A Persuasive Approach To Improving Character Of Student Discipline

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ABSTRACT
Persuasion includes expressions that aim to seduce or persuade the target to follow his invitation. The persuasive approach used in the field of education, such as by teachers, ministries of education, and other educational personnel, aims to invite readers such as pupils, pupils or students to be interested in things that are still relevant or related to education, which in this discussion the persuasive approach aims to increase discipline character of school students. The type of research used is Field Research or field research using a qualitative approach. A qualitative research approach is research that uses qualitative data (data in the form of sentences, schemes, images, graphs, and narratives) related to the implementation of persuasive approach methods toward students' disciplinary character (Darmadi, 2014). By using a qualitative approach which according to Bogdan and Taylor is a research procedure that produces descriptive data in the form of written and spoken words from people and observable behavior (Moleong, 2013). The analysis description shows that the implementation of a persuasive approach can influence students and make it easier for students to understand lessons and be disciplined in carrying out school activities. This is due to the process of explaining through persuasive communication both verbally and non-verbally. In this way, this persuasive approach can make a positive contribution to the process of implementing school programs, whether in the form of learning or developing students' abilities, especially the emergence of interest in learning, so that students' disciplinary character can improve well.
KEYWORDS
persuasive approach,
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Introduction

Education is a vehicle for individuals to equip themselves with knowledge, technology, and noble morals and have the values of faith and devotion to God Almighty (Tukina, 2012). In the educational process, the final goal is the crystallization of values that are realized in the students' personalities. The final goal must be complete (comprehensive) covering all aspects, integrated into a complete personality pattern, and containing Islamic values in all aspects of life (Amin, 2018).

Education aims to prepare students to become members of society who have academic abilities and create behaviors that are by science according to its dimensions. Education, which in its function cannot be separated from people's life situations, must be able to help them be able to face the challenges of developments in contemporary life. In the context of learning at school, students are always objects and subjects, as objects, students are the focus of all educational activities that have been designed in a planned and systematic manner. Meanwhile, as subjects, students are expected to be able to master the expected competency standards, about academic competence, personal competence, social competence, professional competence, and spiritual competence (El Fiah, 2014).

These phases of the spiritual journey indicate that the process of spiritual education, such as character education, is not easy because it requires a long process, full of

patience and based on sincerity or cleanliness of the soul. It needs to be realized that cleanliness or purity of soul is a key factor that must be possessed by educators, students, parents, the environment, and other parties who have an interest in the success of character education (Amin, A., Zubaedi, & Mulyadi, 2020). In other words, students are required to be able to act as active subjects and objects in developing their potential in the school environment. This then gives rise to a personal interest in behaving independently, high willpower, tenacity, and a spiritual attitude that is highly expected from students. According to Rifda, a spiritual attitude allows them to have the mental readiness to face all difficulties and obstacles in learning. Without this mental readiness, students will easily become frustrated and even give up hope in facing the dynamics of the campus world which is not easy. Because after all, higher education is a task that is not easy and can only be achieved with seriousness (El Fiah, 2014).

Attitude formation does not happen haphazardly, its formation always takes place in human interactions and concerning certain objects. Attitudes, especially social attitudes, are formed from social interactions experienced by individuals. Social interaction means more than just social contact and relationships between individuals as members of social groups. In interaction, there is a mutual influence between one individual and another, a reciprocal relationship occurs which also influences the behavior patterns of each individual (Ahmadi, A., & Supriyono, 2004).

Apart from that, the existing physical conditions or living environment that enable students to study well (such as lighting, ventilation, study tables, noise, atmosphere, or psychological conditions at home) can be a problem for students (Ahmadi, A., & Supriyono, 2004). Apart from that, the problems that will arise can also be related to problems with adjusting to friends, namely problems related to adjusting to oneself in a group. The most difficult thing is adjusting to peer groups, changes in social behavior, new social groupings, new values in social support and rejection, and new values in leader selection.

The problems experienced by students in adjusting to their friends and social circles can be caused by each individual having unique personality traits and being different from one another. In this case, psychological knowledge must be possessed by students, emotional (psychic) education forms various positive psychological characteristics, such as courage, honesty, independence, gentleness, optimism, and so on. This character will be the driving force for humans to do the best things for the affairs of this world and the hereafter (Ahmadi, A., & Supriyono, 2004). Likewise, difficulties due to family problems are problems that arise as a result of carrying out developmental tasks in terms of gaining freedom. emotional, need for attention and affection from parents. This problem can originate from poor family management practices it can have a good or bad impact on the activities and results achieved by students (Elizabeth B. Hurlock, 2011).

