Fostering Student Discipline Through a Persuasive Approach

Eka Wahyu Hindarsyah[1*], Tohirin[2], Andi Murniati[3]

[1,2,3] UIN Sultan Syarif Kasim Riau, Indonesia
*Corresponding Author email: 22290115952@students.uin-suska.ac.id

ARTICLE INFO	ABSTRACT
	This research aims to identify the factors causing students' lack of discipline, understand the implementation of a persuasive approach in fostering student discipline, and identify the supporting and inhibiting factors in implementing a persuasive approach to fostering student discipline. The type of research is qualitative. There are three informants. Data collection techniques in this study include observation, interviews, and documentation. The data analysis techniques used are reduction, presentation, conclusion drawing, and verification. The research findings are as follows: The causes of students' lack of discipline include a lack of respect from students, their environment, and the crucial role of the family in shaping students' character; The implementation of the persuasive approach in fostering student discipline was carried out according to the plan agreed upon by the madrasah principal and teachers, resulting in students displaying disciplined behavior, adhering to rules, and engaging in positive activities; Supporting factors for the persuasive approach include teachers' understanding of the persuasive approach itself and the cooperation of all teachers. The inhibiting factor in student discipline is the inconsistency in understanding among school members regarding the persuasive approach. The research location is at Madrasah Aliyah Hidayatul Mubtadi'ien, Sumber Makmur, Kampar Regency.

INTRODUCTION

Student discipline is crucial to master in the global era because it helps students have control over their behavior and act with good morals. Learning is essentially about how someone experiences changes within themselves after engaging in certain activities,

although not all changes are considered learning. Students need to have learning discipline so that they continuously participate in learning activities and become more knowledgeable (Manshur, 2019).

Discipline is corrective action or punishment given to subordinates as a result of violating rules or procedures. Discipline is the ability to control oneself and maintain consistent practices, reflecting the level of seriousness among team members within an organization. Moreover, discipline is even said to be one of the keys to student success, as a disciplined attitude allows students to utilize all their inherent talents. In other words, if students are disciplined in their studies, it can change their behavior, whether studying at home or at school (Priodarminto, 2001).

Discipline refers to corrective actions or punishments given to subordinates for violating rules or procedures. It is the ability to control oneself and maintain consistent practices, reflecting the seriousness of team members within an organization. Discipline is also considered a key to student success, as it allows students to utilize their inherent talents. In other words, disciplined students are likely to change their behavior both at home and in school (Umiarso, 2017).

Discipline represents the seriousness of students in their studies; thus, it is crucial for students as a conscious self-control mechanism. According to Tulus Tu'u (2009), student learning discipline can be measured through several indicators such as obedience, compliance, loyalty, and orderliness. These indicators can be used to assess the level of student discipline in the classroom (Rahmad, 2018). Education is closely tied to Islamic teachings, with both continuously interrelated. Islamic education involves conscious and planned activities aimed at nurturing, improving, guiding, training, and mentoring students so that they actively develop their inherent potential. The goal is to cultivate spiritual strength, religious knowledge, noble character, and skills necessary for life in this world and the hereafter according to Islamic values. Therefore, education is expected to lead to continuous improvement.

Education is a critical sector in national development and a key pillar in enhancing the quality of life for communities. Faith and piety to the Almighty God serve as sources of motivation in all aspects of life (Ihsan, 2011). This theory explains that education is the place where the teaching and learning process occurs, helping students understand the knowledge they gain. In madrasahs, teaching and learning activities involve interactions between teachers and students. Teachers provide instruction, and students receive and engage with this learning. For students to participate effectively in learning activities, they need to have good learning discipline. Hence, student discipline is vital for achieving educational goals. In the educational realm, persuasive approaches are often employed in teaching and learning activities, such as in Madrasah Aliyah. Educational institutions aim to shape student behavior, particularly to develop discipline among students. This approach helps in forming good character and instilling habitual discipline in madrasah.

