Analysis of factors affecting student discipline and ethics at MAS YPP Sukamiskin

Ade Resmi Ulfiah[1], Akbar Alfito Rochim[2], Afifah Fauzi Lestari[3], Ani Sabrina[4], Aji Setiaji[5]
[1,2,3,4,5]Universitas Islam Nusantara, Indonesia
[1]aderesmulfiah@uninus.ac.id [2]afifahfauzi@uninus.ac.id [3]akbaralfito@uninus.ac.id [4]anisabrina@uninus.ac.id,
[5]ajisetiaji@uninus.ac.id

Article Info	ABSTRACT
	This research aims to analyze the factors of discipline and ethics at MAS YPP Sukamiskin, which are relatively low, and ultimately provide solutions to the issues raised. It is hoped that this research will be beneficial for all parties in improving the discipline and ethics of every student at MAS YPP Sukamiskin. This study uses a quantitative method with a descriptive approach. Data were collected directly from 79 respondents who are students of MAS YPP Sukamiskin. Based on the research results, it was found that the level of student discipline is most influenced by the firmness of rules factor, contributing the highest variance of 24.616%. This includes three variables: sanctions with a loading factor of 0.902, security personnel with a value of 0.855, and the implementation of rules and regulations with a loading factor of 0.640. Additionally, the level of student ethics is most influenced by the education and morals instilled by parents, whether in the school environment, family environment, or community environment, contributing the highest variance of 22.509%. This includes four variables: moral and religious education with a loading factor of 0.838, the role of teachers and the principal with a loading factor of 0.661, the role of religious figures with a loading factor of 0.720, and the role of parents with a loading factor of 0.654.

INTRODUCTION

Education is a fundamental effort aimed at developing the full potential of individuals, preparing them to face various situations and challenges throughout their lives. As outlined in Law No. 20 of 2003 of the Republic of Indonesia concerning the national education system, Article 3 emphasizes that education plays a central role in nurturing students' abilities, shaping their character, and creating dignified human resources. Therefore, education is not merely about the transfer of knowledge but also about building strong moral foundations and character.

One of the key aspects of character formation is discipline. Discipline is a essential behavior that needs to be instilled in every student, as it helps guide them not only in academic pursuits but also in their personal and social lives. Education, after all, is not solely about imparting knowledge but also about shaping a student's overall character, and discipline is one of the core values that needs to be cultivated (Utami et al., 2022). According to Yekti (2017), discipline is an effort to prevent violations of mutually agreed provisions in carrying out activities so that punishment coaching on a person or group can be avoided.

In addition to discipline, ethics plays a vital role in ensuring a well-functioning society, particularly for students who are in the process of developing their moral compass. Ethics, as described by Amin, is a science that explains the distinction between good and bad, outlines what individuals should do in relation to others, and defines the goals that people should strive to achieve in their actions (Putra, 2020). Ethical behavior is essential for fostering respect, responsibility, and social harmony, and it is a key attribute that students must learn and apply throughout their lives.

However, in the current millennial era, many students are increasingly influenced by negative environmental factors that erode their values of discipline and ethics (Cindy & Mahariah, 2023). Exposure to various forms of inappropriate behavior such as truancy, bullying, and other immoral acts has contributed to a decline in student discipline and ethics (Welsh & Little, 2018). The growing presence of digital media and social networks often exacerbates these issues by promoting behaviors that are not conducive to moral development. As a result, students may become complacent and more prone to engage in uncommendable actions.

This is continuous with what happened when the researcher carried out Field Research Practice (PPL) activities at MAS YPP Sukamiskin, the researcher saw that there were problems with discipline and ethics, including during teaching activities where there were several students who disturbed other friends so that the atmosphere and teaching activities were not conducive, students who did not respect their teachers during teaching and learning activities.

The number of students who come to school late, students who skip or do not participate in teaching and learning activities, students do not respect their teachers as second parents at school, and the way students get along is not monitored by teachers, such as students hanging out with their friends which leads to a negative direction in the school environment. The problem of discipline and ethics still occurs, of course, it has a very significant impact on the development of students' identity both in the school environment and in the social environment, so that all MAS YPP Sukamiskin educators should make an action or effort to overcome discipline and ethics problems that occur in students.

Unarajan (cited in Husnul Hafifah & Usman, 2019) said that ethics and discipline are influenced by two factors, namely internal and external factors. (1) Internal factors are factors that come from the students themselves and can affect their learning discipline. (2) External factors are factors that come from the outside environment and can affect student learning discipline.

