



Discipline Culture Development at Thayaiwittaya School Khuang Lang Hatyai Songkhla Southern Thailand

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Abstract

The study analyzes disciplinary culture in elementary schools. A discipline is a form of human morality. Discipline is a value related to self-control against the rules that apply in society. Discipline is expected to form good morals and order in society. Students with discipline will be able to have a positive influence on life after they leave the education level and the discipline will grow into provisions in the future. The research used a qualitative approach to the type of case study. Data collection techniques were carried out through; observation, interview, and documentation. Furthermore, the research data is presented in a descriptive narrative form. The results of the study show that setting an example for students by performing the Zuhur and Asr prayers together, motivates students to take part in extracurricular activities to improve skills and train discipline, give advice, carry out class pickets, and provide motivation that is inserted in every lesson. times of opportunity, and provide warnings or punishments.

Keywords: Development, Culture of Discipline, Southern Thailand.

Abstract

Studi ini menganalisis budaya disiplin di sekolah dasar. Disiplin adalah salah satu bentuk moralitas manusia. Disiplin merupakan suatu nilai yang berkaitan dengan pengendalian diri terhadap peraturan-peraturan yang berlaku dalam masyarakat. Disiplin diharapkan dapat membentuk moral dan ketertiban yang baik dalam masyarakat. Siswa dengan disiplin akan dapat memberikan pengaruh positif dalam kehidupan setelah mereka meninggalkan jenjang pendidikan dan disiplin akan tumbuh menjadi bekal di masa depan. Penelitian ini menggunakan pendekatan kualitatif dengan jenis studi kasus. Teknik pengumpulan data dilakukan melalui; observasi, wawancara, dan dokumentasi. Selanjutnya data penelitian disajikan dalam bentuk deskriptif naratif. Hasil penelitian menunjukkan bahwa memberikan keteladanan kepada siswa dengan melaksanakan shalat Zuhur dan Ashar secara berjamaah, memotivasi siswa mengikuti kegiatan ekstrakurikuler untuk meningkatkan keterampilan dan melatih kedisiplinan, memberi nasehat, melaksanakan piket kelas, dan memberikan motivasi yang disisipkan dalam setiap pelajaran. kesempatan, dan memberikan peringatan atau hukuman.

Kata Kunci: Pengembangan, Budaya Disiplin, Thailand Selatan.

INTRODUCTION

Character education can be realized with a good school culture, one of which is by implementing a culture of discipline. School culture was initially formed in a formal network, where a series of values, norms, and rules were determined and established by the school as a guide for school members in thinking, behaving and acting.¹ These rules are carried out repeatedly and continuously. In its development, the school culture will slowly be embedded through informal cultural networks.

Learners are more likely to benefit from the teaching and learning process if they are disciplined. The existing regulations in schools are as laws and regulations that are part of student life in the school environment, where discipline is also the most important part of learning.² Teachers, school administrators, parents and policymakers play a major role in students' discipline in schools. There are many methods used by teachers to enhance discipline in schools. Some of these include corporal punishment, guidance and counselling, suspension from school, psychological punishment among others. There has been controversy over the methods to use to enhance discipline in schools.³ According to Seifert, attitudes regarding disciplinary guidance that can be applied by teachers are humanization (guidance), negotiation (consequences, and behavior modification.⁴

Discipline is a direction to train and shape someone to do something that is better approved by the group. Discipline is closely related to the order or norms that exist in social life.⁵ With discipline, a person can comply with applicable laws and regulations so that a conducive life and behavior can be created in accordance with what many people expect.⁶ The school environment makes a major contribution to learning achievement. The condition of a conducive school environment will create calm and comfort in learning so that it will run well, easily, and can master the subject matter optimally.⁷ Students and other school members who behave in a disciplined manner and have character in it which are carried out continuously will have a major influence on the school environment so that they have a characteristic of school

¹ Philip C. Van Der Westhuizen, Izak Oosthuizen, and C. C. Wolhuter, "The Relationship between an Effective Organizational Culture and Student Discipline in a Boarding School," *Education and Urban Society* 40, no. 2 (2008): 205–24, <https://doi.org/10.1177/0013124507303992>.

² Andrea Kunze and Teomara Rutherford, "Students' Discipline Specific Perceptions of Learning Practices," *International Journal of Teaching and Learning in Higher Education* 2022 33, no. 2 (2022): 153–67.

