

The Effect Of School Rules Towards Students Motivation To Learn English At Mts Al-Urwatul Wutsqo Jombang

Khudriyah¹.

¹ STIT Al-Urwatul Wutsqo Jombang, Indonesia; azkiabilqis@gmail.com

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Kata kunci:
dampak, tata tertib sekolah, motivasi, Bahasa Inggris

Abstract

The implementation of school rules is important to make students more discipline. This research is aimed to know whether or not the implementation of school rules affects students' motivation to learn English. This research used a quantitative approach. Data collected by questionnaire, then it was analyzed using simple linear regression. The result showed that the implementation of school rules at MTs al Urwatul Wutsqo is categorized as middle, because most of students (46,3%) implemented it in the middle category. The student motivation in learning English is categorized as middle, since many students about 44,44% were motivated in learning English. There is a significant effect of school rules towards students' motivation in learning English, because the result of the hypothesis test showed that the t count is $4.663 > 1.65936$. The result of comparing with p-value and its error showed that the significant level of implementation of school rules is known to be $0.000 < 0.05$, it means that the regression coefficient for implementation of school rules is significant.

Abstrak

Penerapan tata tertib sekolah penting dilakukan agar siswa lebih disiplin. Penelitian ini bertujuan untuk mengetahui ada tidaknya pengaruh penerapan tata tertib sekolah terhadap motivasi belajar bahasa Inggris siswa. Penelitian ini menggunakan pendekatan kuantitatif. Data dikumpulkan melalui kuesioner, kemudian dianalisis menggunakan regresi linier sederhana. Hasil penelitian menunjukkan bahwa penerapan tata tertib sekolah di MTs al Urwatul Wutsqo termasuk dalam kategori sedang, karena sebagian besar siswa (46,3%) menerapkannya dalam kategori sedang. Motivasi siswa dalam belajar bahasa Inggris termasuk dalam kategori sedang, karena sebanyak 44,44% siswa termotivasi dalam belajar bahasa Inggris. Terdapat pengaruh yang signifikan antara penerapan tata tertib sekolah terhadap motivasi siswa dalam belajar bahasa Inggris, karena hasil uji hipotesis menunjukkan bahwa t hitung lebih besar daripada t table ($4,663 > 1,65936$). Hasil perbandingan dengan p-value dan galatnya menunjukkan bahwa tingkat signifikansi penerapan tata tertib sekolah diketahui signifikansi lebih kecil dari 0.05 ($0,000 < 0,05$), artinya koefisien regresi penerapan tata tertib sekolah adalah signifikan.

Corresponding Author:

Khudriyah

STIT Al-Urwatul Wutsqo Jombang, Indonesia; azkiabilqis@gmail.com

Background of Study

One of the goals of education in Indonesia is to make life intelligent nation and improve the quality of human resources. The goal will be difficult to achieve if the surrounding environment does not support it. Among them is behavior acting as he pleases, lacks order and causes commotion. Therefore, action needs to be taken as a step to achieve it educational goals. One of the environments around us is the environment school.

Code of conduct or school rules means a rule that is made in a structured and orderly manner, and sequentially, with the aim that everyone who implements this regulation does so in accordance with the order that has been made. In general, rules and regulations can be interpreted as rules that must be obeyed by every member of the school where the teaching and learning process takes place. Rules of conduct are a benchmark for someone to behave according to what is expected by family, school and society. In an educational environment, rules and regulations are needed to create a school life that is conducive and full of discipline.

Talking about regulations means talking about discipline, so that someone continues to pay attention to applicable regulations, disciplinary actions must be implemented because it is to change behavior. Discipline is something important to foster respect for authority, enforces cooperation and is a necessity for organization, as well as to instill respect for others (Mulyasa, 2018). According to Soemarmo, discipline is obedience to regulations and applicable norms of social, national and state life, which is carried out consciously and sincerely physically and mentally until shame arises subjected to sanctions and fear of God Almighty (Mulyana, A., & Sumarmo, U, 2015). On the one hand, discipline is an attitude of life and behavior that reflects responsibility towards life without external coercion, attitudes and behavior are adopted based on belief that that is the right thing, is beneficial for oneself.