Cooperation between schools and students' families plays a crucial role in shaping students' personalities, instilling noble character, and fostering appropriate behavior in community life. Such collaboration enables better monitoring of students as they navigate socialization within both the family and school environments (Zakariyah & Hamid, 2020). However, ensuring students uphold high standards of discipline and ethics is far from easy. The increasingly complex social and technological landscape presents numerous challenges, often making it difficult to maintain consistent ethical behavior and discipline among students.

In the specific context of MAS YPP Sukamiskin, concerns have arisen regarding the relatively low levels of student discipline and ethics. These issues manifest in various ways, including a decline in respect for authority, adherence to school rules, and an overall weakening of moral values. The impact of this trend is far-reaching, affecting not only the students' personal development but also the broader school environment, academic performance, and long-term community engagement.

Rahayu & Lidinillah (2022) research shows that the factors that influence student discipline in learning during the co-19 pandemic include situations and conditions, environment, family, and lack of student awareness. Therefore, the efforts made by teachers to foster student discipline are by being firm, providing guidance, being a good example, and imposing sanctions and rewards. The results of Lestari & Miftakhul'Ulum (2020) research show that the form of student discipline in learning activities is included in the high criteria, however this is not directly proportional to student learning motivation which shows results that tend to be low.

This research seeks to identify the root causes of these problems. By understanding the key factors influencing student behavior, including both internal (personal or family-related) and external (school environment or peer influence) elements, the research aims to shed light on why discipline and ethics levels have declined. The ultimate goal is to offer actionable solutions that can be implemented by educators, families, and community leaders to enhance student discipline and ethical behavior. The findings of this study are expected to be beneficial to all stakeholders, including school administrators, teachers, parents, and policymakers, as they strive to cultivate an environment that promotes positive character development and responsible behavior among students. Addressing these issues is crucial to

fostering a generation that is not only academically proficient but also morally grounded and socially responsible.

RESEARCH METHODS

This research was conducted at MAS YPP Sukamiskin, Bandung City. The research population is 79 students of MAS YPP Sukamiskin with 42 grade 11 students, and 37 grade 10 students. This study uses a descriptive quantitative method. Descriptive methods are used to analyze data by describing or explaining the data that has been collected (Loeb et al., 2017). In this study, data from all existing variables are described, namely external factors and internal factors that affect the discipline and ethics of MAS YPP Sukamiskin students.

To collect data, the researcher distributed questionnaires containing pre-designed questions which were then distributed to 79 MAS YPP Sukamiskin students, the questionnaire was used to collect information from students about factors that are considered to affect the discipline and ethics of each MAS YPP Sukamiskin student. The results of the questionnaire obtained are then used to carry out the factor analysis process (Loeb et al., 2017). The factor analysis method is used to reveal the factors that affect Shiva discipline and ethics, with a computational process using *SPSS Ver 23* software.

Before the questionnaire is given to the sample, a validity and reliability test is carried out. The questionnaire was tested on 45 respondents who were SMA/SMK/MA students equivalent outside the research sample. From the results of the validity test carried out, it was found that for all questions in the ethics and discipline aspects had a table value greater than 0.294, which concluded that all questions in the questionnaire were valid and the analysis could be continued. Furthermore, for the reliability test, *Cronbach's Alpha score* for the discipline aspect shows a number of 0.723 and the ethical aspect shows a number of 0.701, which means that the questionnaire on the ethical and disciplinary aspects is reliable with a minimum reliability value of 0.6, so that the questionnaire can be further tested.

RESULTS AND DISCUSSION

Discipline

Through the results of field observations conducted before the data collection research, in the discipline aspect, it was found that there were things that caused the low level of discipline of MAS YPP Sukamiskin students which included internal and external factors, namely: the role of teachers and principals, the role of parents, self-awareness, motivation, association with the school environment, community association, culture/habits of the community, mindset, economic conditions, security officers, rules and regulations, and sanctions/punishments. Based on the various backgrounds that each student has and various other factors in their daily life as a student, it is very likely that the low level of discipline is influenced by these factors

The analysis of this factor is carried out in several stages. The first stage is to evaluate variables that are suitable for factor analysis testing. This process uses KMO and Bartlett's test values to determine whether a variable can be further analyzed (Wulan & Hasiholan, 2021). Then, the MSA value of each variable is checked on the Anti-Image Matrices, where variables with an MSA value of less than 0.5 must be eliminated before continuing the analysis. This process is repeated until there are no more variables with an MSA of less than 0.5. At the end of the first stage, it was found that the value of the Kaiser-Mayer-Olkin Measure of Sampling Adequacy (KMO MSA) for the discipline variable was 0.611 and it was also found that all discipline variables (13 variables) could be used in the next stage of factor analysis, namely those containing the role of teachers and principals, the role of parents, self-awareness, motivation, school environment association, community association, community culture/habits, culture/habits of the community, mindset, economic conditions, security officers, rules and regulations, and sanctions/punishments of community associations.