³ Linnt Beldina Ayako Namai and Beatrice Manyasi, "Effectiveness of Guidance and Counseling Procedures in the Development of Values among Learners in Public Secondary Schools in Nakuru County, Kenya," *EPR4 International Journal of Multidisciplinary Research (IJMR)* 5, no. 11 (2019): 45–56, <https://doi.org/10.9790/1959-0903023139>.

⁴ Masthurhah Ismail, Puteri Rohani Megat Abdul Rahim, and Muhammad Sufi Mohamad Yusoff, "Educational Strategies to Develop Discipline among Students from the Islamic Perspectives," *Procedia - Social and Behavioral Sciences* 107 (2013): 80–87, <https://doi.org/10.1016/j.sbspro.2013.12.402>.

⁵ Aleksandra Aszkielowicz and Andrzej Ładyżyński, "From Guidance to Counseling. Theoretical Achievements and Research Areas of Sub-Discipline," *Studia z Teorii Wychowania* XI(2(31)) (2020): 121–41, <https://doi.org/10.5604/01.3001.0014.3652>; Melissa Warr and Richard E. West, "Bridging Academic Disciplines with Interdisciplinary Project-Based Learning: Challenges and Opportunities," *Interdisciplinary Journal of Problem-Based Learning* 14, no. 1 (May 29, 2020), <https://doi.org/10.14434/ijpbl.v14i1.28590>.

⁶ Asmaun Sahlan, "Enhancement of Culture in Education: Research on Indonesian High School," *Procedia - Social and Behavioral Sciences* 143, no. 1 (2014): 117–21, <https://doi.org/10.1016/j.sbspro.2014.07.371>.

⁷ Amanda L. Sullivan, Ethan R. Van Norman, and David A. Klingbeil, "Exclusionary Discipline of Students with Disabilities: Student and School Characteristics Predicting Suspension," *Remedial and Special Education* 35, no. 4 (2014): 199–210, <https://doi.org/10.1177/0741932513519825>.

culture. Discipline will create a good school image and prepare future students. The implementation of effective discipline in schools is the key for students on their way to maturity.⁸

The majority of Thailand's population is Theravada Buddhist where Buddhism is also the official state religion. Meanwhile, a small number of others embraced Islam and Confucianism. Although in Thailand Islam is a minority religion whose population is less than five percent of Thailand's population, Islam in Thailand is a fast-growing minority and is the largest minority after Confucianism. The majority of the Muslim population in Thailand is in the southern region, namely in the Provinces of Pattani, Yala, Narathiwat, Songkhla, Satun, Krabi, and Phatthalung. The area is directly adjacent to the state of Malaysia where the population consists of ethnic Malays.

Even though it is in a predominantly Buddhist environment, Thayaiwittaya School Khuang Lang Hatyai Songkhla South Thailand is an Islamic-based private school that implements a boarding school system. This school has several levels ranging from *anuban* to *upper mathayum*. The boarding school environment is expected to be able to apply high discipline to students and teach tolerance between religious communities who are in non-Muslim majority areas. The educational curriculum, it combines the royal curriculum (academic) with the religious curriculum (Islamic). The Ministry of State Education of Thailand includes the Malay language curriculum as one of the subjects in the Islamic education curriculum.⁹ The language of instruction for the subjects of the academic curriculum is the Thai language. The language of instruction for the subjects of the Islamic curriculum uses Malay and Arabic. The teachers are not only Muslim teachers but Buddhist teachers who also look after the teaching staff at Thayaiwittaya School Khuang Lang Hatyai Songkhla, Southern Thailand.

Field data about the importance of discipline for students as research conducted by there was a positive and significant effect of information services and personal guidance on student discipline meaning that the better information services and personal guidance provided to participants students will affect the increase in student discipline.¹⁰

Discipline in the school is a function of the administration and therefore the principal as a leader must have a clear policy of what he/she wants for the school to ensure successful management of the school.¹¹ Discipline should not be a way to control students, but a process of education to improve and perfect behaviour, aimed at obedience to rules based on self-control and self-discipline: discipline can be assessed by the degree of academic achievement or students' behaviour.¹² Academic discipline may mean handing in homework on time, being attentive in class, preparing fully for examinations and other activities related to academic

⁸ Jamie Manoley, Anna Sullivan, and Roger Slee, "The Datafication of Discipline: ClassDojo, Surveillance and a Performative Classroom Culture," *Learning, Media and Technology* 44, no. 1 (2019): 36–51, <https://doi.org/10.1080/17439884.2018.1558237>.