The school conduct code is a form of rule that must be obeyed and implemented by students, as an embodiment of life that is aware of laws and regulations so that students' learning activities can be achieved as desired. School rules are the signs of life for students in carrying out life in the school community.

The development of teachers in schools is an integral part of efforts to develop awareness of the law or regulations made by the head and staff of the school. Guiding school rules and regulations is one form of teachers' activities in schools in order to train students to behave as taught by the Islamic religion, which in turn will result in students becoming accustomed to behaving in a disciplined manner in all matters, including students' learning issues.

It can be said that rules of conduct are a set of written rules created to bind members of society. Schools as a place for the teaching and learning process have school rules and regulations which are rules that must be obeyed by every school member. To support the proper implementation of school rules, teachers, school officials and students must work together, because without support from students the school rules that are implemented will be meaningless. As a unit that cannot be separated from the others, school rules and regulations are the rules implemented by the school to support the teaching and learning process to take place effectively and efficiently (Rivai, et.al, 2018).

School rules and regulations are not just a feature of the school, but are a necessity that must receive attention from all parties involved, especially from the students themselves (Hadianti, et.al, 2018). Based on these problems, schools generally develop school rules and regulations for all related parties, including teachers, administrative staff and students. The contents of these rules generally consist of prohibitions, sanctions as well as duties and obligations that students must carry out. Many factors cause violations in school rules. One of them is students who like to do strange things to attract attention, students who come from disharmonious families, students who don't read and study enough and don't do assignments from teachers, students who are pessimistic or hopeless about the state of their achievement environment (Divine, J.G, 2012).

Gunarsa says that school rules function for students as self-control, respect and compliance with school policies (Gunarsa, et.al, 2012). Qualitatively, juvenile or student delinquency can be divided into three levels, namely: minor violations, moderate violations, and serious violations (Andriyani, J. (2020).

Enforcing school rules properly will create disciplined students, so that the problem of moral violations that often occur can be reduced to a minimum. To realize the enforcement of these rules, there needs to be a special strategy that can implement school rules effectively and efficiently.

Violations are behavior that students usually carry out of their own free will without paying attention to the rules that have been determined. Forms of violation of school rules include: academic violations, which are usually committed by students, such as arriving late and not participating in the flag ceremony. The second violation is an administrative violation, namely violations of late payment of tuition fees, library cards, late tuition fees for student cards, and other cards determined by the school and which must be owned by every student. The third violation is an aesthetic violation, namely a violation related to beauty, for example uniforms not complying with school regulations, not maintaining cleanliness. And the fourth is ethical violations, these violations include disrespecting teachers (Rina S, 2017).

In education, to create a good school, the school has a system that stands out for the development of knowledge, skills and other creative talents that regulate teacher teaching and student order at school. School is an official place to educate and shape individuals to be better now and in the future. Schools as educational institutions need to guarantee the implementation of a good educational process. Good conditions for this process are conditions of safety, calm, orderliness and regularity, mutual respect and good social relations. This is achieved by designing school regulations, namely regulations for teachers and students, as well as regulations. Others deemed necessary. For schools, discipline is very necessary in the teaching and learning process. Therefore, there is a need for rules that regulate all citizens so that everything can run in a conducive manner in accordance with the wishes of all parties. Implementing student rules and discipline is the school's way of instilling and forming responsibility and compliance in implementing existing rules and regulations.

Rules apply that are arranged in a structured manner, with the aim of everyone implementing these rules in accordance with the rules that have been made. If school regulations are without discipline, behavior will emerge in learning. The conducive atmosphere needed for learning is disrupted. In this case, the application and implementation of school regulations helps students to be trained and accustomed to living an orderly, responsible and mature life.

School rules are a form of embodiment of the norms that exist in society, both in terms of politeness norms, legal norms, moral norms and religious norms. These are the regulations that must be obeyed and implemented by each component of the school it regulates. With the existence of school rules, it is hoped that an orderly life will be created in the school environment, so that the fundamental goals of the school as an educational institution can be achieved well. This requires great commitment and responsibility from students.