The next stage is to find the total value of Variance Explained, the total value of Variance Explained is used to find out the percentage of factors analyzed which contains eigenvalue values, eigenvalue values show the relative importance of each factor in calculating the variance of the variables

analyzed (Fadilah & Mahyuny, 2018). From this eigenvalue value, if the eigenvalue value is greater than one, then this factor is the factor with the largest contribution value to the variant in all variables. The eigenvalue value for the discipline variable can be seen in table 1:

Table 1. Eigenvalue Discipline

	Total	% of Variance	Cumulative
	Initial Eigen Values		
1	3,200	24,616	24,616
2	2,582	16,861	44,478
3	2,076	15,969	60,447
4	1,517	11,668	72,115
5	1,018	7,830	79,945
6	,899	6,917	86,862
7	,662	5,096	91,957
8	,399	3,072	95,029
9	,293	2,251	97,280
10	,178	1,369	98,649
11	,136	1,049	99,698
12	,030	,229	99,928
13	,009	,072	100,000

It can be seen in table 1 above that of the 13 variables tested, there are 5 factors that have an *eigenvalue* value of more than 1. Therefore, it can be concluded that the 5 factors formed are the factors that contribute the most to the overall variant tested. Furthermore, to find out the amount of variant contribution given by the 5 factors, you can see in the following table 2:

Table 2. Squred Loadings Factors Discipline

	Total	% of Variance	Cumulative
	Extraction Sums of Squared Loadings		
1	3,200	24,616	24,616
2	2,582	19,861	44,478
3	2,076	15,969	60,447
4	1,517	11,668	72,115
5	1,018	7,830	79,945

In table 2, it is found that the contribution value in each variant of the 5 factors formed has an *eigenvalue* value of more than one, where factor one has a variant contribution of 24,616%, the second factor has a variant contribution of 19,861%, the third factor has a variant contribution of 15,969%, the fourth factor has a variant contribution of 11,668%, and the fifth factor has a variant contribution of 7,830% with a total of five factor variant contributions by 79,945%. From the *eigenvalue value*, the number of factors formed can be determined, which can also be seen on the *Scree plot*. *Scree plots* show the basic number of factors (*component numbers*) and depict them in the form of graphs. It can be seen in figure 1, in the discipline aspect it is found that from factors 1 to 5 the downward line is quite sharp, but still has an *eigenvalue* value above 1, while the next factors show an *eigenvalue* value less than 1. So this shows that these 5 factors are the highest factor values out of the 13 most influential discipline variable factors from the questionnaire results obtained.
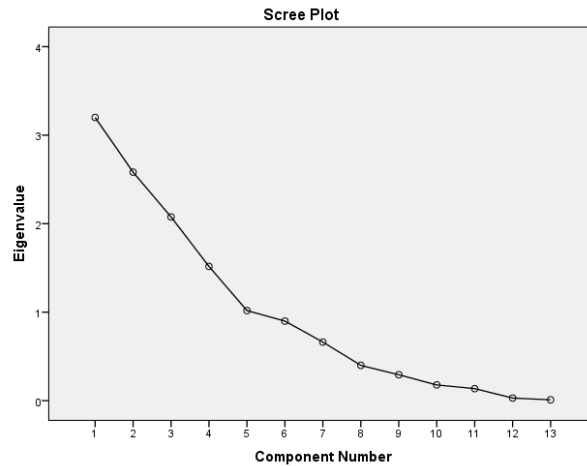
Figure 1. Scree Plot Discipline

After knowing that the five factors are the most optimal number, the Component *Matrix* table then displays how the 13 variables in the discipline aspect are distributed into the 5 factors that are formed. The numbers in this table show the degree of correlation between each variable and each factor. The determination of variables that are included in certain factors is carried out by comparing the magnitude of correlation in each row. However, to get more precise and accurate results in determining the placement of variables on a factor, it is done by the *Rotated Component Matrix* process which can be seen in table 3 below:

