar. This fact is supported by an interview with the head of the Madrasah, Mr. Ismail S.Ag M.Pd.I who expressed the following statement:

“Basically, the culture of student discipline at MTs Negeri Takalar is created and formed in a meeting held together with the chairman of the committee and the head of the madrasah and the deputy head of the madrasah and teachers are also involved in this. As much as possible, we carry out order and adjustment together with students at Islam Junior High School (MTs Negeri) Takalar.”

Based on the discussion above regarding the basic form of school culture at Islam Junior High School (MTs Negeri) Takalar, there are several points that the researcher understands from several informants that the researcher interviewed. The researcher understands that the culture of discipline at Islam Junior High School (MTs Negeri) Takalar begins with the discipline of Islam Junior High School (MTs Negeri) Takalar students where student discipline is created and formed in meetings held with the chairman of the committee, the head of the madrasah, and the deputy head of the madrasah and teachers for order and adjustment.

## 2. Changes in School Culture at MTs Negeri Takalar

The school culture at Islam Junior High School (MTs Negeri) Takalar has also undergone changes. These changes

include changes to school regulations, learning methods and processes, and other learning tools that require changes to the culture. However, there are no major fundamental changes that have occurred at Islam Junior High School (MTs Negeri) Takalar, only small changes that are aligned and adjusted to the current curriculum. In general, changes in the culture of the madrasah tend to lead to efforts to develop a culture based on the vision of the madrasah, namely to become an excellent institution with an Islamic soul, so that the orientation of this madrasah does not move from issues of morality, discipline, and science and technology. This was expressed by an interview with the head of the Madrasah, Mr. Ismail S.Ag M.Pd.I in the following statement:

“Basically, madrasahs develop school culture based on the vision of the madrasah itself, so that madrasahs can become superior institutions with a Islamic Boarding School spirit. Therefore, madrasahs focus on the morals and discipline of students, as well as science and technology.”

Although there are some changes, the madrasah still maintains the culture that has been in effect in the madrasah, this is intended to strengthen solid roots and become a strength for the madrasah itself. Thus, it is hoped that the madrasah culture that is being implemented can be maintained well and not be closed to changes, and can run in line and consistently in accordance with the values adopted by the school.

### 3. Efforts to maintain and improve the quality of school at MTs Negeri Takalar

The efforts of the madrasah in improving the culture are in line with maintenance efforts, namely by making efforts to align the madrasah culture with the current curriculum, namely the Merdeka curriculum, this is certainly done with the aim of forming relevance between school culture and the curriculum being implemented. When the relevance of both has been achieved, students will easily accept the school culture implemented by the madrasah. This is in line with the claim from the interview with the head of the Madrasah, Mr. Ismail S.Ag M.Pd.I, who stated the following:

“Madrasahs make adjustments to the school culture with the existing curriculum so that the school culture and learning curriculum remain relevant. So that the new school cultures can be accepted by students.”

This was explained again by the Deputy Head of Madrasah for Curriculum, Mr. Muhammad Ilham S.Pd., who stated the following:

“Takalar State Junior High School has been using the Merdeka curriculum for the 3rd year, which is right, this year all levels are using the Merdeka curriculum, namely classes 7, 8 and 9. Because the government's recommendation states that the use of the Merdeka curriculum for school levels should use the national or comprehensive curriculum in every school or madrasah.”

Efforts to maintain and improve the quality of school culture. According to the researcher's opinion, as discussed

above, Islam Junior High School (MTs Negeri) Takalar needs to make efforts to remain consistent in maintaining the existing culture by accustoming students to take positive actions within the scope of Islam Junior High School (MTs Negeri) Takalar and aligning with current educational developments.

#### 4. Characteristics of School Culture at Islam Junior High School (MTs Negeri) Takalar

The character of school culture which according to the researcher's opinion is that Islam Junior High School (MTs Negeri) Takalar needs to carry out integration which is in accordance with the discussion above regarding the character of school culture with the existence of collegiality, experimentation, high expectations, trust and confidence, real support, reaching a knowledge base, appreciation and recognition, the existence of tradition, as well as honesty and open communication.

#### B. Student Discipline at Islam Junior High School (MTs Negeri) Takalar

The level of time discipline that is applied well at Islam Junior High School (MTs Negeri) Takalar can be seen when the morning school schedule starts, where there are no students who arrive late, although sometimes there are one or two who are late but this is very minimal. When entering class hours, students are seen to be disciplined in using their time to study. As break time is used to rest, and when it is time to go home, students also go home and leave school.

This fact is also based on a statement expressed by one of the teachers and vice principal of the madrasah for Public Relations, Mrs. Hadaria SE at Islam Junior High School (MTs Negeri) Takalar as follows:

“Alhamdulillah, students have quite good time discipline, every day students are rarely late to class. Break time is also used well. Students use the time given to go home, students go home directly.”

