Leadership and Management School in Controlling Discipline

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Abstract
Today, a variety of disciplinary problems hit school students. This problem should be addressed immediately to ensure the effectiveness of education, personal development and construction of student values. Disciplinary problems require serious attention and demanding teachers play a role in addressing this issue. Undeniably teachers play a role in helping to reduce discipline problems among students. Teachers can do this job either directly with troubled students through discussion or organize appropriate programs to address the problems of student discipline. In this context, the main purpose of the teacher is to change and adapt behavior to the behavior of students better.
Keywords: Discipline, Controlling model, Parent.

1.0 INTRODUCTION

Management is a process for planning, organizing, leading and controlling the efforts of organization members and other organizational resources to achieve the goals set. The leadership in Gonos and Gallo (2013) states that leadership is a dynamic process that can affect a person in a particular organization and can have an impact on the other members in order to meet group goals. Management and leadership are the two fields are closely related to each other. If viewed from the education, good management will be able to create a culture of strong leadership (Aziah, and Yaakob, 2006). This can be seen in the context of discipline in schools where discipline plays an important role towards creating appropriate behavior in order to ensure the completeness of the life of every student.

Discipline is an important component of the education system that is closely related to the discipline, ethics, morals and decency conditions. In particular, the discipline, including methods to prevent or respond to behavior problems so that they do not occur in the future (Slavin, 2009). The word discipline is one thing that is synonymous in our daily lives. It would mean so widespread that either positive or negative.

However it is often associated with issues affecting individuals or groups close to the community. What is being said now is the increasingly widespread discipline problems in schools involving students, especially high school students. Management is a process for planning, organizing, leading and controlling the efforts of organization members and other organizational resources to achieve the goals set. The leadership in Gonos and Gallo (2013) states that leadership is a dynamic process that can affect a person in a particular organization and can have an impact on the other members in order to meet group goals. Management and leadership are the two fields are closely related to each other. If viewed from the education, good management will be able to create a culture of strong leadership (Aziah, and Yaakob, 2006). This can be seen in the context of discipline in schools where discipline plays an important role towards creating appropriate behavior in order to ensure the completeness of the life of every student. Discipline is an important component of the education system that is closely related to the discipline, ethics, morals and decency conditions. In particular, the discipline, including methods to prevent or respond to behavior problems so that they do not occur in the future (Slavin, 2009).

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2.0 DICIPLENE

According to the House Dictionary, discipline means "exercise of thought and behavior that can control themselves and adhere to the discipline". Foucault (1977), state discipline is a form of surveillance and familiar practice required. His view of the school sebagi see a 'machine pedagogy' and disciplined students to comply with the regulations. In various ways, such as by having the discipline exercised timetable, pastoral systems, book return, rally, uniforms, exam, grading and so on.
 Mok Soon Sang (1995) argues; in the context of community, discipline means the rules agreed by the members for the creation of appropriate behaviors to ensure the completeness of their life in the community. While at the school level, the discipline is the rule imposed on the students in order to control their behavior through punishment or reward.

Olivia PF (1956) argues that discipline is self-control, external control, obedience to authority, and how to set rules or penalties. (Abdullah Sani, 2005: 45) Mok Soon Sang (1995) noted in the school, discipline is the

regulations imposed on the students in order to control their behavior through punishment or reward. (Mohd Ismail, 2006: 71)

Cabinet Committee Report, 1979, explains the discipline means a willingness to do something with the order, respecting the rights of others, practice good behavior and not disrupt the interests of others. (Abdullah Sani, 2006:1). This means to create and produce the human capital of excellence, glory and distinction must take control and exercise discipline among the students, because they are the frontier of next generation, as Prof. Dr. Yusuf Al-Qaradhwi, "When we want to see the face of the country in the future, look at today's younger generation."

Nowadays education has expanded rapidly than when the pre-Independent. Education in Malaysia prior to the arrival of the British was based on religion and education Islamic Institutions (madrasah) is a modern religious school at the time. Students are instilled with a strong religious education in students such as values, spiritually and physically to meet the challenges in the coming days (Ee Ah Meng, 1995).