Table 3. Rotated Component Matrix Discipline

	Component				
	1	**2**	**3**	**4**	**5**
Role of teachers and principals	-,322	-,231	,278	,001	,672
Role of parents	,254	,137	,111	,112	,750
Self-awareness	-,068	,083	,976	,062	,086
Motivation	,102	-,001	,086	,976	,032
Sanctions	,902	-,115	-,057	,108	,043
School environment socialization	,382	,579	-,130	,003	,563
School culture/habits	-,229	,839	,102	-,029	-,039
Mindset	-,069	,067	,973	,066	,085
Economic conditions	,092	-,003	,048	,975	,089
Security officers	,855	-,173	-,056	-,082	,123
Rules and regulations	,640	,112	-,054	,353	,063
Community association	,344	,531	-,192	,093	,533
Community culture/habits	-,080	,797	,114	,017	,046

Based on table 3 above, the factors that affect the discipline of MAS YPP Sukamiskin students can be grouped into five factors. One factor which is the most dominant factor in the factor analysis is classified as the strictness of the rules factor with the highest contribution value of 24.616% which is formed from the sanction variable (X5) with a loading factor of 0.902, the security officer variable (X10) with a loading factor of 0.855 and the code enforcement variable (X11) with a loading factor of 0.640. The second factor is classified as a social factor formed from the school environment social variable (X6) with a loading factor of 0.579, the school habit variable (X7) with a loading factor of 0.839, the social variable (X12) with a loading factor of 0.531, and the community culture (X13) with a loading factor of 0.797. The third factor is classified as an internal factor formed from the self-awareness variable (X3) with a loading factor of 0.976, and the mindset variable (X8) with a loading factor of 0.973. Furthermore, the fourth factor is classified as a support factor formed from the motivation variable (X4) with a loading factor of 0.976, and the economic condition variable (X9) with a loading factor of 0.975. And the fifth factor which is classified as the parent variable formed from the role of teachers and principals (X1) with a loading factor of 0.672, and the parental role variable with a loading factor of 0.750.

After obtaining the results of the *Rotated Component Matrix* from the results of factor analysis using IBM SPSS V.23 and classifying each factor formed into 5 groups, it can be concluded that the factor that most affects the level of discipline of MAS YPP Sukamiskin students is the factor of strictness of rules, which contains several variables including the following:

1. Rules of Conduct

Rules of conduct have a great influence on student discipline (Hadianti, 2017). Clear and strict rules provide the basis for the application of strict rules, accompanied by firmness in the enforcement of rules will ensure that rules are consistently followed. MAS YPP Sukamiskin is expected to be able to design clear rules and apply these rules consistently to improve student discipline by providing strict behavioral guidelines, so that students understand and follow the existing rules, creating a more orderly and harmonious learning environment. When discipline is applied fairly, students learn to respect rules and responsibilities, which in turn helps to form sustainable disciplinary habits so that it is expected to improve the discipline of MAS YPP Sukamiskin students.

2. Penalty

At various levels of schools in Indonesia, including MAS YPP Sukamiskin, sanctions are one of the proofs of the implementation of strict rules in a school. Sanctions have a significant influence on student discipline (Fitri et al., 2020). When students receive sanctions for rule violations, they tend to become more cautious and follow the school's rules to avoid future punishments. Consistent and fair sanctions can increase students' awareness of the importance of discipline, encouraging more orderly and responsible behavior (Sappaile et al., 2023). In addition, students will understand the limits they must comply with as well as the consequences that will be faced if they violate them, so that they are more motivated to be disciplined and responsible.

With this, MAS YPP Sukamiskin is expected to be able to design a sanction that has educational value, such as providing additional tasks that are relevant to the lesson or activity that helps students understand the importance of discipline. In addition, MAS YPP Sukamiskin can also apply sanctions in accordance with the level of violations committed. Sanctions that are too severe for minor offenses can create a sense of injustice, while sanctions that are too lenient may not be effective as a deterrent.

3. Security Officer

The presence of security officers also has a significant influence on the discipline of MAS YPP Sukamiskin students, this is because they play an important role in maintaining security and order in the school environment. In addition, the presence of security officers can be a reminder factor for students to adhere to the rules and procedures that have been set. Security officers ensure those rules are enforced consistently and promptly, provide strict supervision and respond to violations quickly.

With the importance of this security officer factor, MAS YPP Sukamiskin is expected to be able to communicate, train, and develop security officers, they must act as a supervisor who helps

students understand the importance of discipline and have an understanding in handling disciplinary situations carried out by students, so it is hoped that the presence of security officers creates an orderly and conducive environment for learning, which can encourage students to be more discipline in their daily attitudes and behaviors.

