

RINGKASAN

Ritual pendisiplinan siswa merupakan serangkaian tindakan yang dijalankan secara teratur untuk memastikan ketaatan siswa terhadap tata tertib. Selama ini tata tertib sering kali hanyalah berwujud lembar tulisan yang diwariskan secara turun temurun. Siswa kurang terlibat dalam perumusan tata tertib. Di sisi lain, Pelanggaran terhadap tata tertib masih sering dijumpai di sekolah. Hal ini terjadi karena masih banyak siswa kurang memahami dan menganggap sepele tata tertib.

Penelitian ini dilakukan dengan metode kualitatif di salah satu SMAN 1 Wangon. Penelitian ini menggunakan metode kualitatif untuk mendeskripsikan proses pendisiplinan dalam penegakan tata tertib. Data dikumpulkan melalui wawancara, observasi, dan dokumentasi. Sasaran penelitian ditentukan secara purposif, yaitu kepala sekolah, wakil kepala sekolah, wali kelas, guru BK, dan siswa. Validasi data yang digunakan yaitu metode triangulasi sumber.

Hasil penelitian ini menunjukkan bahwa tata tertib dirumuskan bersama oleh waka bidang kesiswaan, pengrus OSIS & MPK, ketua kelas melalui forum revisi tata tertib. Tata tertib yang telah dirumuskan dan disepakati bersama kemudian disosialisasikan kepada siswa. Merujuk pada mekanisme pendisiplinan Foucault, SMAN 1 Wangon menerapkan mekanisme pendisiplinan berikut: 1) pengawasan terhadap siswa, meliputi: pengawasan siswa saat jam kedatangan, pengawasan siswa di kelas menggunakan CCTV, pengawasan siswa oleh Pokja, praktik razia siswa, dan penerapan sistem poin. 2) Normalisasi ketentuan sekolah terhadap siswa. Tata tertib mengatur waktu, aktivitas, perilaku, penampilan, ucapan yang dianggap sopan, serta barang-barang yang boleh dibawa siswa ke sekolah. 3) Mekanisme penilaian atas kepatuhan dengan pemberian penghargaan serta hukuman kolektif, berupa predikat kelas disiplin dan tidak disiplin.

Sekolah mejadi institusi yang dipayungi oleh berbagai kepentingan. Sekolah menjadi alat negara untuk menjadikan warga negara yang taat terhadap aturan negara. Sekolah menghasilkan tubuh patuh untuk kepentingan industri yaitu tempat untuk menyiapkan tenaga kerja. Sekolah menjadi tempat pelanggaran kekuasaan melalui berbagai mekanisme yang tidak disadari siswa. Siswa diawasi secara ketat terutama dengan penggunaan CCTV. Pengawasan ketat ini membatasi ruang gerak siswa layaknya narapidana. Pendisiplinan masih menuai kontra seperti pendisiplinan rambut dan pemakaian gawai. Meskipun demikian, berbagai mekanisme pendisiplinan terutama hukuman sebagai konsekuensi dari pelanggaran tata tertib tetap diterima dan dijalankan.

Sekolah perlu untuk menerapkan disiplin positif kepada siswa. Disiplin positif menciptakan ruang dialogis bagi siswa, memahami motif dibalik tindakan siswa, mengingatkan kembali kesepakatan kelas yang telah dibuatnya, dan mencari solusi bersama sesuai dengan harapan siswa itu sendiri.

Kata Kunci: Disiplin, Tata Tertib, Siswa

SUMMARY

Disciplinary rituals for students are a series of regularly conducted actions to ensure students' compliance with regulations. Thus far, regulations often exist in the form of handed-down written sheets. Students are less involved in formulating regulations. On the other hand, violations of regulations are still frequently encountered in schools. This occurs because many students lack understanding and tend to trivialize regulations.

This research was conducted using a qualitative method at one of the SMA N 1 Wangon high schools. The qualitative method was employed to describe the disciplinary process in enforcing regulations. Data were collected through interviews, observations, and documentation. The research targets were purposively determined, including the school principal, vice-principal, class guardians, guidance counselors, and students. The data validation used the triangulation source method.

The results of this research indicate that regulations are formulated collaboratively by the vice-principal for student affairs, OSIS & MPK executives, and class representatives through a regulation revision forum. The formulated and agreed-upon regulations are then socialized to the students. Referring to Foucault's disciplinary mechanism, SMA N 1 Wangon applies the following disciplinary mechanisms: 1) supervision of students, including monitoring students during departure times, monitoring students in classrooms using CCTV, monitoring by the disciplinary team, surprise student raids, and the implementation of a points system. 2) Normalization of school regulations for students. Regulations govern time, activities, behavior, appearance, polite speech, and items allowed to be brought to school. 3) Compliance assessment mechanism with the giving of awards and collective punishments, such as discipline and non-discipline class labels.

Schools serve as institutions sheltering various interests. Schools function as a state tool to mold citizens obedient to state rules. Schools produce compliant bodies for industrial purposes, serving as places to prepare the workforce. Schools perpetuate power through various mechanisms unbeknownst to students. Students are closely monitored, especially through the use of CCTV. This strict surveillance limits students' movements like prisoners. Discipline still faces resistance, such as hair and gadget regulations. However, various disciplinary mechanisms, especially punishments for violating regulations, are still accepted and enforced.

Schools need to implement positive discipline for students. Positive discipline creates a dialogic space for students, understands the motives behind their actions, reminds them of the class agreements they have made, and seeks solutions together in line with the students' own expectations.

Keywords: Discipline, Regulation, Students