⁹ Phaosan Jehwae, Universitas Fatoni, and Thailand Selatan, "Dilema Bahasa Melayu Sebagai Bahasa Pengantar Pembelajaran Di Pondok Pesantren Patani Thailand Selatan," *Ta'dib* XIX, no. 02 (2014): 265–78.

¹⁰ Jehwae, Fatoni, and Selatan.

¹¹ Maithreyi Gopalan and Ashlyn Aiko Nelson, "Understanding the Racial Discipline Gap in Schools," *AERA Open* 5, no. 2 (2019): 1–26, <https://doi.org/10.1177/2332858419844613>.

¹² D. Osher et al., "How Can We Improve School Discipline?," *Educational Researcher* 39, no. 1 (2010): 48–58, <https://doi.org/10.3102/0013189X09357618>.

pursuits.¹³ Behavioural discipline, however, is different and should be dealt with differently. The school code of conduct normally spells out the ways a student is expected to behave while in school.¹⁴

Research questions are designed as follows: How is the development of the disciplinary culture of students in the religious field at Thayaiwittaya School Khuang Lang Hatyai Songkhla Southern Thailand? How is the development of discipline culture of students in the scout extracurricular field at Thayaiwittaya School Khuang Lang Hatyai Songkhla Southern Thailand? How is the development of a discipline culture for students in school rules at Thayaiwittaya School Khuang Lang Hatyai Songkhla Southern Thailand? As this study clearly indicated, its purpose, is to describe the the development of a culture of discipline at Thayaiwittaya School Khuang Lang Hatyai Songkhla Southern Thailand.

Discipline in the religious field not only to enrich the minds of students with religious knowledge alone, but to elevate morals, train and enhance spirit, respect spiritual and humanitarian values, teach honest and moral attitudes and behavior, and prepare students to live a simple and clean heart. Islamic Education expected to be the basis of moral, spiritual and motivation in the development of other fields of science, so as to produce graduates who believe and fear God Almighty, noble character, full personality and a sense of community and national responsibility.¹⁵

Religious activities carried out by schools as institutions that are committed to developing a religious culture in schools that must be followed by all school members are carried out in the form of: a) Reading the al-Quran for 5 to 10 minutes before the first lesson, b) Praying Islamic at the beginning and end of the lesson, c) Carrying out the midday prayers in congregation, d) Getting used to investing on Fridays, e) Getting used to the 3 S (Smile, regarding, Greeting).¹⁶

Scouting skills are material about scouting obtained by a scout member from the attended activities.¹⁷ These skills become the provision of practical knowledge that is ready to be used at any time. Mastery of these skills is adjusted to some things. They are ages of scout members, the length of scout members who are following the scouting activities, and the quality of the scoutmaster in providing material about scouts. Scouting skills are a must for the students.

¹³ Sylvia Y. C. L. Kwok and Siqi Fang, "A Longitudinal Study of the Impact of Parental Discipline on Wellbeing among Primary School Students in China: The Roles of School Attachment and Growth Mindset," *Child Abuse & Neglect* 124 (February 1, 2022): 105435, <https://doi.org/10.1016/j.chiabu.2021.105435>; Binti Maunah, "Model of Students' Academic and Non-Academic Behaviours in Improving Learning Achievement and Discipline at Nurul 'Ulum Modern Pesantren in Malang," *Jurnal Pendidikan Islam* 5, no. 2 (December 16, 2016): 387–411, <https://doi.org/10.14421/jpi.2016.52.387-411>.

¹⁴ Kirti Goyal, Satish Kumar, and Jing Jian Xiao, "Antecedents and Consequences of Personal Financial Management Behavior: A Systematic Literature Review and Future Research Agenda," *International Journal of Bank Marketing* 39, no. 7 (January 1, 2021): 1166–1207, <https://doi.org/10.1108/IJBM-12-2020-0612>; Pilar Martín-Hernández et al., "Fostering University Students' Engagement in Teamwork and Innovation Behaviors through Game-Based Learning (GBL)," *Sustainability* 13, no. 24 (January 2021): 13573, <https://doi.org/10.3390/su132413573>.

¹⁵ Siti Hawa Lubis, "Islamic Religious Education (Pai) Learning Management in the Formation of Student Characters At State Senior High School I of Panyabungan," *International Journal on Language, Research and Education Studies* 2, no. 3 (2018): 369–80, <https://doi.org/10.30575/2017/ijlres-2018091206>.