Ethics

Furthermore, in the ethical aspect, the same stages were carried out with the discipline variable in the factor analysis process with IBM SPSS V.23. In this ethical aspect, it was found that the things that caused the low level of discipline of MAS YPP Sukamiskin students included internal and external factors, namely: the role of teachers and school principals, the role of parents, the role of religious leaders, traits or personalities, mindsets, moral and religious upbringing, school environment associations, community associations, community culture/customs, school culture, social media, and school policies and rules. Looking at the diverse backgrounds of each student as well as various other factors in their lives as students, the low level of ethics is very likely to be influenced by these factors.

Furthermore, the analysis of this factor is carried out in several stages. The first stage is to evaluate variables that are suitable for factor analysis testing. This process uses KMO and *Bartlett's test* values to determine whether a variable can be further analyzed. At the end of the first stage, it was found that the value *of the Kaiser-Mayer-Olkin Measure of Sampling Adequacy* (KMO MSA) for ethical variables was 0.625 and it was also found that all variables in the ethical aspect (12 variables) could be used in the next stage of factor analysis, namely containing the role of teachers and school principals, the role of parents, the role of religious figures, traits or personalities, mindsets, moral and religious upbringing, school environment associations, community associations, community culture/customs, school culture, social media, as well as school policies and rules.

The next stage is to find the total value of *Variance Explained*, the total value *of Variance Explained* is used to find out the percentage of variables analyzed which contain *eigenvalue values,* eigenvalue *values* show the relative importance of each factor in calculating the variance of the analyzed variables. From this *eigenvalue* value, if the *eigenvalue* value is greater than one, then this factor is the factor with the largest contribution value to the variant in all variables. The *eigenvalue* value for the discipline variable can be seen in table 4:

Table 4. Nilai Eigenvalue Ethics

	Extraction Sums of Squared Loading		
	Total	% of Variance	Cumulative
1	2,701	22,509	22,509
2	2,151	17,929	40,438
3	1,329	11,071	51,510
4	1,148	9,569	61,079
5	999	8,325	69,404
6	921	8,325	69,404
7	921	7,676	77,080
8	649	5,645	82,725
9	460	3,833	91,964
10	451	3,756	95,720
11	350	2,920	98,640
12	163	1,360	100,000

It can be seen in table 4 that of the 12 variables tested, there are 4 factors that have an *eigenvalue* value of more than 1. Therefore, it can be concluded that the 4 factors formed are the factors that contribute the most to the overall variant tested. Furthermore, to find out the amount of variant donation given by the 4 factors, you can see in table 5:

Table 5. Squred Loading Factors Ethics

	Extractions Sums of Square Loadings		
	Total	**% of Variance**	**Cumulative**
1	2,701	22,509	22,509
2	2,151	17,292	40,438
3	1,329	11,071	51,510
4	1,148	9,569	61,079

In table 5 above, it is found that the contribution value in each variant of the 4 factors formed has an *eigenvalue* value of more than one, where factor one has a variant contribution of 22,509%, the second factor has a variant contribution of 17,929%, the third factor has a variant contribution of 11,071%, and the fourth factor has a variant contribution of 9,569% with a total of 62,079% of the total contribution of the five factors variant. From the *eigenvalue value*, the number of factors formed can be determined, which can also be seen on the *Scree plot. Scree plots* show the basic number of factors (*component numbers*) and depict them in the form of graphs. It can be seen in figure 2, in the ethical variable, it is found that from factors 1 to 4 the downward line is quite sharp, but it still has an *eigenvalue* value above 1, while the next factors show that the *eigenvalue* value is less than 1. So this shows that these 4 factors are the highest factor values of the 12 most influential ethical variable factors from the questionnaire results obtained.
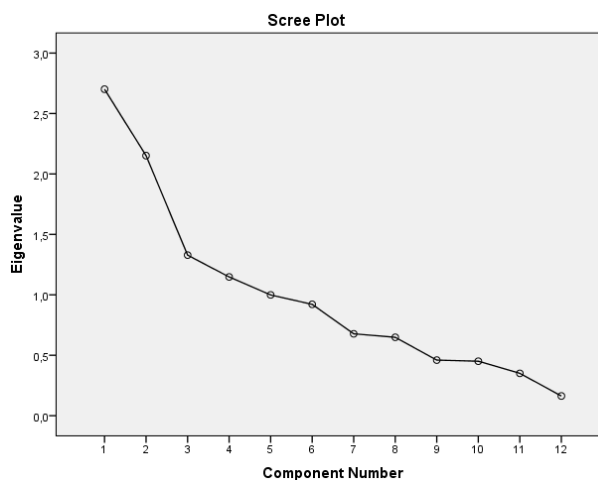