The number of violations that occur in the school environment, such as wearing uniforms that do not comply with school rules, using cellphones during the learning process, arriving late, playing truant, fighting and so on, shows that the level of teacher supervision of students is less than optimal and the school is less strict about violations of school rules, but it is the duty of all teachers to be able to pay attention, supervise, guide and educate on matters related to the implementation of school rules.

Starting from breaking school rules to acting impolitely when talking to teachers, children will always develop a deviant influence on their friends at school. In conditions like this, teachers become the object of blame because they are considered unsuccessful in educating students at school, because apart from the role of parents, the factor that influences students to comply with school rules

is the role of the teacher. Teachers are educators, mentors, trainers and supervisors who become role models and identification figures for students and their environment. A teacher has a big contribution to student success and learning at school.

Looking at the description above, it can be concluded that educational regulations including schools are made officially by the authorities with certain considerations in accordance with the situation and conditions of the school, which contain things that are required and prohibited for students while they are there. Islamic boarding school environment and if they commit violations, the Islamic boarding school has the authority to impose sanctions in accordance with applicable regulations. Implementation of school rules and regulations can run well if all academics support these rules. Lack of support from students will result in a lack of meaning in the school rules implemented at school.

Many factors influence student learning, both intrinsic and extrinsic factors. One of the intrinsic factors is motivation from within the individual students themselves, while extrinsic factors are factors that influence students from outside and one of them is school rules or regulations. The word motivation is derived from motive means everything encourages person to act to do something (Ngalim Purwanto, 2014). Brown (2000) says that motivation is something that can, like selfesteem, be global, situational, or task oriented. Motivation is typically examined in terms of the intrinsic and extrinsic motives of the learner Motivation is a significant determinant of success in learning a second or foreign language. It can be defined as a driving force that support someone to do something. In classroom the teacher plays an important role in motivating students especially in the foreign language classroom (Astuti , 2013).

According to Ridwan, motivation as energy in individuals that encourages them to carry out explicit exercises with explicit goals (Abdullah et.al , 2019). Anything that can persuade students or people to learn is called learning inspiration. Without learning inspiration, a student will not learn and will not make learning progress. Pushing is something other than pushing or asking someone to follow through with something; It is a skill that requires varying capacities to understand and manage one's own sensations as well as those of others. It is a physiological condition that exists within a person that encourages him to carry out certain activities in order to achieve a goal that a person needs (Djaali , 2013). Based on above understanding it can be concluded that motivation is a collection of efforts, either in the form of words, examples or encounters, to provide certain conditions for someone to continue to need.

There are two kinds of motivation, such as intrinsic and extrinsic motivation. Intrinsic motivation means It means motivation is a desire which

comes from inside to do something. Extrinsic motivations are motive active and function if there is stimulation from outside. Followed up with something, so that motivation can flow from outside the self, as well as from within the individual, which is determined by reasons, needs or desires in learning and practice so that it becomes the main driver of students who make learning according to the goals that students want and can be achieved.

From this description, it can be concluded that motivation is an adjustment in behavior or appearance due to a series of exercises, such as listening, paying attention, tuning, acting and behaving including mental, emotional and psychomotor aspects which are carried out as a result of intrinsic factors of desire and motivation. The desire to succeed drives the need to learn, as well as the hope for a conducive learning environment and interesting learning activities. However, external extrinsic factors, such as certain stimuli, are also needed so that someone is willing to engage in more active and enthusiastic learning activities.

Motivation to learn can be interpreted as a driving force that has become active. Meanwhile, according to M.C. Donald "motivation is a change in energy within a person which is characterized by the emergence of feelings and is preceded by a response to a goal. W.S. Winkel in his book on teaching psychology states that learning motivation is a desire that activates, moves, channels and submits individual attitudes and behavior to learning. Learning motivation is the overall driving force within the student which gives rise to learning activities, which ensures the continuity of learning activities as the goal desired by the learning subject is achieved. Meanwhile, Hamzah (2006) said that the essence of learning motivation is internal and external in students who are learning to make changes in behavior. Basically, motivation contains three important elements, including: 1. Motivation initiates energy changes in the logical neurophysiological system in the human organism. 2. Motivation is characterized by the emergence of a person's feeling of effectiveness, in this case motivation is relevant to psychological issues, effects, emotions, which can determine human behavior.