Despite teachers' efforts and use of persuasive approaches, there is still a lack of discipline among students, including in pesantren activities. Observations at Madrasah Aliyah Hidayatul Mubtadi'ien Sumber Makmur, Kampar Regency, on November 20, 2023,

revealed a gap in learning discipline. This discrepancy is evident from the difference between four discipline indicators and actual field conditions. According to the teachers at Madrasah Aliyah Hidayatul Mubtadi'ien, student discipline is not yet optimal, as shown by the following issues: teachers have not implemented persuasive approaches, lack attention to students, some teachers speak harshly to students, students often enter and exit the classroom while the teacher is explaining material, students are frequently late to class after the bell rings, students do not wear the prescribed uniform during lessons, students violate existing madrasah rules, and students ignore messages from teachers during program implementation at the madrasah.

Several previous studies have been conducted, such as the research by Tambunan (2013) which examined an approach that uses specific communication techniques aimed at influencing individuals' attitudes, opinions, and behaviors, both verbally and non-verbally. On the other hand, Nurhalima's research focused on enhancing Islamic faith in Karo Regency, whereas the author's research focuses on student discipline. Yaqin (2016), in his research, studied student discipline in Aqidah Akhlak subjects. Setyani (2013), conducted research aimed at measuring the impact of counseling methods using a Persuasive Approach on changes in knowledge and attitudes. Dinyati (2024), in her research, discussed the teaching of Wudhu material where a persuasive approach was applied in the hopes that students would become more orderly during the lesson. Martutik (2012), in his research, examined the persuasive messages found in print media advertorials.

The urgency of this research is that students at Madrasah Aliyah Hidayatul Mubtadi'ien Sumber Makmur are expected to control themselves from engaging in activities that violate norms and to carry out beneficial and good activities. Discipline is one of the factors that can help students achieve academic success and build good character. Therefore, based on the problems outlined, this study aims to identify the factors causing the lack of student discipline, understand the implementation of persuasive approaches in fostering student discipline, and discover the supporting and inhibiting factors in applying persuasive approaches to foster student discipline. This is particularly urgent as discipline at Madrasah Aliyah Hidayatul Mubtadi'ien Sumber Makmur is regarded as a critical aspect that must be addressed seriously.

LITERATURE REVIEW

Persuasive Approach

An approach is a process, action, or method. An approach can also be an attitude or viewpoint about something, usually an assumption or a set of related ideas. The word 'persuasion' comes from the Latin term 'persuasivus,' meaning to urge (to encourage, invite, or try). Persuasive Approach is aimed at influencing and convincing others. Through persuasion, individuals try to influence the beliefs and expectations of others. Persuasion is a strategy you can use to help others understand and believe the message you want to convey. It is important to note that messages delivered as commands and prohibitions are only a

small part of the image-making process. Commands and prohibitions are merely tools to guide children to act correctly and avoid mistakes (Hendri, 2019).

A persuasive approach is a method of using specific communication aimed at influencing someone's attitudes, opinions, and behaviors, both verbally and non-verbally. It requires a process to create an impact. The process of Persuasive Approach is continuous and never stops. The elements within it are always interconnected, never separate. To understand the communication process, we must limit the dynamics of the Persuasive Approach process, much like we limit the movement of an object with a camera. The result is presented in a model that allows us to see the components that make up the process. The goal of this persuasive approach is to persuade people involved in a product, program, or human activity in general. Thus, an effective persuasive approach must be developed to enhance discipline character. In this design, the focus includes the recipient to ensure that the message aligns with its objectives. Its strength lies in the message conveyed and how well it sticks and is remembered by students or participants (Soemirat, 2014).