Next, the results of the interview with 8th-grade student Reskiana, who is the vice-chair of the Intra-Madrasa Organization at Islam Junior High School (MTs Negeri) Takalar, are as follows:

“We come to school before 07:30 and we go home at 14:20. We do this every day so that we are always orderly and not late. Sometimes our friends come late, so we as members of Osim will follow up and give them sanctions or warnings.”

The researcher understands that the above shows the level of time discipline carried out by students of Islam Junior High School (MTs Negeri) Takalar in accordance with the disciplinary rules applied by the madrasah. Likewise, according to the statements of the teachers, students have indeed been accustomed to being disciplined with time since early on with the aim that students can be disciplined.

Dress discipline is a basic discipline that must be carried out by each student as a picture of discipline that can be seen by each individual as a reflection of student obedience to madrasah regulations. The forms of dress discipline of



students of Islam Junior High School (MTs Negeri) Takalar based on observations made by researchers such as in terms of dressing using school uniforms based on madrasah provisions as determined, students also wear their clothes neatly, and students also show cleanliness in dressing.

This is certainly a reflection of the fairly good level of discipline shown by students in terms of dressing. However, not all students do the same thing, some students also violate dress discipline such as not wearing uniforms according to what is recommended by the school, the majority of which are committed by underprivileged children. This fact was revealed by one of the teachers at Islam Junior High School (MTs Negeri) Takalar, Mrs. Rahmawati S.Pd.I, who said:

“Students wear uniforms every day according to the provisions. Usually there are one or two children who do not dress according to the uniform provisions, usually students who are less fortunate sometimes students do not wear shoes because their shoes are damaged and so on.”

The study understands that this discipline is usually violated because sometimes the child does not have the attributes because he is less able.

Other activities carried out in supporting the progress of education in madrasahs really need good discipline from students. This is because non-class activities are needed to develop children's potential such as extracurricular activities or other activities that can be carried out in order to support the development of student potential. From the teacher's

statement, student discipline in carrying out activities carried out by the school is considered quite good.

This can be seen from the enthusiasm shown by students and the high level of participation from students in various extracurricular activities and various other madrasa activities. Discipline in this activity is intended so that students can be disciplined in every aspect of education both in class and outside the classroom.

C. Impact of Implementing the School's Vision and Mission in Developing a Culture of Discipline at Islam Junior High School (MTs Negeri) Takalar

a. School culture creates order

School culture supports students to be more regular in implementing discipline in the Madrasah, where this is because the school culture has taken root in the Madrasah itself. This makes students not find too much difficulty or obstacles in adapting themselves to existing disciplines, because things that are regularly carried out will create order by themselves. As expressed by the head of the Madrasah, Mr. Ismail S.Ag M.Pd.I, who stated the following:

“That the school culture that has existed and is maintained will be a solid root for the madrasah. Thus, order will make students discipline themselves both consciously and unconsciously and without any coercion, so that later students will be more disciplined independently.”

Researchers found that the order created by school culture plays a very important role in improving student

discipline and Vision and Mission. This is because discipline emerges by itself as a result of the order created by the school culture adopted by MTs Negeri Takalar.

b. School culture forms students' habits of discipline

School culture is formed from the school community itself and remains as a characteristic of a madrasah. School culture accustoms the school community to obey the school culture itself, so that school culture plays a role in creating and forming student habits in various conditions, as is discipline. The school culture that has taken root in the madrasah will always be firmly held by a madrasah as a provision to support and form student discipline.

Islam Junior High School (MTs Negeri) Takalar, which has been accustomed to a typical Islamic school culture that certainly tends to be closely associated with a strict level of discipline, continues to maintain this culture because the school culture is considered effective in increasing strict discipline and continues to maintain this culture because the school culture is considered effective in increasing student discipline through basic cultural development. As expressed by the head of the Madrasah, Mr. Ismail S.Ag M.Pd.I as follows:

“The school culture that already exists in the madrasa environment has taken root in the students themselves, making the students accustomed to the culture itself.”

School culture is a variety of forms of action in the dimensions of life that take place in schools that include values and philosophies adopted by the school which can then be interpreted as a set of values that underlie all behavior, traditions, habits, daily life, and symbols practiced by all Madrasah residents. Where in this case the school culture that is applied at Islam Junior High School (MTs Negeri) Takalar is a state madrasah school in Takalar district.

Islamic culture itself is a tradition that is carried out continuously by the Madrasah, both in the form of actions and works produced by groups living in the Madrasah. Habits that are carried out continuously and repeatedly are eventually constructed into a living culture. If we look at the objectives of the Madrasah which generally consist of the objectives of developing Muslim individuals who believe and fear Allah, have noble morals, are useful to society, are independent, free and steadfast in personality, then the culture built in the Madrasah is not much different for the sake of the objectives and vision and mission of the Madrasah.

In its implementation, the direction of the teaching staff at this Madrasah plays a very important role. Every activity carried out at the Madrasah cannot be separated from the supervision and motivation of the teachers. Moreover, there are several students who also live around this Madrasah which is indeed very thick and dominant.