Motivation will be stimulated because there is a goal. To achieve the goal, namely the formation of human beings who are able to find their identity, human beings who are harmonious, harmonious and balanced, it is necessary to have high learning motivation and discipline. With high learning motivation and discipline, one's desires will be achieved (Sardiman, 2008), including motivation to learn English, because mastering English in the era of globalization and digitalization is very important, because some important information is written in English.

This correlates with the results of research conducted by Taha and Sujana which stated that there was an influence of school rules and regulations on student learning discipline of 22.2%. Rules are important for forming student learning discipline because they become a reference for students to behave correctly during learning (Iren & Ariani, 2021).

The results of the researcher's observations of MTs al-Urwatul Wutsqo is that it is an institution that emphasizes rules and regulations, with the aim of increasing the learning motivation of students at the Islamic boarding school. One of the objectives of MTs al-Urwatul Wutsqo's rules and regulations is to increase the students' extrinsic motivation. With extrinsic motivation, it is hoped that the students will want to learn both in the school environment and at school.

In its implementation, English teachers also create rules and regulations specifically designed to motivate students to learn English. According to him, this has slightly affected students' enthusiasm for learning English.

Research Method

This type of research is field research with quantitative data, namely research data in the form of numbers and analysis using statistics. This research aims to find out whether regulatory variables have an effect on motivation variables. The sample of this research was 108. The data collection technique uses a questionnaire that has been tested for validity and reliability before the researcher carries out the research, and the data analysis technique uses simple linear regression, without carrying out a normality test, because a normality test is needed when the number of observations is less than 30, if the number of observations exceeds 30, it is necessary to carry out a normality test because the distribution of the sampling error term is close to normal (Ajija, & Shochrul).

Research Result

The result of SPSS output about Descriptive Statistic can be seen on table 1.

Table1. Descriptive statistics

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
School rules	108	17	32	24.69	2.969
English Students' motivation	108	19	30	24.37	2.596
Valid N (listwise)	108				

Based on the table above, it is known that the minimum value for students' discipline is 17, and the maximum value for students is 32, with the average value being 24.69 and the standard deviation being 2.969. Meanwhile, for the motivation variable for learning English, it was found that the minimum value was 19, the maximum value was 30, the mean was 24.37, and the standard deviation was 2.596. Next, the data that has been obtained is used to calculate the category of each variable. The results of calculating the categories for each variable can be seen in tables 2 and 3.

Based on the descriptive statistics above, an overview of students' implementation of school rules can be seen in table 2.

Table 2. Results of variable categorization of school rules

Category	Interval	F	Percentage
Very low	$X \leq 20.23$	2	1.85%
Low	$20.23 < X \leq 23.21$	19	17.59%
Middle	$23.21 < X \leq 26.2$	50	46.30%
High	$26.2 < X \leq 29.14$	26	24.07%
Very high	$X \geq 29.14$	11	10.19%

The explanation of the table above is: the number of students who got an interval score of less than 20.23 was 2 students with a percentage of 1.85%, while those who got an interval score between 20.23 to 23.21 were 19 students, or around 17.59%, for those who 50 students or 46.3% got a score with an interval of 23.21 to 26.2, and 26 students e (24.07%) got a high category with an interval of 26.2 to 29.14, and 26 students got a very high category. or whose score was more than 29.14 as many as 11 students (10.19%).