Figure 2. **Scree Plot Ethics**

After it is known that the four factors are the most optimal number, the Component Matrix table displays how the 12 factors in the discipline variable are distributed into the 4 factors that are formed. To get more precise and accurate results in determining the placement of variables on a factor, it is done by the *Rotated Component Matrix* process which can be seen in table 6 below:

Table 6. Rotated Component Matrix Ethics

	Component			
	1	**2**	**3**	**4**
School policies and rules	,173	-,127	,673	,376
School culture	-,047	,198	,753	-,232
Socialization in the school environment	,216	,192	,434	-,307
Community culture	-,122	,581	,527	,110
Moral and religious education	,838	-,078	,244	-,061
Nature/personality	-,038	-,025	-,092	,830
Role of teachers and principal	,661	,430	-,214	,300

	Component			
	1	**2**	**3**	**4**
Socialization in the community	,146	,733	,187	-,142
Role of religious leaders and clerics	,720	-,073	,071	,000
Mindset	,155	-,161	,038	,469
Role of parents	,654	,409	-,152	,401
Social media	-,026	,747	,012	-,197

Based on Table 6 above, the factors that affect the ethics of MAS YPP Sukamiskin students can be grouped into four factors. Factor one is classified as a moral and religious education factor consisting of moral and religious education variables (X5) with a *loading* factor of 0.838, teacher and principal role variables (X7) with a *loading* factor of 0.661, religious leaders role variables (X9) with a *loading* factor of 0.720, and parent role variables (X11) with a *loading* factor by 0.654. The second factor is classified as a social factor formed from the cultural variable of the community (X4) with *a loading* factor of 0.581, the social variable (X8) with a *loading* factor of 0.733, and the social media variable (X13) with *a loading* factor of 0.747. The third factor is classified as a school environment factor formed from school policy and rule variables (X1) with a loading factor of 0.673, school culture variables (X2) with a *loading* factor of 0.753, and social variables in the school environment (X3) with *a loading* factor of 0.434. And then for the fourth factor, it is classified as an internal factor of students which is formed from the trait or personality variable (X6) with *a loading* factor of 0.830, and the mindset variable (X10) with *a loading factor* of 0.469.

After obtaining the results of *the Rotated Component Matrix* from the results of factor analysis using IBM SPSS V.23, and classifying each factor formed into 4 groups, it can be concluded that the factors that most affect the level of ethics of MAS YPP Sukamiskin students are moral and religious education factors, which contain several variables as follows:

1. **Religious and Moral Education**

Morals are views of good and bad, right and wrong, things that can and cannot be done in life. Moral education is very important and necessary so that everyone can understand the importance of moral values, because these moral values can be used as guidelines in behaving and behaving both as individuals and in society. Islamic education is an education that aims to optimally develop all individual potentials and abilities physically, mentally, intellectually, and morally (Abidin, 2022).

To improve student ethics through religious and moral education, schools can strengthen the learning of moral values by integrating religious principles in the curriculum, encouraging reflective discussions about the application of moral values in daily life, and engaging religious communities and religious leaders in setting an example. In addition, parents can also improve student ethics by actively engaging in religious and moral education at home, such as setting an example in the practice of religious values, openly discussing moral dilemmas, and encouraging children's involvement in charitable and social activities that foster empathy and concern for others.

2. **The Role of Teachers and Principals**

The role of teachers and principals in student character education is the starting point for student personality development in order to become competent students both in the academic and non-academic fields. Character is fostered not only through school activities, but character education is also practiced in positive activities. This is what affects student ethics at school. Teachers and principals can improve student ethics by providing consistent and targeted support. This includes implementing character building programs that are integrated into the curriculum, providing appreciation for ethical behavior, and consistently enforcing sanctions against ethical violations (Ajmain & Marzuki, 2019).

3. **The Role of Religious Leaders**

Religious figures basically have a very important and strategic position and role, especially as a spiritual, moral, and ethical foundation in the life and life of mankind. Religion as a good value system is understood, lived, and practiced by all its adherents in the order of life of every individual, family

and society (Dollahite et al., 2018). Therefore, religious leaders have a great influence on the ethics of students at school, because they are a guideline in life to avoid unwanted things (Dollah & Ulfah, 2023).

The role of religious leaders here is ustad, pesantren leaders who influence the morals and ethics of students at school. Religious leaders have an important role in improving student ethics by delivering in-depth teaching on moral and spiritual values, showing direct examples in the practice of religious values, and actively engaging in social and charitable activities that inspire character development and student empathy. In addition, they can also provide moral guidance and counseling to students in dealing with ethical situations and dilemmas in daily life.