Discipline

Etymologically, 'discipline' comes from the Latin word 'disciplina,' which means teaching and learning activities. This word is closely related to the English word 'pupil,' which refers to someone who studies under the supervision of a teacher. Another English word related to 'discipline' signifies qualities such as being good, obedient, behavior control, and self-control. Discipline is crucial in developing human character. Therefore, discipline is not just about being punctual but also about performing tasks correctly. Thus, it can be concluded that discipline is an attitude that reflects the desire to apply or adhere to rules, laws, regulations, customs, and traditions (Desmita, 2008).

Humans can always control and manage what they will do only through a well-ordered and disciplined life. Moreover, discipline is an aspect of individual development related to correcting or improving behavior and teaching good behavior without damaging self-esteem. In other words, discipline is associated with order, propriety, manners, morals, and politeness. It is important to remember that discipline is a practice given to learners to help them act according to existing rules.

The goal of discipline is to train someone to act and behave according to established rules. In other words, the purpose of discipline is to train individuals to work and act in a timely, efficient, and effective manner while adhering to established rules or regulations, as discipline is a key to successful operation. Therefore, discipline has a significant impact on the success of research (Lestari & Yulyani, 2022).

Factors Affecting Discipline

Internal Factors are factors within the school itself, including the principal, teachers, staff, and students. Therefore, discipline influenced by internal factors includes: Interest is the active willingness to receive something from outside. A teacher or student who has

sufficient attention and awareness of the rules set by the school will have some influence on their awareness of practicing disciplined behavior in the school.

Emotions are states that affect and accompany general self-adjustment, acting as mental and physical motivators for individuals and observable through external behavior. Emotions are the affective colors that accompany an individual's attitudes, states, or behavior. The term "affective colors" refers to specific feelings experienced when facing certain situations, such as joy, happiness, despair, surprise, hatred, and so on. That emotions play a crucial role in attitudes and religious actions. No attitude or religious action can be understood without considering emotions (Yusuf, 2011).

External Factors are broad factors that significantly impact discipline in schools. These include: Sanctions and the notion that "punishment is an intentional act that causes physical and emotional suffering aimed at opening the conscience and raising awareness of one's mistakes." The function of punishment in education is to serve as a tool for sanctioning teachers, students, and other school components for violations committed, making sanctions or punishments a form of awareness. According to Suharsimi Arikunto's (1998) motivational system theory: "If an individual receives a punishment, it results in a change in the individual's motivational system. This change in the motivational system leads to a decrease in the frequency of behavior and actions related to the punishment received."

Situational Conditions of the school, including ecological factors, design and architectural factors, temporal factors, behavioral atmosphere, and social factors, greatly influence human behavior formation. However, individuals react differently to situations based on their personal characteristics. Human behavior is indeed the result of an intriguing interaction between individual uniqueness and situational uniqueness.

METHODE

The type of research used is Field Research, employing a qualitative approach. A qualitative research approach involves the use of qualitative data (in the form of sentences, schemes, images, graphs, and narratives). Qualitative research has several characteristics that distinguish it from other types of research. Bogdan and Biklen propose five characteristics inherent in qualitative research: naturalistic, descriptive data, concern with process, inductive, and meaning, resulting in findings that may be presented in narrative or word form upon completion of the research.

According to Bogdan and Taylor, qualitative research is a procedure that produces descriptive data in the form of written and spoken words from observable individuals and behaviors. This research will be conducted after obtaining a research permit from the Postgraduate Program of the State Islamic University Sultan Syarif Kasim Riau. The research location will be at Madrasah Aliyah Hidayatul Mubtadi'ien, Sumber Makmur, Kampar Regency. In this study, there are 3 (three) informants, divided into key informants and supporting informants. The key informants are teachers, and the supporting informants are homeroom teachers at Madrasah Hidayatul Mubtadi'ien, Sumber Makmur, Kampar Regency. The sample using purposive sampling due to specific objectives in the sample selection.