¹⁶ Ermis Suryana et al., "Pembinaan Keberagamaan Siswa Melalui Pengembangan Budaya Agama Di Sma Negeri 16 Palembang," *Ta'dib XVIII*, no. 02 (2013): 169–92.

¹⁷ Mislia Mislia, Alimuddin Mahmud, and Darman Manda, "The Implementation of Character Education through Scout Activities," *International Education Studies* 9, no. 6 (2016): 130, <https://doi.org/10.5539/ies.v9n6p130>.

Society assumes that every member of the scout certainly has knowledge and skills that can be used as a basis to solve all the problems in daily life. In order to meet these needs, Scoutmaster is required to have a set of scouting knowledge that can be applied to the students. Scouting skills in the realm of development can be grouped into five.

Guidelines for the implementation of character education in schools were explained that in the implementation of character education through the Scout program, there are some factors that play a role and support the effectiveness of the implementation of character education. They were students, scoutmaster competencies, teacher supports, infrastructure, financing, parental support, and the role of coaches. Cultivating a culture of school rules could go through four efforts, namely habituation, exemplary, disciplinary environment, and socialization.¹⁸ The regulations would run smoothly, inseparable from two things, namely "punishment or sanctions and rewards or rewards". Of course, these two things could be done through a system called the points system. A point system was enforced in school rules. Each rule was given different points according to the degree of minority and magnitude of the violation.

RESEARCH METHODS

This research was qualitative research. There are six characteristics of qualitative research. The first is having a natural setting as a data source directly. Besides, the researcher becomes a key instrument. The second is describing the situation and the views of the research object descriptively. The third is more concerned with processes than results. Fourth, it tends to analyse the data inductively. Fifth, the meaning is essential. Sixth, the data is in the form of words and actions, and it is not a number.¹⁹ The researchers selected this method because they assume that the question of this research will be easy to be answered with this method.

This research was conducted at Thayaiwittaya School Khuang Lang Hatyai Songkhla Southern Thailand. There are two data resources in this research namely primary and secondary data. There were some research instruments. They were interview guidelines, observation guidelines, and documentation guidelines. The data of this research were collected through observation, interview, and documentation. The data were analysed descriptively. It was conducted through three grooves activities namely, data reduction, data presentation, and conclusion or verification²⁰, Furthermore, to ensure credibility of the data, this study used triangulation techniques.²¹

¹⁸ Siti Suwaibatul Aslamiyah, "Implementasi Tata Tertib Sekolah Dalam Penanaman Budaya Disiplin Siswa," *TALIM: Jurnal Studi Pendidikan Islam* 3, no. 2 (2020): 183–94, <https://doi.org/10.52166/talim.v3i2.2053>.

¹⁹ Barbara DiCicco-Bloom and Benjamin F. Crabtree, "The Qualitative Research Interview," *Medical Education* 40, no. 4 (2006): 314–21, <https://doi.org/10.1111/j.1365-2929.2006.02418.x>.

²⁰ Ellie Fossey et al., "Research *," 2002.

²¹ John W. Creswell, *Qualitative Inquiry and Research Design: Choosing Among Five Approaches* (SAGE Publications, 2012); Sugiyono Sugiyono, "The Evaluation of Facilities and Infrastructure Standards Achievement of Vocational High School in the Special Region of Yogyakarta," *Jurnal Penelitian Dan Evaluasi Pendidikan* 25, no. 2 (December 31, 2021): 207–17, <https://doi.org/10.21831/pep.v25i2.46002>.

RESULT

The Development of Discipline Culture of Students in the Religious Field at Thayaiwittaya School Khuang Lang Hatyai Songkhla Southern Thailand

The teacher who teaches religious subjects at the Thayaiwittaya School graduated from Middle Eastern universities such as Egypt, Sudan, Turkey, and there was one religion teacher who graduated from Indonesia who had previously stayed at the Darussalam Gontor Modern Islamic Boarding School. While academic teachers were usually teachers who teach in the Islamic curriculum are called *ustadz* or *ustadzab*, while those who teach in the academic curriculum are called *kebru*, *ajarn*, or teacher. There are generally eight different subjects that fall under Islamic studies in Islamic Private School Southern Thailand. The list of the subjects includes al-Quran and its Exegesis (*Tafsir*), the Prophetic traditions (*al-Hadith*), Islamic Faith (*Aqidah*), Islamic Jurisprudence (*Fiqh*), Islamic History (*Tarikh*), Islamic Ethics (*Akhlak*), the Arabic and Malay languages.²²