4. The Role of Parents

The role of parents in education in the family has a great influence on student ethics at school. This result is in line with the findings of Kabiba et al. (2017) which shows that parents act as role models for children, so that what parents instil at home can influence children's ethics in the community. The role of parents in raising children is manifested in the form of habituation, giving examples, providing motivation by praising and giving gifts, giving advice, supervising children when they are in a bad environment and providing witnesses/punishments in the form of education.

To get good student ethics, the role of parents must understand that when their children are in the process of growing into adults, the child will adapt to the surrounding environment (Asdiqoh, 2018). In addition, parents can improve student ethics by establishing a family environment that values moral values, such as setting a positive example in daily behavior, encouraging open communication about moral issues, and providing encouragement and appreciation for ethical actions taken by children.

CONCLUSION

After conducting research by distributing questionnaires to 79 students and analyzing factors using IBM SPSS V.23, it can be stated that there are several factors that affect student discipline and ethics, including the role of teachers and school principals, the role of parents, economic conditions, the role of religious leaders, traits or personalities, self-awareness, motivation, mindset, moral and religious upbringing, school environment association, community associations, community culture/customs, school culture, social media, security officers, sanctions or punishments, as well as school policies and rules.

Based on the results of the study, the level of student discipline was influenced by the strictness of the rules factor which had a variant contribution of 24.616% by having 3 variables, namely sanctions with a loading factor of 0.902, security officers with a value of 0.855, and the implementation of discipline with a loading factor of 0.640. Furthermore, the level of student ethics is influenced by moral and religious education factors which have a variant contribution of 22.509% by containing 4 variables, namely moral and religious education with a loading factor of 0.838, the role of teachers and principals with a loading factor of 0.661, the role of religious leaders of 0.720, and the role of parents with a loading factor of 0.654.

In an effort to improve the discipline and ethics of MAS YPP Sukamiskin students, it is hoped that all students can develop a positive mindset by being open-minded and strengthening values such as honesty, empathy, and responsibility through character development that is integrated in the school and family environment, so that with this every parent is advised to be a good role model, discuss moral values in the family environment by providing support and positive encouragement. And teachers can play a role in the school environment by providing guidance to students in improving discipline and ethics, and enforcing rules consistently, so that teachers and principals need to ensure that the rules are written clearly, cover all aspects of student behavior, and are easy to understand by all students, so that each student can understand the consequences of each action and strive to improve their discipline and ethics.

REFERENCES

Abidin, A. M. (2022). Konsep Pendidikan Humanistik Dan Relevansinya Dengan Pendidikan Islam. *Didaktika: Jurnal Kependidikan*, *15*(2), 101–115.

Ajmain, A., & Marzuki, M. (2019). Peran guru dan kepala sekolah dalam pendidikan karakter siswa di SMA Negeri 3 Yogyakarta. *SOCIA: Jurnal Ilmu-Ilmu Sosial*, *16*(1), 109–123. https://doi.org/10.21831/socia.v16i1.27655

Asdiqoh, S. (2018). Peran orang tua dalam pemahaman etika sosial anak. *ThufuLA: Jurnal Inovasi Pendidikan Guru Raudhatul Athfal*, *5*(2), 307–331.

Cindy, A., & Mahariah, M. (2023). Praktik Pendidikan Generasi Qur'ani Era Milenial di Rumah Qur'an Al-Falah Galang. *At Turots: Jurnal Pendidikan Islam*, *5*(2), 881–890. https://doi.org/10.51468/jpi.v5i2.306

Dollah, H. S. R. N. binti H., & Ulfah, F. (2023). Contribution of Religious Leaders in Behavioral Education in Adolescents. *Focus*, *4*(1), 1–12. https://doi.org/10.26593/focus.v4i1.6488

Dollahite, D. C., Marks, L. D., & Dalton, H. (2018). Why religion helps and harms families: A conceptual model of a system of dualities at the nexus of faith and family life. *Journal of Family Theory & Review*, *10*(1), 219–241. https://doi.org/10.1111/jftr.12242

Fadilah, F., & Mahyuny, S. R. (2018). Analisis Faktor Yang Mempengaruhi Locus Of Control Mahasiswa Pendidikan Matematika FKIP Universitas Samudra. *JIPI (Jurnal IPA Dan Pembelajaran IPA)*, *2*(2), 100–105. https://doi.org/10.24815/jipi.v2i2.10731

Fitri, A., Lahmi, A., & Halim, S. (2020). Pengaruh Penghargaan dan Sanksi terhadap Kedisiplinan Siswa dalam Mengikuti Shalat Berjamaah. *Jurnal WARAQAT♦ Volume V*, *2*, 1.