Forming religious character and discipline is a process for students to get used to having an important meaning in the educational process and habits are the key to a person's success in education. For this reason, excellence in learning is not just an act but a habit, and starting a positive habit is through good example (Wiyani, 2012).

Based on the problems above, researchers are interested in conducting research in schools related to the implementation of a persuasive approach to improving students' disciplinary character. Previously there was an approach taken, but it was not carried out persuasively. Therefore, researchers are interested in finding out more about how to implement a persuasive approach to improving students' disciplinary character.

Methodology

The type of research used is Field Research or field research using a qualitative approach. A qualitative research approach is research that uses qualitative data (the data is in the form of sentences, schemes, images, graphs, and narratives) (Darmadi,

2014). Qualitative research has several characteristics that differentiate it from other research. Bogdan and Biklen proposed five characteristics inherent in qualitative research, namely: naturalistic, descriptive data, concern with process, inductive, and meaning, so that the research results from application, or implementation in research can take the form of narratives or words when completed in the research (Moleong, 2013).

This research uses a descriptive method which is research by collecting data in the field and analyzing and drawing conclusions from the results. The theoretical basis in qualitative research is more fundamentally based on phenomenology, while others such as symbolic interaction, culture, and ethnomethodology are used as an additional basis for the theoretical background of qualitative research (Luthfiyah, 2015).

Results and Discussion

Planning to improve students' Disciplinary Character using a Persuasive Approach pattern

Approach is a process, action, or way of approaching. It is also said that an approach is an attitude or view about something, which usually takes the form of an assumption or a set of interrelated assumptions. Meanwhile, the term persuasive comes from the Latin word, persuasive, whose verb is persuader, which means to persuade, invite, or seduce (Soemirat, S., & Suryana, 2014).

Approach, method, or technique are three terms whose meanings or usage are often mixed up. Not a few people equate the meaning of the three. This is natural because the three terms are closely related and interrelated. For. For scientific analysis, many experts use these three terms with different meanings. These three terms have a hierarchical or hierarchical relationship, one is higher than the others. This hierarchy is certainly not something that can no longer be debated, in fact, it still opens up the possibility for various studies and revisions to emerge. The approach used still tends to be normative, the lack of creativity of religious teachers in exploring methods that can be used for religious education causes the implementation of learning to tend to be monotonous.

The approach is at the highest level, which is then derived or explained in the form of a method. Next, the method is outlined or realized in a technique. This technique is the spearhead of teaching because it is at the operational stage or teaching implementation stage. The approach itself is axiomatic, its truth does not need to be proven (Yusuf, S., & Nurihsan, 2010). Meanwhile, persuasiveness is communication that is used to influence and convince other people. Through persuasion, individuals try to influence the beliefs and hopes of other people (Subarsono, 2009). In principle, persuasion is an effort to convey information and interact between people in conditions where both parties understand and agree to do something important for both parties. When communicating with others, each individual hopes for a message (Majid, 2013). what is conveyed can be understood and believed.

Persuasion is a strategy that can be used so that the message you want to convey is understood and believed by other people. It needs to be understood that messages in the form of commands and prohibitions are a very small part of character formation efforts. Commands and prohibitions are only simple assistance in helping children to do good and avoid mistakes (Subarsono, 2009). Persuasive Communication allows other people (persuaders) to freely do whatever they want after the persuader tries to convince them. Persuasive communication emphasizes openness, trust, and democratic management practices (Soemirat, S., & Suryana, 2014).

A persuasive approach to students is a process of conveying messages, communication, directions, advice, appeals, and communication like an invitation to Kompas for good prospects for students by asking a question containing opinions or estimates regarding

the school program being implemented. Namely by providing opportunities for students to provide initial perceptions (apperception) or views about the main themes or programs in the school environment (Putri, 2016).

Asking a question about the school program, namely the development of character education, can arouse students' interest in finding out more or discussing it with friends outside of class hours. These questions must be made that only a small number of students know. This persuasive approach arises from the desire to give students a sense of pleasure and comfort in discovering something on their own. In its implementation, this persuasive approach is more widely applied, because, with teacher guidance, students will work more focused to achieve the goals that have been set.