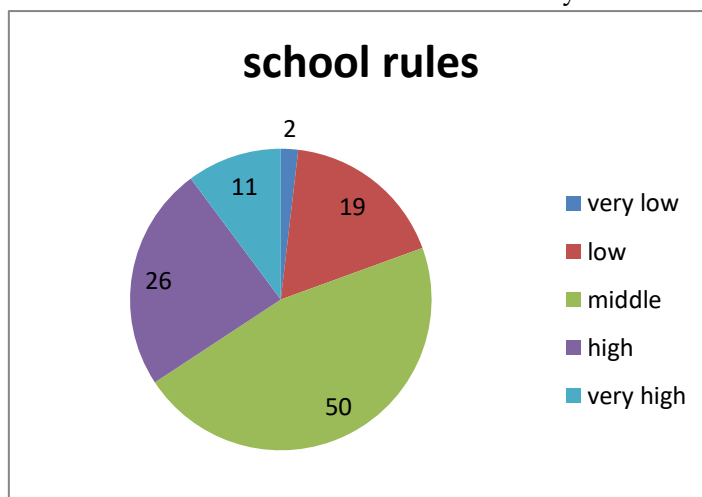


Table 3.

No	Statements	Students Respons			
		Always	Often	Sometimes	Never
1	Calm in the teaching and learning process	53	17	21	18
2	Let a lone noisy friends in the class	26	56	21	6
3	Listening to the teacher explanations	20	55	20	14
4	Ignoring students wh asked to speak	21	37	37	14
5	Staying in the class even if boring	22	38	22	36
6	Do not eat or dring during in the class room	22	42	22	22
7	Wearing full atributes	22	32	41	13
8	Keeping healthy	19	42	31	16
9	Cleaning the white board after learning	13	27	40	26
10	Throwing garbage in its place	21	28	42	17

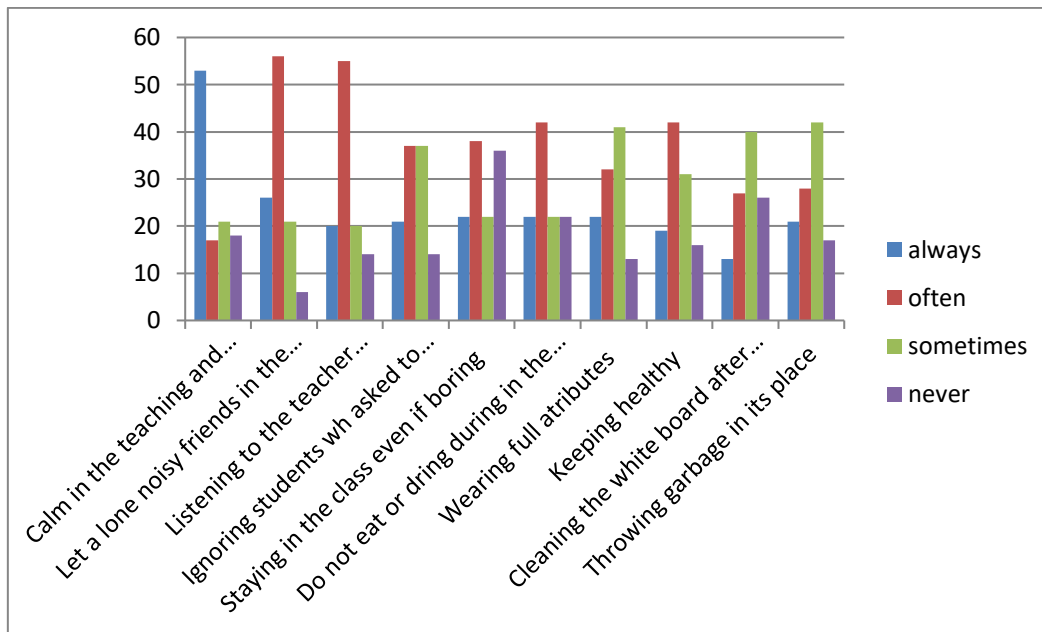


Table 4. the result of categorization of Variable students' motivation of learning English

Category	Interval	F	Percentage
Very low	$X \leq 20.46$	2	1.85%
Low	$20.46 < X \leq 23.07$	25	23.15%
Middle	$23.07 < X \leq 25.7$	48	44.44%
High	$25.7 < X \leq 28.26$	21	19.44%
Very high	$X \geq 28.26$	12	11.11%

As for the information in table 3, the motivation variable for learning English is: the number of students who got an interval score of less than 20.46 was 2 students with a percentage of 1.85%, while those who got an interval score between 20.46 to 23.07 were 25 students, or around 23.15%, those in the medium category scored with an interval of 23.07 to 25.7 as many as 48 students or 44.44%, and those who got the high category with an interval of 25.7 to 28.26 were 21 students (19, 44%), and those who got the very high category or whose score was

more than 28.26 were 12 students (11.11%).