On the other hand, the presence of non-Muslim particularly Buddhist teachers in the Islamic schools and the intensive interactions that have occurred between them and Muslim students and teachers did not easily delete the feeling of prejudice and, to some extent, feeling threatened. Every students who meet Buddhist teachers must continue to say the greeting "*Sawadbikha / Sawadbikap*" as a form of tolerance. Every morning teachers who were not in charge of accompanying students in the ceremony must follow the *balaqah*. Studies related to religious material sourced from al-Quran and Hadith. Which usually would be conveyed to students while in class before starting learning. The goal was to increase faith.²³

There was no attachment for students studying at Thayaiwittaya School to attend the boarding school, only students whose homes was far away (different provinces or districts) were required to attend the boarding school. They also studied the Malay *Jami* book which reads accompanied by the *ustadz* or *ustadzab* who live in the dormitory.²⁴ Every morning all students read Asmaul Husna after the flag ceremony before entering their respective classes. Besides they must perform the Dhuhur and Asr prayers in congregation accompanied by the teacher. The teacher who accompanies students to perform congregational prayers varies because the schedule has been made. There must be assistance from several teachers for students in carrying out Dhuhur and Asr prayers in congregation at school.

²² Raihani et al., "Delivering Islamic Studies and Teaching Diversity in Southern Thai Islamic Schools," *Al-Jami'ab* 54, no. 1 (2016): 123–46, <https://doi.org/10.14421/ajis.2016.541.123-146>.

²³ Sapriya K. Birk et al., "Perceptions of Child Physical Discipline among Burmese Migrants Living in Mae Sot, Thailand," *Social Sciences & Humanities Open* 4, no. 1 (January 1, 2021): 100234, <https://doi.org/10.1016/j.ssaho.2021.100234>.

²⁴ Chatia Hastasari, Benni Setiawan, and Suranto Aw, "Students' Communication Patterns of Islamic Boarding Schools: The Case of Students in Muallimin Muhammadiyah Yogyakarta," *Helijon* 8, no. 1 (2022): e08824, <https://doi.org/10.1016/j.helijon.2022.e08824>; Muhammad Anas Ma'arif, Muhammad Mujtaba Mitra Zuana, and Akhmad Sirojuddin, "Improving Islamic Self-Motivation for Professional Development (Study in Islamic Boarding Schools)," in *Supporting Modern Teaching in Islamic Schools* (Routledge, 2022).



Figure 1. Prayers in Congregation

The Development of Discipline Culture of Students in the Scout Extracurricular Field at Thayaiwittaya School Khuang Lang Hatyai Songkhla Southern Thailand

Scout activities could provide valuable provisions for the creation of a strong young generation. Because, this extracurricular activity is able to educate children in forming discipline. Being disciplined was very necessary for the realization of a good learning process. Learning with directed discipline could avoid feeling lazy and arouse students' enthusiasm in learning, which in turn will be able to increase students' learning abilities. Discipline is the key to success and success. Therefore scout extracurricular activities were very important so that students accustomed to being educated with a disciplined attitude.²⁵

One of the scout extracurricular scouting has an important role in improving the discipline character of students. Scouting activities do not only study lines, semaphores or ciphers, but in scout extracurricular activities, there are various types of education taught, one of which is religion, health, the environment, social activities and so on. Scout extracurricular also teaches students the importance of being punctual in their daily activities. On time was a simple example that needs to be instilled early on with students.

Discipline in scouting activities is shown by students by always being present in scouting activities on time so that students can be role models for others. This was supported by a schedule of scouting activities conducted during school hours and the day is determined by the school on Thursday. Even in scouting activities, students show a disciplined attitude by carrying out assignments on time in accordance with the agreement with the Scout coach. Facts related to the field of scout qualifications and competencies in this school show that they have met the qualification requirements. They have a scout builder certificate. Regarding the competence of scout coaches, from the results of interviews and facts in the field it was known that the competence of the coach was in accordance with the requirements. They

²⁵ Melyani Sari Sitepu, Juli Maini Sitepu, and Satrio Wicaksono, M.Pd, "Effect of Scouting Extracurricular Toward Character Values of Students at SDN Gedanganak 01 District East Ungaran, Semarang Regency," *Tadulako Social Science and Humaniora Journal* 2, no. 1 (2021): 01–07, <https://doi.org/10.22487/sochum.v2i1.15564>.