From this process, students will experience it themselves, so that in the end students will find their understanding. In the process of finding this understanding, students are of course assisted by guidance from the teacher. One way to improve the character of discipline that can be used is through a persuasive approach. This approach invites students to be more active and participate in learning activities. Student involvement in the learning process begins with a high level of curiosity about what is being learned. Students' curiosity is manifested in students' activities in conveying their ideas through the teacher's directions and the lesson materials presented.

In planning a persuasive approach to improving students' disciplinary character, everyone must work together well in implementing the persuasive approach. The planning and steps are as follows:

1. Teachers and researchers provide material and explain topics related to disciplinary values, in this case, the material presented in the character education development program is used as a stage of understanding.

2. Teachers and researchers, provide or compose a question or an image containing an opinion or statement related to the material that has been presented to students.

3. Teachers and researchers appoint some students to answer questions according to each student's opinion.

4. Students are given time to discuss with their group friends about the importance of disciplined character.

5. Then students are allowed to answer a question with a different perspective or point of view."

To plan and implement a persuasive approach in improving discipline character, several aspects must be considered, namely looking at the theory, that success in realizing according to the theory can be influenced by four variables that are interconnected with each other. These four variables include several indicators, namely:

1. Communication This means that if we connect it in the context of a persuasive approach to improving the character of discipline, a teaching and learning activity must prioritize good communication between teachers and students, both through media and verbal and non-verbal messages to achieve the goals of the improvement process. The character of this discipline is that the implementation atmosphere is fun and focused, and all students participate actively in it. Apart from that, communication is also very necessary to provide important understanding and information between the Teacher Director and the teachers, to implement policies issued by the school institution and the school principal himself (Subarsono, 2009).

2. Resources The most important factor in implementing a persuasive approach is resources. Even though it has been communicated well, if the resources cannot capture what is being communicated, then the implementation of the persuasive approach will not run effectively. Meanwhile, the resources in this research that are prioritized are human resources, namely school principals, teachers, and students.

3. Disposition is a character or characteristic possessed by the implementer, so if an implementor's disposition is good, then he will be able to implement this persuasive approach well too. It is very important for a teacher as an implementer of a persuasive approach to improving the character of discipline so that it can run effectively.

4. Bureaucratic Structure: This bureaucratic structure is intended to regularly organize work that must be done by many people. A good bureaucratic structure is a form of organization whose implementation is related to the goals to be achieved."

Goals of the Persuasive Approach

In this discussion, it is necessary to apply a persuasive approach to providing confidence to students. The approach in question is an effort made by teachers towards their students. What the teacher does is a series of subjects he has developed as an educator. The Islamic Religious Education teacher's policy in applying Islamic religious lessons to his students is not simply something that can be easily understood by the students, as a result of the limited nature of their thinking. The limited absorption capacity of students in receiving lessons makes them sometimes confused. Incidents like this can make students lazy about following lesson material at school. In incidents like this, a teacher should not be in a vacuum (not take action to overcome this problem) but must approach the student concerned.

The approach taken is that Islamic religious education teachers can ask directly about the obstacles experienced by the students concerned regarding their laziness in taking Islamic religious subjects. The success of the approach taken by teachers in approaching their students causes the students concerned to believe in the need for Islamic values for themselves. somebody. Islam is a truth from Allah SWT, which must be used as a guide in every action because a person cannot be said to be perfect if they have not carried out Allah's commands and avoided His prohibitions. As Allah SWT says in Surah Adz-Dzariyaat (51): 56

وَلَا تَجْعَلُوْا مَعَ اللّٰهِ اِلٰهًا اٰخَرَّ اِنِّيْ لَكُمْ مِّنْهُ نَذِيْرٌ مُّبِيْنٌ

Meaning: "And do not set up other gods besides Allah. Indeed, I am a clear warning from Allah for you" (Departemen Agama RI, 2010).

A persuasive approach is an approach that uses special communication, the aim of which is to influence a person's attitudes, opinions, and behavior both verbally and non-verbally. To influence, a persuasive communication process is needed that continues and does not stop. The elements contained in it are always interrelated, not separate. To understand the communication process, we must restrain the dynamics of the persuasive communication process, like we restrain movement when we take an object to photograph with a camera. The results are in the form of models that have been created, then we can see the components that make up the process (Lickona, 2013).