The primary data sources are the principal, the Vice Principal of Student Affairs, and the class teacher, while the secondary data concerns the persuasive approach in fostering student discipline. The data collection techniques in this research include observation, which is directed at teachers at Madrasah Aliyah Hidayatul Mubtadi'ien, Sumber Makmur. This observation will be conducted during the research period at Madrasah Aliyah Hidayatul Mubtadi'ien, Sumber Makmur. Will directly observe the object of the research, which is the implementation of a persuasive approach in fostering discipline among students at Madrasah Aliyah Hidayatul Mubtadi'ien, Sumber Makmur, Kampar Regency. In-depth interviews will be conducted with three individuals: the principal, the Vice Principal of Student Affairs, and the homeroom teacher. These interviews will take place in the teacher's office and will be conducted on July 10, 2024. Documentation related to the research problem will also be collected, including the madrasah's profile, facilities, and infrastructure, as well as data relevant to the research. The data analysis techniques include data reduction, data presentation, and conclusion drawing.

FINDINGS

Factors Contributing to Student Discipline Issues

Based on interviews with three teachers—M. Nasrullah, a teacher at Madrasah Aliyah Hidayatul Mubtadi'ien Sumber Makmur; Siti Asiyah, the Head of Madrasah Aliyah Hidayatul Mubtadi'ien Sumber Makmur; and M. Taufiq, the student affairs representative at Madrasah Aliyah Hidayatul Mubtadi'ien Sumber Makmur—the following explanations can be noted:

M. Nasrullah's explanation, supported by Siti Asiyah and M. Taufiq, regarding student discipline at Madrasah Aliyah Hidayatul Mubtadi'ien Sumber Makmur states "Alhamdulillah, the students have become increasingly disciplined, especially regarding class start times; they are able to arrive earlier before class begins". Meanwhile, Asiyah, as the head of the madrasah, emphasized that "at Madrasah Aliyah Hidayatul Mubtadi'ien Sumber Makmur, it is generally acknowledged that student discipline needs to be improved. They are aware of students who violate rules and ignore messages from teachers. This indicates that despite efforts to instill discipline, there are still challenges that need to be addressed" .

From the interviews and observations, it was found that student discipline has improved, particularly regarding punctuality for classes. However, as noted by Siti Asiyah, there are still students who ignore their teachers' instructions. This presents a challenge on how we, as teachers, can instill discipline in our students and must be addressed. Thus, it can be stated that self-discipline is a key factor in student indiscipline. Therefore, student indiscipline is not solely the fault of the teacher but involves many other factors.

Implementation of Persuasive Approaches in Fostering Student Discipline

Responses from the teachers regarding the implementation of the persuasive approach at Madrasah Aliyah Hidayatul Mubtadi'ien Sumber Makmur explain that, Nasrullah stated, "It would be very beneficial if this approach could be implemented at this madrasah, as it could more effectively influence the students". Additionally, Mrs. Asiyah said, "The teachers believe that the persuasive approach is effective in fostering student discipline. This approach is seen as capable of positively influencing students' attitudes and behavior through good communication and evidence-based methods".

The student affairs representative also mentioned, "The persuasive approach implemented at Madrasah Aliyah Hidayatul Mubtadi'ien Sumber Makmur is working quite well. All teachers use this approach when dealing with students, whether they are complying with or breaking the rules. This will certainly help in accelerating the process of instilling discipline among students".

From the interviews about the persuasive approach, it is evident that this approach is very beneficial for fostering and influencing students' attitudes and behaviors in a positive direction. All interviews agreed that the persuasive approach should be applied and must be consistent to quickly develop student discipline. During the implementation of the persuasive approach in the classroom, the researcher observed that students demonstrated high responsibility, with no students found neglecting homework that should be done at home. During the learning process, all students focused entirely on the lessons.