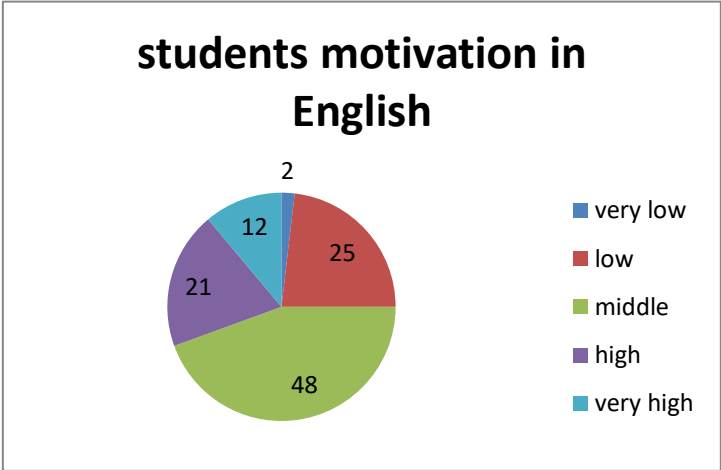
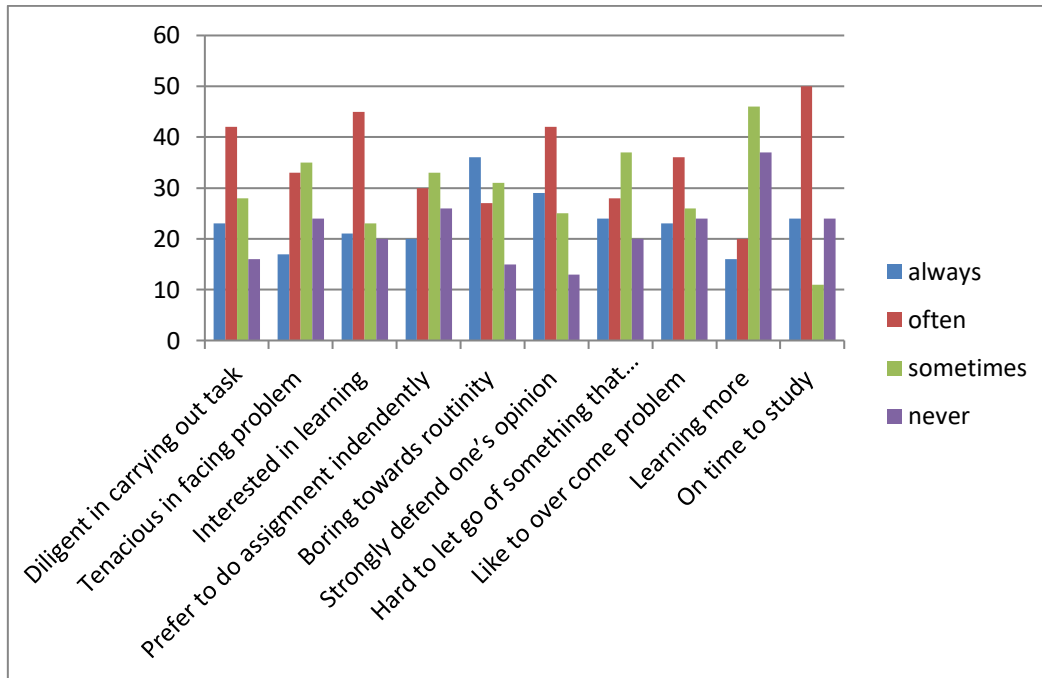


Table 5.