were competent in educating, personality, and social interactions. In addition, in physical training, they usually train directly at the army headquarters.²⁶



Figure 2. Scout Extracurricular

At Prathom Thayaiwittaya School, PSU (Prince of Songkhla University) Pattani also collaborates to carry out English Camp and students are required to take part in it to improve students' English language skills. This activity was held at the end of the semester after students have finished carrying out the exam. This statement is reinforced by (Rainab, 2018) training is usually held every two months at the Askar headquarters in Songkhla. And at the end of the semester, before the semester exams are held, camping is usually held at the Songkhla Zoo. Every Thursday students must always use the full Scout attribute. If they do not use the complete attribute would be penalized, namely reading *istighfar* 100 times.

²⁶ Chrysi Rapanta et al., "Online University Teaching During and After the Covid-19 Crisis: Refocusing Teacher Presence and Learning Activity," *Postdigital Science and Education* 2, no. 3 (October 1, 2020): 923–45, <https://doi.org/10.1007/s42438-020-00155-y>; Muhammad Anggun Manumanoso Prasetyo and Muhammad Ilham, "Leadership in Learning Organization of Islamic Boarding School After Covid-19 Pandemic," *Tafkir: Interdisciplinary Journal of Islamic Education* 3, no. 2 (August 22, 2022): 163–80, <https://doi.org/10.31538/tijie.v3i2.175>.



Figure 3. English Camp

The Development of Discipline Culture of Students in School Rules at Thayaiwittaya School Khuang Lang Hatyai Songkhla Southern Thailand

The existence of rules serves as a tool to shape student discipline. Discipline was a condition in which the attitudes, appearance and behavior of students in accordance with the system of values, norms, and provisions that apply in schools and in the classroom wherever they are ²⁷. Cultivating a culture of school rules could go through four efforts, namely habituation, exemplary, disciplinary environment, and socialization.²⁸

At Prathom Thayaiwittaya School apart from the rules of conduct following the rules of the kingdom, besides that there are also additions that are adapted to the school environment. Students are not allowed to bring cellphones to school, every day the girls students should bring mukenah, and men should bring sarongs. In every class there must be a slogan, which is to do the job clearly. To maintain the cleanliness of the school area students are not allowed to use shoes whether they are in class. So, all shoes must be placed on a shelf because each class has a shoe rack. In addition, students may not scribble on the table using liquid.

Each teacher has a pink card that is used when students want to ask permission to leave the classroom during the teaching and learning process taking place in the classroom, for example students who want to go to the toilet must bring a pink card. One pink card can only be used for one student. If other students want permission to go to the bathroom, they also have to wait for the first student to return to class first, then they may leave. The function of this Pink Card is to discipline students in the learning process so that no one goes in and out of class without the permission of the teacher. If students were caught leaving the class by the picket teacher during class hours and do not bring a pink card, they will be punished.

²⁷ Sandra M. Way, "School Discipline and Disruptive Classroom Behavior: The Moderating Effects of Student Perceptions," *Sociological Quarterly* 52, no. 3 (2011): 346–75, <https://doi.org/10.1111/j.1533-8525.2011.01210.x>.

²⁸ Aslamiyah, "Implementasi Tata Tertib Sekolah Dalam Penanaman Budaya Disiplin Siswa."

Discipline culture in school rules at Thayaiwittaya School Khuang Lang Hatyai Songkhla Southern Thailand by providing an example by teachers to students by leaving early and welcoming students in front of the main gate, every morning you must carry out a flag ceremony if it is too late to be hit sanctions, every citizen in the school environment who is carrying out activities when listening Thai National Anthem must stop and stand as a form of respect, students who leave the classroom during the learning process must bring a pink card, a point system for those who violate the rules which is supervised by deputy head of student affairs (Panaree, 2018). The regulations would run smoothly, inseparable from two things, namely "punishment and rewards". Of course, these two things can be done through a system called the points system²⁹. A point system was enforced in school rules. Each rule was given different points according to the degree of minority and magnitude of the violation.