Supporting and Inhibiting Factors in the Implementation of Persuasive Approaches to Cultivate Student Discipline

Based on the interviews conducted by the researcher with three teachers M. Nasrullah, a teacher at Madrasah Aliyah Hidayatul Mubtadi'ien Sumber Makmur; Siti Asiyah, the head of Madrasah Aliyah Hidayatul Mubtadi'ien Sumber Makmur; and M. Taufiq, the student affairs representative at Madrasah Aliyah Hidayatul Mubtadi'ien Sumber Makmur the following insights were obtained:

Supporting factors affecting the implementation of the persuasive approach in fostering student discipline at Madrasah Aliyah Hidayatul Mubtadi'ien Sumber Makmur are explained as follows: M. Nasrullah, as a teacher at the madrasah, stated, "The primary supporting factor is how well the teaching staff understands the persuasive approach, making its implementation easier".

Furthermore, Siti Asiyah also mentioned, "Supporting factors include full support from teachers, active student involvement, and a conducive madrasah environment. Additionally, parental involvement and support from the madrasah are also crucial for the success of this approach".

Moreover, M. Taufiq explained, "The most influential supporting factor in implementing the persuasive approach is the cooperation between the principal and teachers, between teachers themselves, between teachers and educational staff, and even the

cooperation between teachers and students. Everything is interconnected to enhance sustainable discipline".

Factors inhibiting the implementation of the persuasive approach in fostering student discipline at Madrasah Aliyah Hidayatul Mubtadi'ien Sumber Makmur are explained as follows: One of the teachers, M. Nasrullah, explained, "The inhibiting factor is the teachers' lack of understanding of the persuasive approach and students' lack of response".

Next, Siti Asiyah, as the head of the madrasah, also noted, "Inhibiting factors may include student resistance, lack of consistency in the application of the approach by teachers, and limited facilities and infrastructure. Additionally, insufficient parental involvement in the educational process can also be a barrier".

From the observations and interviews conducted by the researcher, the supporting factors include the teachers' efforts to understand the persuasive approach to make the learning process more meaningful. Added to this is the positive reception from parents towards the implementation of the persuasive approach.

On the other hand, inhibiting factors include the inconsistency in applying the persuasive approach due to the need for persistence in its implementation. Another inhibiting factor observed by the researcher is the teachers' lack of understanding of how to implement the persuasive approach, as seen from the interviews with the sources.

DISCUSSION

Factors Contributing to Student Discipline Issues

Discipline, in a broad sense, can be considered as the achievement of educational goals. Discipline involves regular changes in behavior while performing tasks or duties, without violating established rules. To achieve a high level of discipline, various methods must be employed (Suryaningsih, 2004). However, there is no fixed method for achieving discipline, as long as the methods do not contradict the goals and are effective and efficient in achieving them. Discipline represents a tangible success in education. At Madrasah Aliyah Hidayatul Mubtadi'ien Sumber Makmur, the topic of discipline is a serious issue because it is a key indicator of achieving educational goals. Therefore, the head of the madrasah and the teachers at Madrasah Aliyah Hidayatul Mubtadi'ien Sumber Makmur work together to instill discipline among the students.

Discipline issues have become a national concern, with many schools across Indonesia facing similar problems. According to Prasetyo in Yogi, the causes of student discipline issues are influenced by three aspects: teachers, students, and the environment. Obstacles in disciplining students include a lack of understanding of school rules by some students, frequent rule violations, and difficulty in providing guidance. From the teachers' perspective, issues include the fear of being reported by parents if they impose punishments, a lack of communication about discipline between teachers and students, and poor communication among students, teachers, and parents, which can lead to misunderstandings (Prasetyo, 2018).

This aligns with Fiara's statement, quoted by Ana and Nurhasanah, which identifies low self-motivation, poor time management, family factors, teacher factors, supportive environment, and peer influence as causes of indiscipline. It can be concluded that self-related factors are crucial in student indiscipline. Therefore, student indiscipline cannot be solely attributed to teachers but involves multiple factors (Fiara et al., 2019).

This lack of respect is a dominant factor affecting student discipline and can lead to rule violations. Discipline issues during and outside the learning process can stem from problems caused by the students themselves. Students often exploit unfavorable situations to act indisciplinarily. Factors contributing to student indiscipline include internal factors such as a lack of awareness of school rules and low motivation, as well as external factors like the influence of teachers, the school environment, and family.