In learning Aqidah Akhlak, the most important thing is a process, namely interaction between educators and students, so a process is needed, including through habituation and example, as well as through education and teaching, one of which is using a persuasive approach, because Aqidah is a basic foundation. in Islam (Putri, 2016).

Persuasive Stages

Persuasive communication is carried out using subtle and humane methods so that the communicant can accept and implement it voluntarily by the messages conveyed. In this case, a teacher in communicating must use flexible methods with a humanitarian approach. For successful persuasive communication, some stages must be considered.

This stage is known as the A-A procedure or from attention to action procedure through the AIDDA formula, which stands for Attention, Interest, Desire, Decision, and Action. stated that: Based on the AIDDA formula, persuasive communication is preceded by efforts to generate attention. Ways that can be used to attract the attention of the communicant include choosing interesting words and a sympathetic physical appearance style.

After the communicator has succeeded in arousing the communicant's attention, the next step is the stage of cultivating the communicant's interest. After the communicator has succeeded in generating interest, the next stage is followed by efforts to generate desire using alternative methods, including inviting or persuading. At this stage, an emotional appeal needs to be displayed by the communicator so that in subsequent stages the communicant can immediately decide to take an action as expected by the communicator. From these stages, it will be seen that the stages in persuasive communication start from efforts to arouse attention, foster interest, generate desire, and make decisions to take action.

Persuasive Techniques

Persuasion is a psychological activity that aims to change attitudes, actions, and behavior with awareness, and willingness and is accompanied by feelings of pleasure. For communication to achieve targets and objectives, careful planning needs to be carried out. Planning is carried out based on the components of the communication process which include: message, media, and communication.

What communicators need to pay attention to is something related to message management. For this reason, certain techniques are needed in carrying out persuasive communication. revealed that: "the method or art of conveying a message by a communicator in such a way that it causes a certain impact on the communicant is called communication technique".

In connection with the persuasive communication process, it reveals the techniques that can be chosen in the persuasive communication process, namely:

a. Association technique is the presentation of a communication message by spilling it on an object or event that is currently attracting the audience's attention.

b. Integration Technique is the communicator's ability to unite himself communicatively with the communicant. This means that through verbal and non-verbal words the communicator describes that he is "in the same boat" and therefore becomes one with the communicant.

c. Reward Technique is an activity to influence other people by luring something profitable or promising hope.

d. Arrangement Technique The icing technique or icing technique in persuasion activities is the art of arranging a message with an emotional appeal in such a way that the communicant's attention is attracted.

e. Red herring technique About persuasive communication, the red herring technique is the art of a communicator to achieve victory in a debate by avoiding weak arguments later.

Learning Concept with a Persuasive Approach

Persuasiveness can be seen as a way of learning (Soemirat, S., & Suryana, 2014). Humans can learn about the phenomena that are in front of them. Humans can

change responses related to their attitudes. In understanding the concept of persuasiveness, Bettinghause (1973) explains: "To be persuasive, a communication situation must contain a conscious effort by someone to change the behavior of another person or group of other people by conveying some message. Meanwhile, Larson (1986) defines persuasiveness as the joint creation of a statement of identification or cooperation between the source of the message and the recipient of the message resulting from the use of symbols (Amin, A., 2021).

The following are the basic concepts of a persuasive approach:

1. Persuasiveness is a form of communication

    The important fact is that persuasion is a form of communication. Persuasion is subject to all the potential damage inherent in human interaction (Soemirat, S., & Suryana, 2014).

2. Persuasion is a process

    Persuasiveness is not static. Not just an incident or incident, an object or an action. It cannot be touched, seen, or measured directly, like the process of making a cake or playing chess. This is something that is within us. Something that continues without stopping (Amin, A., 2021).

3. Persuasiveness causes change

    Persuasive messages can bring about change as can planned therapeutic interventions carried out by a clinician. Such as interventions that are initiated objectively (for example to reduce a patient's fever). As a result of an intervention, the target (patient) is thought to change in some way. Success or failure is measured by the degree to which the expected effect of the therapeutic intervention is achieved.