Hadianti, L. S. (2017). Pengaruh Pelaksanaan tata tertib sekolah terhadap kedisiplinan belajar siswa (Penelitian deskriftif analisis di SDN Sukakarya II Kecamatan samarang Kabupaten Garut). *Jurnal Pendidikan UNIGA*, *2*(1), 1–8. https://doi.org/10.52434/jp.v2i1.11

Husnul Hafifah, C., & Usman, O. (2019). Effect of Family Environment, Motivation and Learning, Peers and Conduct of Student Discipline in Students Jakarta. *Motivation and Learning, Peers and Conduct of Student Discipline in Students Jakarta*. https://doi.org/10.2139/ssrn.3511854

Kabiba, K., Pahenra, P., & Juli, B. (2017). Keteladanan orang tua dalam menanamkan nilai etika pada anak. *Didaktis: Jurnal Pendidikan Dan Ilmu Pengetahuan*, *17*(1), 10–22. https://doi.org/10.30651/didaktis.v17i1.1553

Lestari, F. N., & Miftakhul'Ulum, W. (2020). Analisis bentuk kedisiplinan siswa dalam mengikuti kegiatan belajar dengan motivasi belajar siswa kelas IV SDN i Gondosuli Gondang. *Jurnal Pendidikan Dasar Nusantara*, *5*(2), 318–329. https://doi.org/10.29407/jpdn.v5i2.13554

Loeb, S., Dynarski, S., McFarland, D., Morris, P., Reardon, S., & Reber, S. (2017). Descriptive Analysis in Education: A Guide for Researchers. NCEE 2017-4023. *National Center for Education Evaluation and Regional Assistance*. https://eric.ed.gov/?id=ED573325

Putra, H. M. (2020). Perilaku kedisiplinan siswa dilihat dari etika belajar di dalam kelas. *Jurnal Prakarsa Paedagogia*, *3*(1). https://doi.org/10.24176/jpp.v3i1.5088

Rahayu, J., & Lidinillah, D. A. M. (2022). Analisis kedisiplinan belajar siswa pada masa pandemi covid-19 di kelas V Sekolah Dasar. *Pedadidaktika: Jurnal Ilmiah Pendidikan Guru Sekolah Dasar*, *9*(4), 231–544. https://doi.org/10.17509/pedadidaktika.v9i4.53974

Sappaile, B. I., Sujarot, S., Handayani, E. S., Amarullah, A., Prastawa, S., & Al Haddar, G. (2023). Strategi Guru dalam Membentuk Karakter Disiplin pada Siswa MAN 1 Kerinci. *Jurnal Pendidikan Tambusai*, *7*(2), 12237–12243. https://doi.org/10.31004/jptam.v7i2.8338

Utami, F. D. W., Malaikosa, Y. M. L., & Supriyanto, D. H. (2022). Pembentukan Budaya Disiplin Peserta Didik Melalui Pengamalan Kode Kehormatan Pramuka di Sekolah Dasar. *Idaarah: Jurnal*

Manajemen Pendidikan, *6*(1), 123–133. https://doi.org/10.24252/idaarah.v6i1.28495

Welsh, R. O., & Little, S. (2018). The school discipline dilemma: A comprehensive review of disparities and alternative approaches. *Review of Educational Research*, *88*(5), 752–794. https://doi.org/10.3102/0034654318791582

Wulan, H. S., & Hasiholan, L. B. (2021). Pengaruh Rekruitmen, Pengembangan Karir, Disiplin Kerja Dan Motivasi Kerja Terhadap Kinerja Karyawan Dinakertransduk Provinsi Jateng. *Jurnal Ilmiah Edunomika*, *5*(2), 681. https://doi.org/10.29040/jie.v5i2.2311

Yekti, S. (2017). Pengaruh Gaya Kepemimpinan, Motivasi Dan Disiplin Kerja Terhadap Kinerja Pegawai Di Kantor Sekretariat Daerah Kabupaten Kutai Timur. *Jurnal Paradigma (Jp)*, *1*(3), 336–356.

Zakariyah, A., & Hamid, A. (2020). Kolaborasi Peran Orang Tua dan Guru dalam Pembelajaran Pendidikan Agama Islam Berbasis Online di Rumah. *Intizar*, *26*(1), 17–26. https://doi.org/10.19109/intizar.v26i1.5892