3.0   MODEL DISIPLIN CLIFFORD EDWARDS & VIVIENNE WATTS

Edwards and Watts (2004) present a comprehensive taxonomy to explain the theory to various models of discipline. They describe three groups based discipline model relative degree of control over the group and their theoretical basis. The model was developed based on the philosophy of education and the appreciation of the theories of child development and discipline. The first group is seen as a theoretical model of discipline-based management and involves a high degree of teacher control and low levels of student autonomy. The second group is seen as a theory-based leadership where it assumes the development of the children is the best of social balance, and personal experience. In this case the 'rule' provides the best conditions for optimal growth and development. The third group is seen as a theory-based intervention is not the direction in which the child is seen as intrinsically capable of self-direction and self-actualization and involve a relatively high level of autonomy of students and the relatively low level of teacher control. Input implied here is a model of discipline is congruent and output implied good classroom discipline.
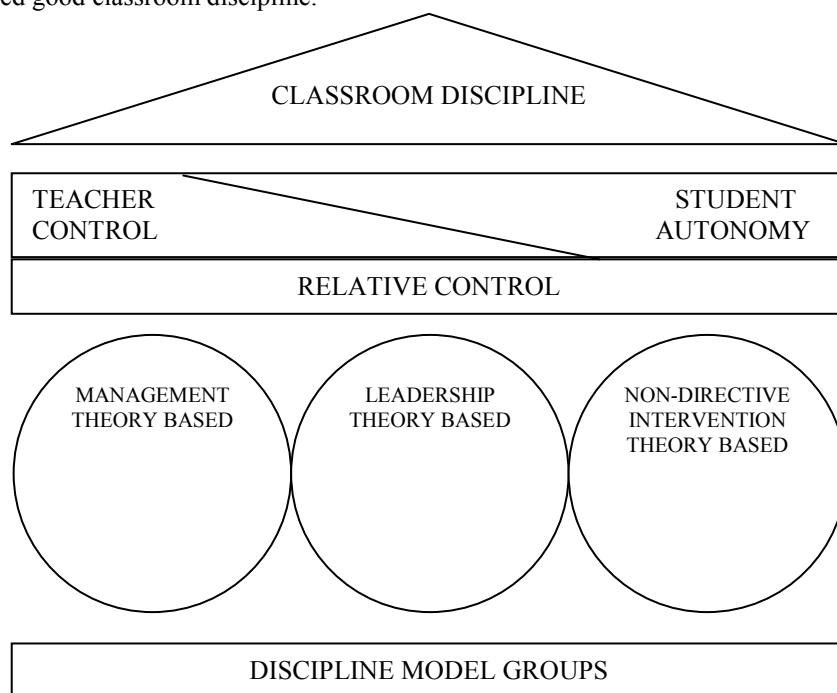

Diagram 1: Model discipline Edwards & Watts (2004)

4.0   DISCIPLINARY CONTROL PROGRAM IN DEVELOPED COUNTRIES

Bear (2012) carried out the research was a meta-analysis of studies on discipline. Among the findings that have been discovered by Bear (2012) are some of the disciplinary control programs that have been implemented and successfully reduce discipline problems. The program is as follows which is an alternative implementation of the school by the school leadership:

(a) Reality Therapy (Reality Therapy)

Is a program that was introduced by William Glasser (1965). The program involves the help of teachers to students to make a positive decision. In this case, the teacher will explain to the students about the decision taken and the effect will be accepted if the chosen decision. To achieve these goals, students

will be involved in the session, the meeting rules, methods of planning and implementing the agreement. However, some researchers such as Emmer and Aussiker (1989), Gottfredson (1989), and Hyman and Lally (1982) have found this program approach only modest impact on students.

(b) Positive Discipline (Positive Approach Discipline)

Program control of this discipline is based on Reality Therapy by Glasser (1965), which emphasizes the role of the teacher to develop the capacity of responsibility among students. In this program, students are taught to develop a clear vision, to provide students the opportunity to succeed and the notification of the school's expectations to produce a disciplined student. Thus researchers such as Allen (1981) supports these programs are implemented in schools because the program is the improvement of Reality Therapy program.