Here are some activities that are the implementation of the vision and mission in the culture of Islam Junior High School (MTs Negeri) Takalar:

1. Perform prayers in congregation

In practice, students are accustomed to performing congregational prayers every day, both Dhuha and Dzuhur prayers. This is believed to be the most appropriate step in accustoming students to performing congregational prayers without having to wait to be ordered or directed. When students are accustomed to performing congregational prayers, then when prayer time comes they will automatically walk to pray in congregation. This is also based on the belief that practicing good worship in accordance with what is prescribed by Islam will also give birth to good deeds. In addition, prayer is an obligation for every Muslim and is a reflection of faith and piety to Allah SWT.

2. Reading Al qur'an before the lesson starts

Every day before the lesson begins, students are required to read the Qur'an simultaneously guided by the teachers. This is intended to instill a love for the Qur'an, so that students become accustomed to living with the Qur'an. In addition, with this activity, students are expected to gradually understand the contents of the Qur'an as a guide to life for Muslims. In addition to reading the Qur'an, students are also required to memorize the chapters in the Qur'an. This certainly provides a habituation effect for students to love the Qur'an and make it a guide in their lives.

### 3. Getting used to giving alms on Fridays

Students at Islam Junior High School (MTs Negeri) Takalar are also accustomed to doing infaq and shodaqoh on Fridays. This is implemented with the intention of accustoming students to be able and accustomed to sharing with others, so that not only the relationship with God is introduced and accustomed, but also the relationship between humans and other humans, one of which is through infaq and shodaqoh on Fridays. In addition to the activities described above, there are other activities that actually lead to Madrasah culture, such as community service activities in the madrasah, the sound of the bell or bell as a sign of changing student activities, teacher coaching in each activity, and so on. This shows that the culture at Islam Junior High School (MTs Negeri) Takalar is indeed highly respected and is a basic guideline in the madrasah itself.

Discussions about school culture seem inseparable from discussions about actions in order to fulfill certain values. These values then lead to the emergence of rules, where the rules themselves lead to discipline. Each school has its own culture that is distinctive and unique, which develops based on the values and spirit adopted by the school. In application, school culture is developed in accordance with the goals expected by the school itself.

As is known, discipline is essentially not just a rule that must be obeyed in order to change the behavior of students at school, nor is it merely a means used to achieve certain

goals, but to form a disciplined mentality within the individual. With this understanding, discipline means that it can not only be formed with the rules that are enforced, but can also be done by creating school conditions that can make all school members obedient and compliant. This condition can be realized, one of which is by forming a unique school culture.

This is what Islam Junior High School (MTs Negeri) Takalar did, where the school adopted the pesantren culture to be applied in the madrasah in order to create positive habits through disciplinary efforts implemented by the school. This fact is in line with what Aan Komariah and Cepi Triana expressed that culture is indeed an attribute or regulation that is designed according to the common desire to be obeyed.

Based on the explanation above, it is increasingly clear that in essence there is a very close relationship between school culture and discipline. Where school culture is indeed deliberately created to discipline students in addition to rules. This is also based on the fact that there are indeed various values and rules that need to be implemented by every member of the school community.

Islam Junior High School (MTs Negeri) Takalar consciously embraces Islamic culture to support the students to be more organized and disciplined. With this awareness, the school realizes that school culture will be more easily rooted in students than the implementation of various rules. This also has an impact on students, where students do not

find many obstacles when adapting to existing disciplines, because things that are regularly implemented will create order by themselves.

The vision and mission and development of a culture of discipline carried out by Islam Junior High School (MTs Negeri) Takalar create order that will then make students disciplined by themselves, both consciously and unconsciously. From here, it appears that discipline arises as a result of the existence of order that is carried out continuously by the madrasah. It is not surprising when students at Islam Junior High School (MTs Negeri) Takalar are able to be disciplined well as an impact of the pesantren culture which has so far been typical with strict values and not being loose and has a great impact on the level of discipline of students, where this is very effective to apply, especially to improve the disciplined behavior of students.

### **Conclusions**

Discipline Culture at Islam Junior High School (MTs Negeri) Takalar is a school culture based on Islamic culture which prioritizes emotional spiritual development and strict discipline without leaving intellectual development. Where the madrasah accommodates every activity that supports the development of school culture based on the vision and mission that have been prepared. The level of discipline of students at Islam Junior High School (MTs Negeri) Takalar is quite good where research that focuses on several discipline factors, based on observations and data obtained by students



shows a fairly good level of discipline in terms of time discipline, dress discipline, discipline in class, and discipline in school activities, although there are still students who are still not fully disciplined, especially discipline in class, and discipline in school activities, this is a challenge from the process of instilling discipline from an early age to students. The impact of the implementation of the school's vision and mission in developing a culture of discipline at Islam Junior High School (MTs Negeri) Takalar is that the school applies a disciplined attitude to students, both directly and indirectly and consciously, where the school culture that is applied is in accordance with the vision and mission that has been prepared by the school. because the school culture that is applied continuously will be deeply rooted in the personality of each student so that it becomes a habit of the students. And the school culture that is applied well will make the attitude of discipline increase slowly, so that the goal of disciplining students is achieved.

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