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## The Trigger Factors for Violation of the Rule of Conduct of the Madrasah Tsanawiyah (MTs) Students at Islamic Boarding School Al-Fatah Natar, South Lampung Regency

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### **Abstract**

Behavior that violates school rules or regulations continues to occur due to various factors. This study aimed to analyze the factors that trigger the behavior of violating the rules of conduct by students Junior High / Madrasah Tsanawiyah (MTs) Islamic Boarding School Al-Fatah Natar, South Lampung Regency. The research approach was descriptive qualitative with the case study method. Data collection techniques used in-depth interviews, non-participant observations, and field documentation. The data analysis technique used was proposed by Miles and Huberman, consisting of stages of data collection, data reduction, data presentation, and drawing conclusions. The research subjects were students who violated the rules. This study found that the triggers for the behavior of students' violations were caused by a sense of being constrained by many regulations, wanting to feel freedom, past experiences, until there was a sense of compulsion because going to boarding school was not what they wanted. In this case, self-control is needed to be able to restrain the students from misbehaving.

**Keywords:** *Islamic Boarding School; Students; Violation of Rule of Conduct*

### **Introduction**

Behavior that violates regulations can occur anywhere, including in the scope of schools, including boarding schools based on Islamic boarding schools. Rule-breaking behavior is behavior that is not in accordance with the rules and norms that apply in a group (Kartono, 1988). Rule-breaking behavior can be positive or negative. Positive means that the individual is trying to find new things in order to get creativity and innovation. Become an independent individual and free from the rules that constrain him. Positive violations are common among teenagers who are interested in entrepreneurship (Zhang & Arvey, 2009). Meanwhile, from a negative meaning, violation of rules among teenagers means anti-social behavior or disobedience to regulations. Negative offenses usually revolve around dangerous things such as smoking, having sex outside of marriage/courtship, drinking alcohol, vandalism, and so on.

Violations at school age children, especially teenagers, can occur because at that age they are in the identity search stage, so they are confused when they have to choose and determine behavioral models (Santrock, 2003). At this stage, adolescents are faced with many new roles and adult statuses. Teenagers

want to become adults, but their behavior is not in accordance with adults. Meanwhile, teenagers are also reluctant to remain in the status of children, even though their behavior often looks childish. His confusion drives him to try something new, seek sensation so that there is a tendency to violate the rules that have been set in the organization (Islamic boarding schools, schools, and dormitories) (Arnett, 1995). For example, teenagers are dressed in fashion or behave in an unnatural way because they imitate social media to become the center of attention. Even though what he did was behavior that was considered not in accordance with applicable norms or provisions. This is ironic. Moreover, Islamic boarding school-based educational institutions are expected to be able to maintain, develop, and implement religious norms as optimally as possible. Education in Islamic boarding schools directs students to not only have knowledge but also have a character or behave according to Islamic guidance in everyday life.

Research on disobedience behavior carried out by students in Islamic boarding schools has been widely discussed, such as the phenomenology of punishment in Islamic Boarding Schools (IBS): analysis of student discipline at Daruttaqwa Gresik IBS (Maarif & Kartiko, 2018), IBS strategies to overcome deviant behavior (Hoerunisa, Wilodati, & Kosasih, 2017), students' violations of the rules of conduct at the Lamongan IBS (Huda, 2015), and behavior that violates the rules at the IBS (Widiantoro, 2015). However, no one has specifically discussed the factors that trigger violations of the rules that are formed in IBS in a clear way. These prompted researchers are to conduct a case study in Lampung, specifically at Madrasah Tsanawiyah (MTs) Islamic Boarding School Al-Fatah Natar, South Lampung Regency. Moreover, many cases of violations of the school's rules were found, ranging from minor to serious violations.

With regard to self-control, it is the ability to suppress or prevent behavior according to one's conscience or arbitrarily (Anshari, 1996). According to (Chaplin, 1999) self-control is defined as a person's ability to guide his own behavior, suppress or hinder impulsive behavior. Self-control is needed to help individuals overcome their limited abilities and overcome various harmful things that may occur from outside (Ghufron, M. dan Risnawati, 2014).