Regarding the surrounding environment, which can negatively influence students, and families that may fail to communicate effectively with their children, sometimes neglecting them, this highlights the significant impact of the environment and family on student behavior. From the analysis, the researcher identifies four main factors affecting student discipline at Madrasah Aliyah Hidayatul Mubtadi'ien Sumber Makmur: a lack of self-awareness among students, a lack of respect for teachers leading to disregard for instructions, an unsupportive environment, and the inadequate role of parents or families in shaping students' character.

All these factors contributing to student indiscipline at Madrasah Aliyah Hidayatul Mubtadi'ien Sumber Makmur need to be addressed thoroughly by the madrasah. The head of the madrasah, along with the teachers and the entire educational community, must work together to foster high discipline and communication according to the madrasah's mission. The issues at Madrasah Aliyah Hidayatul Mubtadi'ien Sumber Makmur cannot be solely blamed on the madrasah, as the primary issues lie within the students themselves and their immediate surroundings(Ananda & Nora, 2022). Based on the analysis, it is evident that the four main factors causing the lack of discipline among students at Madrasah Aliyah Hidayatul Mubtadi'ien Sumber Makmur, are a lack of self-awareness, a lack of respect for teachers leading to disregard for instructions, an unsupportive environment, and the inadequate role of parents or families in shaping students' character.

Implementation of Persuasive Approach in Cultivating Student Discipline

The implementation of a persuasive approach cannot be done without thorough preparation. Therefore, the head of the school and the teachers must thoroughly prepare themselves to master the persuasive approach so that when engaging in dialogue with students, they do not just utter words carelessly. Regarding the important aspects to consider in implementing a persuasive approach, the school must prepare various things including thorough planning, the use of appropriate media, and the preparation of clear and memorable messages. All of this aims to ensure that the persuasive message is well received by the students.

Through the persuasive approach, student discipline at Madrasah Aliyah Hidayatul Mubtadi'ien Sumber Makmur has significantly improved. The strategy in implementing the

persuasive approach to foster student discipline has worked very well and met expectations. The persuasive approach implemented at Madrasah Aliyah Hidayatul Mubtadi'ien Sumber Makmur has been quite effective. This is evidenced by the increasing difficulty in finding students who violate school regulations day by day. The persuasive approach at this school is carried out by activating the psychological process through messages conveyed by teachers to students. This approach emphasizes the use of effective verbal and non-verbal communication to influence student behavior. As a result, the messages delivered by the teachers have led to an improvement in student discipline at Madrasah Aliyah Hidayatul Mubtadi'ien Sumber Makmur.

Based on this, it can be said that the implementation of the persuasive approach in fostering student discipline at Madrasah Aliyah Hidayatul Mubtadi'ien Sumber Makmur is in accordance with the school's plan. This is proven by the consistency of the head of the school and the teachers in applying the persuasive approach to foster student discipline. Therefore, fostering discipline is no longer focused solely on religious or student affairs teachers but has become the responsibility of all school components, including the students' parents.

The implementation of the persuasive approach in fostering student discipline is a form of the seriousness of Madrasah Aliyah Hidayatul Mubtadi'ien Sumber Makmur in achieving the school's vision. The cooperation between the head of the school and the teachers in fostering student discipline has yielded positive results. Students with high discipline demonstrate an awareness of their responsibility and position as students to continuously adhere to the rules at Madrasah Aliyah Hidayatul Mubtadi'ien Sumber Makmur. Through the researcher's observation and interviews in the field, it shows that the implementation of the persuasive approach in fostering student discipline at Madrasah Aliyah Hidayatul Mubtadi'ien Sumber Makmur is going well. The implementation of the persuasive approach at this school is in the process of becoming more effective. Therefore, the persuasive approach in fostering student discipline at Madrasah Aliyah Hidayatul Mubtadi'ien Sumber Makmur has been well implemented by all school members.