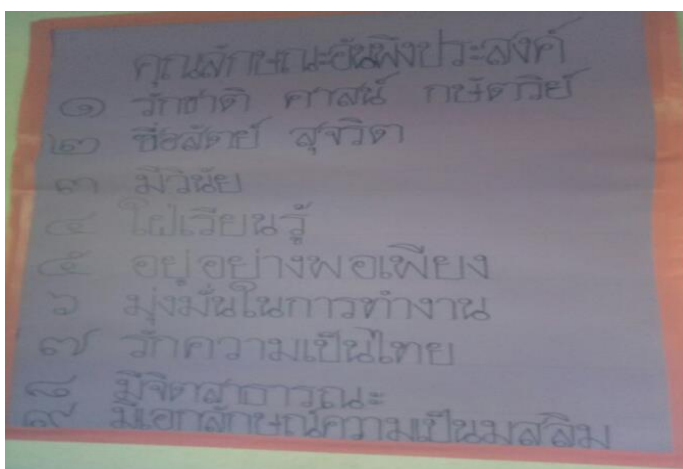


Figure 4. School Rules at Prathom Thayaiwittaya School

DISCUSSION

Exemplary in the religious field at Prathom Thayaiwittaya School, namely the teacher sets an example by holding Dhuhur and Asr prayers in congregation at school even though it is not on schedule to accompany students in carrying out congregational prayers, meeting with non-Muslim (Buddhist) teachers greeting each other and tolerant one another, come to school on time. Educators are the best examples in the view of children who will be imitated in their actions, and their manners, whether they realize it or not, are even imprinted in the soul and feelings of a picture of the educator, whether in speech or deed, whether material or spiritual, known or unknown. Exemplary in education was the most influential influence to ensure success in preparing and forming moral, spiritual, and social.³⁰

Habits carried out in the religious field at Prathom Thayaiwittaya School, namely getting used to saying greetings when meeting teachers, saying *Masya Allah* when students see the abilities of other students who show talent, getting used to praying before and after eating,

²⁹ Decoteau J. Irby, "Trouble at School: Understanding School Discipline Systems as Nets of Social Control," *Equity and Excellence in Education* 47, no. 4 (2014): 513–30, <https://doi.org/10.1080/10665684.2014.958963>.

³⁰ Ade Abdul Muqit and Abu Maskur, "Qiro'ah | Vol. 12 No. 1 2022," *Qiro'ah* 12, no. 1 (2022): 1–15.

reading prayers at the beginning of learning where each class prays the opening was different, it was continued by reading Al-Quran and at the end of the lesson it ends by praying. This habituation was important in Islamic religious education because with this habituation it was hoped that students would practice their religious teachings. Both individually and in groups in everyday life.³¹ Through habituation, awareness would be born in each individual student to have a religious culture. With this, the morale of students would be formed. Religious education as a condition for the formation of moral values (formation of affection).³²

The development of an extracurricular discipline culture for Prathom Thayaiwittaya School Khuang Lang students, Hatyai, Songkhla, Southern Thailand, namely providing motivation to improve skills and train discipline which was held at the *Askar* headquarters. Besides that, they also taught preparation for marching, getting to know the flag symbols of ASEAN countries, planting plants at school, and cleaning the schoolyard. In upholding and improving discipline requires motivation in a person both intrinsically and extrinsically.³³ Education and training as one of the important factors in forming character and developing discipline.³⁴ Because there are some rules or procedures that must be followed by students. For example training movement complying with provisions or regulations, educating people to get used to living in groups, fostering a sense of loyalty, close cooperation and so on. Responsibility was needed for students as an action or response from each individual to the use of the rights and obligations that have been given so that a sense of responsibility arises with what has been received.³⁵

The development of a disciplined culture of school rules at the Prathom Thaiyawittaya School, namely set an example or role model, namely by arriving on time at school, give advice or advice to students in every learning process so that they always obey school rules, every day students must carry out class pickets and do the assignments given by the teacher properly and submit assignments in a timely manner, students who are allowed to leave class must bring a pink card, wear uniform according to the day set by the school, before learning begins during the ceremony the teacher gives motivation to students. Every teacher always provided motivation that was tucked in at every opportunity, give a warning or punishment if there were students who caught not obeying school rules.³⁶ Exemplary was the most powerful way to

³¹ Kana Safrina Rouzi et al., "Establishing an Islamic Learning Habituation Through the Prophets' Parenting Styles in the New Normal Era," *International Journal of Islamic Educational Psychology* 1, no. 2 (December 19, 2020): 101–11, <https://doi.org/10.18196/ijiep.v1i2.9638>.