### Research Method

This research was a descriptive qualitative research with the type of case study research. The research had been carried out at Madrasah Tsanawiyah (MTs) Islamic Boarding School Al-Fatah Natar, South Lampung Regency. The focus of the research was to analyze the factors that trigger student behavior violations in schools. The research subjects were obtained through a purposive sampling technique, which was chosen with certain considerations and objectives by choosing someone who knew best about the expected results so that researchers could explore objects or social situations (Sugiyono, 2011). The subjects of this study were students who violated the rules. Data were collected through in-depth interviews, non-participant observations, and field documentation. The data analysis technique in this study used the analysis technique of (Miles & Huberman, 1984) in (Sugiyono, 2011), namely data reduction, data presentation, and drawing conclusions. As presented in Figure 1.

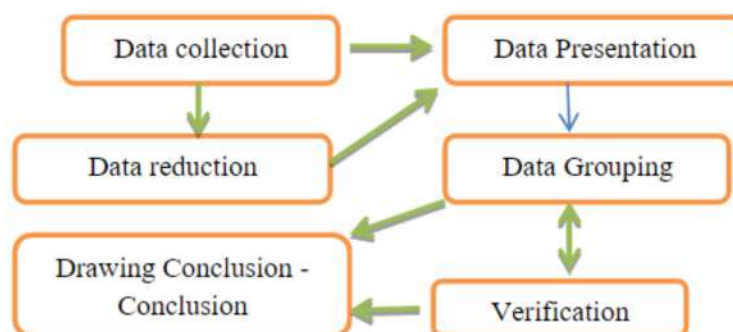


Figure 1. Data Analysis Proposed by Miles and Huberman

## Results and Discussion

### Research Result

Researchers used in-depth interviews, non-participant observation, and field documentation in collecting data. Researchers interviewed three students who violated the rules, the principal of the MTs school, and the management of the Students Parenting Council (SPC). The results of the study indicate that there are various factors that trigger students to behave in violation of the rules. It was found that the triggering factors for the behavior of students' violations were caused by a sense of being constrained by many regulations, wanting to feel freedom, past experiences, until there was a sense of compulsion because going to boarding school was not what they wanted.

**Table 1. The Factors that Trigger Students' Violating Behavior**

Case	Restrained	Want to Be Free	Experience	Compulsion
1	There are many rules that must be obeyed	Need some leeway and feel like having our own freedom	Have violated before and come back again	Schools in Islamic boarding schools are encouraged by parents
2	The rules are so strict that they regulate the details of the daily life of the Islamic boarding school	Want to not be bound by the rules even if only occasionally	Ever violated and repeated with increasing frequency	Schools in Islamic boarding schools are the encouragement of parents, not because what they want
3	There are many rules that must be obeyed and carried out everyday	Want to feel freedom from the rules that bind him	Have had a similar experience at school before	Schools in Islamic boarding schools encourage parents to become better individuals

Table 1 contains the factors that trigger the behavior of the three students who violated the rules. The following is an explanation of the above results:

### *Indicators That Trigger Violations of the Rules of Conduct by Students*

#### (1) Restrained

Students who violate the MTs Islamic Boarding School Al-Fatah Natar feel that the rules are so strict. It even regulates in detail how to dress, manners, time discipline, times to worship in the congregation, and so on, including other obligations such as not being late for class, bringing the Qur'an to school, obligatory sports, and others.

#### (2) Want to Be Free

The thing that drives students at MTs Islamic Boarding School Al-Fatah Natar to commit violations is the desire to be free, the desire to be free from the rules that govern them even if only occasionally. Feels to be himself without being constrained by the rules by doing what he wants. So that they feel they have space for expression even though the way of expression is wrong or violates the rules and regulations that apply in Islamic Boarding School. Moreover, there are opportunities or gaps for students to commit violations such as not praying in congregation, not bringing the Qur'an, skipping class time because the teacher is late for class, not participating in mandatory sports activities, photocopying

permission but after playing games on the internet cafes, carrying cellphones at Islamic boarding schools, smoking, bullying friends, coming late to the boarding school after school holidays, stealing, dating and even acting to excess, drug abuse, and others.

### **(3) Experience**

The existence of previous experience of violating behavior also influences students to return to a behavior that violates the rules. Some of these experiences have been carried out in previous schools or while attending Islamic boarding schools.

### **(4) Compulsion**

Students feel forced into unwanted schools because schools in Islamic boarding schools are a choice or encouragement from their parents. Parents want their children to behave and have better morals without considering the sense of compulsion experienced by the child. This condition also triggers students to commit violating behavior. Moreover, students feel that their parents do not give optimal attention.