The implementation of the persuasive approach in fostering student discipline at Madrasah Aliyah Hidayatul Mubtadi'ien Sumber Makmur has been conducted with careful consideration and thorough preparation by the madrasah. All components within the madrasah are involved in cultivating student discipline, making it a collective responsibility rather than an individual one. Consequently, students at Madrasah Aliyah Hidayatul Mubtadi'ien Sumber Makmur are increasingly exhibiting disciplined behavior and demonstrating good character, preparing them to contribute positively to society. Thus, the implementation of the persuasive approach in fostering student discipline at Madrasah Aliyah Hidayatul Mubtadi'ien Sumber Makmur is proceeding according to the plans agreed upon by the head of the madrasah and the teachers, resulting in disciplined students who comply with regulations and engage in positive activities.

Supporting and Inhibiting Factors in the Implementation of the Persuasive Approach in Fostering Student Discipline

Fostering student discipline is a task that cannot be underestimated by a teacher, as disciplined students are one of the indicators of achieving educational goals. Therefore, fostering student discipline must use effective and efficient methods so that a high level of discipline is instilled in the students. At Madrasah Aliyah Hidayatul Mubtadi'ien Sumber Makmur, there is a unique way of fostering student discipline, namely by applying a persuasive approach in dialogues with students.

Persuasive Approach techniques have distinctive characteristics and provide positive effects for the communicant because of their ability to change the attitudes, opinions, and behaviors of the communicant without coercion. The communicant unconsciously follows the desires of the communicator. That is why this communication technique is widely used to approach students. Madrasah Aliyah Hidayatul Mubtadi'ien Sumber Makmur continuously uses Persuasive Approach to foster the discipline of its students.

As previously described, Madrasah Aliyah Hidayatul Mubtadi'ien Sumber Makmur has implemented a persuasive approach in fostering its students, and what has been implemented can run as expected. However, it is undeniable that every method used to bring about better attitude changes will always have factors that either facilitate or hinder the realization of that method in changing students' attitudes.

CONCLUSION

The conclusion of the implementation of the persuasive approach in fostering student discipline at Madrasah Aliyah Hidayatul Mubtadi'ien Sumber Makmur is as follows: The lack of discipline among the students of Madrasah Aliyah Hidayatul Mubtadi'ien Sumber Makmur is caused by the following factors: the lack of self-awareness among students, the lack of respect for teachers resulting in ignoring teachers' instructions, the non-conducive environment around the madrasah, and the failure of parents or families to play an essential role in shaping students' good personalities. The implementation of the persuasive approach in fostering student discipline at Madrasah Aliyah Hidayatul Mubtadi'ien Sumber Makmur runs according to the plan agreed upon by the head of the madrasah and the teachers of Madrasah Aliyah Hidayatul Mubtadi'ien Sumber Makmur. As a result, the students of Madrasah Aliyah Hidayatul Mubtadi'ien Sumber Makmur exhibit disciplined behavior, do not break the rules, and engage in positive activities.

Supporting factors for the implementation of the persuasive approach in fostering student discipline at Madrasah Aliyah Hidayatul Mubtadi'ien Sumber Makmur include the teachers' understanding of the persuasive approach itself. Additionally, another important factor is the cooperation among all the teachers, along with support from parents and a conducive environment, to achieve the desired goal of shaping disciplined students. On the other hand, the main inhibiting factors in the implementation of the persuasive approach to fostering student discipline at Madrasah Aliyah Hidayatul Mubtadi'ien Sumber Makmur include the inconsistency or imbalance among the school community in understanding the

persuasive approach. The limitations of the researcher include the broad scope of the material, which required the creation of numerous theories, as well as the limited understanding of teachers regarding the persuasive approach itself. Recommendations for future research include focusing more on how the persuasive approach can further enhance student discipline.

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