³² A Wandi, "Implementasi Program Keagamaan Dalam Membentuk Karakter Disiplen Peserta Didik Di SDIT Istiqomah Lembang," *Tarbawi Jurnal Pendidikan Agama Islam* 05, no. 01 (2019): 9–25.

³³ Sri Fuji Lestari, Heri Yusuf Muslih, and Yusuf Suryana, "Motivasi Siswa Sekolah Dasar Mengikuti Ekstrakurikuler Olahraga Ditinjau Dari Motif Berprestasi," *Indonesian Journal of Primary Education* 3, no. 2 (2019): 100–106, <https://doi.org/10.17509/ijpe.v3i2.22106>.

³⁴ Nurdin Nurdin, Jahada Jahada, and Laode Anhusadar, "Membentuk Karakter Melalui Kegiatan Ekstrakurikuler Pramuka Pada Anak Usia 6-8 Tahun," *Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini* 6, no. 2 (2021): 952–59, <https://doi.org/10.31004/obsesi.v6i2.1603>.

³⁵ Mahitsa Dandi and Nurhidayat Nurhidayat, "Analisis Tingkat Kedisiplinan Siswa Dalam Mengikuti Kegiatan Ekstrakurikuler," *Jurnal Porkes* 5, no. 1 (2022): 272–82, <https://doi.org/10.29408/porkes.v5i1.5739>.

³⁶ Fantika Febry Puspitasari, Ahmad Sulaiman, and Supriyanto Supriyanto, "The Integrated Islamic School's Characteristics and Strategies for Human Resource Supervision," *Nidhomul Haq : Jurnal Manajemen Pendidikan Islam* 5, no. 3 (November 21, 2020): 304–20, <https://doi.org/10.31538/ndh.v5i3.821>; Clint-Michael Reneau, "Cultivating a Culture of Care Through Both/and Leadership," *Journal of College and Character* 22, no. 1 (February 1, 2021): 81–86, <https://doi.org/10.1080/2194587X.2020.1860777>.

develop a child's personality, because the teacher was the main example of students in the school environment.³⁷ Therefore a teacher must set a good example for his students through morals, worship, and how to interact with students.³⁸ School rules have a very close relationship with learning discipline, because discipline will increase if school rules go well. The better the rules that apply at school, the better the discipline in the student learning process. With the existence of school rules, indirectly students are faced with teaching and learning discipline.³⁹

CONCLUSION

Development of a culture of discipline at the Thayaiwittaya School Khuang Lang Hatyai Songkhla Southern Thailand in the religious field by doing habituation to increase faith and belief, role model, and advice. There are some scout skills doing camping, doing physical training at the Thai army headquarters, able to shape the students' character such as thoroughness, patience, cooperation, responsibility, social care, courage, confidence, perseverance, creative, religious, patriotism, environmental awareness, independence, discipline, curiosity, and hard work. Development of a culture of discipline in the school rules at Thayaiwittaya School Khuang Lang Hatyai Songkhla Southern Thailand is a teacher who provides an example or an example by coming on time, giving advice or exhortation, giving motivation every odds. For the further research can use mix method to deep the research. Future studies can use mix method to deep the research, it's crucial to look at how other school rules and/or programs affect how alternative approaches are perceived and how their application addresses racial inequities in discipline.

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³⁷ Andri Kautsar and Johan Edi, "Pendidikan Karakter Religius, Disiplin Dan Bakat Melalui Penigkatkan Kualitas Sarana Prasarana Sekolah," *JMKSP (Jurnal Manajemen, Kepemimpinan, Dan Supervisi Pendidikan)* 2, no. 2 (2017): 259–78, <https://doi.org/10.31851/jmksp.v2i2.1475>.

³⁸ Yerke Kartabayeva, Bakytkul Soltyeva, and Ainura Beisegulova, "Teaching Religious Studies as an Academic Discipline in Higher Education Institutions of Kazakhstan," *Procedia - Social and Behavioral Sciences* 214, no. June (2015): 290–96, <https://doi.org/10.1016/j.sbspro.2015.11.648>.

³⁹ Maya Sari and Agus Irianto, "Pengaruh Dari Pematuhan Tata Tertib Sekolah Dan Keikutsertaan Siswa Dalam Ekstrakurikuler Pramuka Terhadap Disiplin Siswa Dalam Belajar Pada Siswa SMA Swasta Akreditasi A Di Kota Padang," *Jurnal Ecogen* 3, no. 1 (2020): 1, <https://doi.org/10.24036/jmpe.v3i1.8480>.

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