Regarding the lack of education in Islamic boarding schools from students' violating behavior, the Management of the Student Parenting Council (SPC) Ustadz ZA explained, when viewed from student book data in the last 5 years, from 2016 to February 2020, the percentage of violations of the rules committed by students was dominated by minor violations amounted to 51.3 percent, the remaining 35.9 percent were moderate violations and 12.8 percent were serious violations.

Regarding the discovery of cases of violations that are not only repeated but are increasing, said Ustadz ZA, it arises because students feel constrained by various rules. Even though it was done nothing but to discipline and familiarize students to behave according to Islamic demands. The principal of MTs Islamic boarding school Al-Fatah Natar Ustadz Is said, related to violations that were already above cases of minor violations, the handling was directly under the Student Parenting Council (SPC). Even if the management involves the Mudabir (OSIS), first a report must be submitted to the SPC. There are several cases where students are expelled from school due to serious violations they have committed. At least 6 students were expelled from school due to serious violations and had gone through the stages of treatment and punishment before being expelled.

The school in this case realizes that it requires a process to be able to make students obey and also follow all the rules imposed at school. The school strives to continue to maximize preventive and repressive efforts in educating students. The preventive efforts are educating students regarding the rules that apply during the admission of new students or the student orientation period, giving spiritual showers or lectures during the five daily prayers, including socialization related to bullying prevention to classes that are regularly scheduled to be carried out at least once every three months. Then reward students who excel both academically and non-academically, to optimize every element in the school to set an example for students. Each stakeholder in the school also has their own role. The Islamic boarding school also makes repressive efforts or punitive measures are given gradually to students who violate the rules. The punishment given is adjusted to the violations committed by the students and also sees the students' willingness to improve themselves. Even if the student can be disciplined properly, the penalty points can be removed after one semester of the learning process. So that students do not have any more violation points and their points will be recorded again when there are new violations. The stages of giving sanctions start from being warned, punished for memorizing certain verses in the Qur'an and their meanings, and writing them in books. For example, if the offense is stealing, then you are asked to memorize and write verses and even arguments about stealing. If the offense is dating or committing immoral acts, they are asked to memorize and write down the appropriate verses of the Qur'an and hadith along with memorizing the translation. The punishment will continue to increase if the violations

committed are still occurring, such as being asked to do good deeds until they are suspended and returned to their parents.

### **Discussion**

This study found that the triggering factors for the behavior of violating the rules of conduct by students were caused by many things. Namely, feeling constrained by many regulations, wanting to feel freedom, past experiences, until there is a sense of compulsion because going to boarding school is not what he wants. The results of this study are relevant to Huda's (2015) study which revealed that the cause of students violating the rules was also triggered by their lack of attention to existing regulations. In addition, they do not agree with the regulations made by the pesantren and the regulations are made very strict so that they make students feel restrained. Meanwhile, based on other relevant studies at Daruttauqwa Gresik IBS (Ma'arif and Kartiko, 2018), instilling awareness in students that the punishment given to them is a fair and educational punishment is also needed so that punishment or sanctions can be effective in educating students to be able to behave better over time. This is also relevant to the results of research at MTs Islamic boarding school Al-Fatah Natar where the IBS takes preventive or preventive efforts through inculcating values that lead to moral behavior and providing educational punishments.

The results of the study are also relevant to the theory of self-control, that when students are able to control themselves and curb desires that are not according to the rules, it will help students to become individuals who have religious values, obey the rules, and do not commit acts that violate the rules. Students are encouraged to have self-control in order to behave in accordance with the provisions. Self-control is manifested through personal self and also support from the people around him including the environment.

Previous research has discussed the types of violations and their causes, there is also a discussion regarding the pattern of punishment, but has not specifically discussed the factors that trigger the behavior of students in Islamic boarding schools. Therefore, the novelty of this study is a discussion of the factors that trigger students' behavior that violates the rules. It is hoped that this research can complement previous research that has not discussed the triggering factors for rule-breaking behavior in schools.

### **Conclusion**

Based on the results of the research and discussion, it can be concluded that the triggers for student violation behavior were found to be caused by a sense of being constrained by many regulations, wanting to feel freedom, past experiences, until there was a sense of compulsion because going to boarding school was not what they wanted. In this case there is also the adoption of wrong behavior by students due to being invited by other students to commit violations or seeing other students committing violations and being interested in following them. The existence of a self-control system is expected to be able to curb students from violating the rules.

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