(c) Effectiveness of Teacher Training (Teacher Effectiveness Training)

The program distinguishes between the problems and the strategies to overcome the problems associated with students and teachers. They will be taught strategies to overcome difficulties and negotiation techniques. However, the benefits of this program are more of a teacher as Emmer and Aussiker (1989) states that teachers like the program because their behavior is influenced by the activities arranged. However, a positive impact on pupils was unclear due to the level of activity over the teacher.

(d) Transaction Analysis (Transactional Analysis).

In this program, students will be introduced to strategies problematic and training to identify problems and make changes to the problem. Through this program, counselling sessions will be conducted to identify the problem. Cobb and Richards (1983) found that the program is beneficial to students because there are many counselling sessions.

(e) Assertive Discipline (Assertive Discipline).

Disciplinary control program was introduced by Lee Canter (1973). The program is widely implemented in developed countries, particularly in the United States. It is asserted by Render, Padilla and Krank (1989) that more than one million teachers in the United States have received relevant training program. This program emphasizes teachers' rights to exercise control in a standard discipline to overcome discipline problems. Thus, students will explain the school's expectations for the discipline, students must follow the rules and punishment system where pupils misbehaving. Therefore, some researchers such as Emmer and Aussiker (1989), Gottfredson (1989), and Render, Padilla, and Krank (1989) have found the effectiveness of this program to improve school performance products increase the level of discipline.

(f) Adlerian Approach (Adlerian Approach)

This approach was introduced by Alfred Adler in 1933. Approach emphasizes methods to understand the cause of the problems faced by one and identify strategies to improve their behavior. At the same time identify methods to meet their needs. However, this approach has shown positive effects on the self, attitudes and self-control, but less positive impact on the overall behavior (Emmer & Aussiker, 1989).

(g) The Student Learning (Student Team Learning).

This approach is structure learning in a team. In other words, this approach is more focused on teaching than discipline strategies. This approach has a positive impact on student discipline problems (Conoley & Goldstein, 2004).

5.0   PARTIES INVOLVED IN THE CONTROL OF STUDENT DISCIPLINE

In order to control and curb discipline problems worsening, all parties must play a role to facilitate this mechanism in reducing discipline problems. The parties responsible for monitoring and participate in controlling the problem of discipline is: -

(a) Role Of The School

To overcome the problem of student discipline, the schools should play a major role. The school will take appropriate action on discipline problems in schools. The school discipline must function properly and in accordance with established procedures. Various programs must be held to address student disciplinary problems such as having students make up the program, student attitude, and student excellence in academics. In addition, the school may request the assistance of the Parent-Teacher (PIBG) in dealing with student discipline problems.

(b) Role Of The Ministry Of Education

The Ministry of Education also can take the necessary steps to address the problem of student discipline in schools. This is because the Ministry of Education has the authority to enact new regulations to improve student discipline problems. The Ministry of Education also must monitor the state of discipline in school at all times. Action Ministry of Education sought the cooperation of the police in

dealing with student discipline is a good action. In addition, the Ministry of Education should take firm action to the school administration is trying to hide the disciplinary problems in their schools.

(c) Role Of Parents

In addition, the parents should also help the school overcome discipline problems because students spend more time at home with their parents. Therefore, parents should give proper advice to their children to practice core values moral values in school and does not violate school rules. In addition, parents should ask their children about the problems faced by the school and try to help them to solve them.

(d) Role Of Students Self

In addition, students themselves must practice good values when they are in school. Among the values that should be practiced by the students are kind, tolerant and comply with school rules. If all students to practice moral values, there is no discipline problems at school. Students must also be aware of their responsibilities to the school and parents. In addition, a strong religious upbringing may help students practice good values in life.

6.0   CONCLUSION

The discipline is not something new. Discipline problems may be affirmed able to threaten the harmony and prosperity of the nation. Not only is that it also able to give a bad image to the country if the matter cannot be resolved immediately. The teachers and school management to play their role in inculcating discipline in schools. Therefore, the management and leadership is very important in developing a sense of belonging. School is a place for one's character development towards the better. Teachers play an important role in shaping the personality of students as well as impart knowledge. This is because teachers are role model for students. In addition, the role of parents is very important to educate and build character kids because most of the time they are supposed to with their parents. The school needs to share the limited time between a subject and in the same form of student discipline. The students themselves also have some self-awareness and self-discipline.

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