No	Statements	Students Resposns			
		Always	Often	Some times	Never
1	Diligent in carrying out task	23	42	28	16
2	Tenacious in facing problem	17	33	35	24
3	Interested in learning	21	45	23	20
4	Prefer to do assignmnet indendently	20	30	33	26
5	Boring towards routinity	36	27	31	15
6	Strongly defend one's opinion	29	42	25	13
7	Hard to let go of something that believe in	24	28	37	20
8	Like to over come problem	23	36	26	24
9	Learning more	16	20	46	37
10	On time to study	24	50	11	24



Variables Entered/Removed^a

Model	Variables Entered	Variables Removed	Method
1	Tata Tertib Santri ^b		Enter

a. Dependent Variable: students' motivation in learning English

b. All requested variables entered.

By using the entered method, based on the table above, the variable entered is the student discipline variable, and not a single variable has been excluded (removed).

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.413 ^a	.170	.162	2.376

a. Predictors: (Constant), school rules

b. Dependent Variable: students' motivation in learning English

Based on the table above, it can be obtained that the R result is 0.413 which is called the determination coefficient which is the square of 0.170 (correlation coefficient) which means that 17% of students' English learning motivation is influenced by students' rules of conduct and the remaining 83% is influenced by other factors that are not researched.

ANOVA^a

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	122.759	1	122.759	21.744	.000 ^b
Residual	598.427	106	5.646		
Total	721.185	107			

a. Dependent Variable: students' motivation in learning English

b. Predictors: (Constant), school rules.

Based on the ANOVA table, the calculated F is 21,744 with a significance level of $0.000 < 0.05$, meaning that the regression model obtained can later be used to predict students' English learning motivation.

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
1 (Constant)	15.460	1.924		8.034	.000
School rules	.361	.077	.413	4.663	.000

a. Dependent Variable: students' motivation in learning English

In the Coefficient table, the following regression model is as followed:

$$Y = a + bX$$

$Y = 15,460 + 0.361X$, it means that students' motivation to learn English = 15,460 + 0,361 students' rules and regulations. The constant of 15.460 states that if there are no rules, the student's motivation to learn English is 15.460, and every additional 1 rule score will increase learning motivation by 0.361.

The result of Hypothesis test

Constant

a. Comparing t counted and t table

Based on the degree of freedom which is $108 - 2 = 106$, the t table value is 1.65936. Based on the results of the analysis, it shows that the t count is 8.034

> 1.65936 , so H_0 is rejected and H_a is accepted, meaning the Constanta regression coefficient is significant.

b. Comparing p-value and its error

Based on the table above, it shows that the significant level of the constant is known to be $0.000 < 0.05$, so that H_0 is rejected and H_a is accepted, meaning that the constant regression coefficient is significant.

School rules

c. Comparing t counted and t table

Based on the degree of freedom which is $108-2=106$, the t table value is 1.67528. Based on the results of the analysis, it shows that the t count is 4.663 > 1.65936 , so H_0 is rejected and H_a is accepted, meaning that the regression coefficient for implementation of school rules is significance.

d. Comparing p-value and its error

The table above shows that the significant level of intensity of following school rules is known to be $0.000 < 0.05$, so that H_0 is rejected and H_a is accepted, meaning that the regression coefficient for student discipline is significant.

The above finding is appropriate with Tu'us' opinion that school rules and regulations are made for form students to be more independent and responsible (Tu'u, Tulus, 2018), and discipline will makes someone develop into a more mature figure. It is also in line with Kurniawan that schools that do not have rules and regulations will result in disparities in teaching and learning process activities (Kurniawan, Wisnu A, 2018).

Conclusion

The implementation of school rules at MTs al Urwatul Wutsqo is categorized at middle, because most of students (46,3%) implemented it in middle category. The student motivation in learning English is categorized at middle, since many students about 44,44% choose middle category to motivate in learning English. There is significant effect of school rules towards students' motivation in learning English, because the result of hypothesis test showed that the t count is $4.663 > 1.65936$, so H_0 is rejected and H_a is accepted, meaning that the regression coefficient for implementation of school rules is significance. When Comparing with p-value and its error shows that the significant level of intensity of following school rules is known to be $0.000 < 0.05$, it means that the regression coefficient for student discipline is significant. It is in accordance with Tu'us' opinion that school rules and regulations are made for form students to be more independent and responsible.

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