4. Persuasiveness can be conscious or unconscious

    Persuaders can consciously make specific changes for individuals or groups. This occurs when a persuasive speaker plans and utters words with the specific aim of changing the attitude of the audience or recipient.

5. Persuasion can be done verbally and nonverbally

    If words are combined correctly they can have a persuasive effect, both verbally and nonverbally.

Implementation of the Persuasive Approach pattern in improving students' Disciplinary Character

A persuasive approach to male Student starting from planning, and implementation to the evaluation level regarding a persuasive approach in improving the disciplined character of male Student. The overall process of implementing the persuasive approach has been implemented and has been going on for a long time. From the results of observations at the implementation stage, the steps taken went through 3 (three) stages, namely initial activities, core activities, and final activities.

At these stages, the learning process can stimulate Student so that the implementation of a persuasive approach in the male Student school becomes disciplined and self-awareness arises in carrying out activities at school. This is in line with the sub-components of learning implementation or programs and activities that are carried out and directed at three aspects of activities, namely initial activities, core activities, and final activities (Muslich, 2011). The implementation of the persuasive approach is the realization of the activity

program planning at Ma'had al Jami'ah which has been previously prepared and discussed together within the unity of the Program Development Team at the School.

Implementation is an activity to realize plans into real actions to achieve goals effectively and efficiently so that they will have value (Wiyani, 2012). Implementation of a persuasive approach in ma'had institutions needs to involve all related aspects, the principal, school teachers, KTU and school student graduates themselves.

In implementing a persuasive approach for school students, teachers or school principals play a very strategic role, especially in forming disciplined character and developing the potential of student students. Ustad's example in the ma'had environment can be used as an example and reference for Student. Ustad has a very important role in determining the success of improving the character of the current Student discipline. Ustad's position is as the spearhead in the ma'had institution itself.

Teachers do not just teach science, but in the teaching and learning process, there is also a process of absorption by students of all teacher behavior. Because the teacher is the main figure in Ma'had, if the programs in Ma'had are to be successful and the disciplined character of the students increases, then the quality of teachers and school principals must be reliable, not only in terms of knowledge but also have the power to move. and a better persuasive approach. To improve the disciplinary character of students, and the importance of a persuasive approach, a teacher and school principal or researcher who is directly involved should equip themselves with persuasive theories so that they can become effective communicators.

Several methods are used to improve the character of discipline as the basis for persuasive approach activities, developed in several methods for implementation:

1. Association Method

    The association method is the presentation of a communication message by superimposing it on an actual event or currently attracting the attention and interest of the masses. Some school administrators present communication messages by superimposing them on an object or event that is currently attracting the attention of the public, or what is usually called an association. The association is used as a force in motivating Student with topics that are currently being widely discussed accompanied by illustrations that are as close as possible to the daily life of Student.

    In a persuasive approach, the student administrators of the UIN Fatmawati Sukarno Bengkulu men's school tried to attract the attention of the students first by holding a discussion discussing the interpretation of certain verses with the students related to problems that were big themes in society, thus creating an attitude of curiosity among students. Student. How to find out about objects or events that are of interest to the public can be obtained from mass media reports, and also from the surrounding conditions

2. Integration Method

    The integration method is the ability to unite oneself with the communicant in the sense of uniting oneself communicatively so that it appears as one or conveys the meaning of togetherness, whether done verbally or nonverbally. The next persuasive approach is to use integration techniques.

Integration techniques are the communicator's ability to unite themselves communicatively with the communicant. This means that through verbal and non-verbal words the communicator describes that he is "in the same boat" and therefore becomes one with the communicant." This technique is usually carried out by student administrators at the UIN Fatmawati Sukarno Bengkulu boys' school, trying to blend in using the language of the participants, and trying to get along without having to lose their authority as an administrator. For them, the distance between the size and the ma'had director or teacher still exists, but there is no need to be rigidly distant. From there, the management can provide solutions and motivate the students.

Inhibiting and Supporting Factors for Persuasive Approaches for School Students

Factors that hinder the persuasive approach using the Association method are different levels of student ability, an insignificant number of students, varying levels of student ability and different characters are factors that hinder the implementation of a persuasive approach. Environmental factors are also very influential in the process of improving discipline, as well as time constraints or lack of approaches that have been applied in schools. Before entering the school environment, teachers must prepare everything related to the teaching and learning process.

Conclusions

A persuasive approach is an approach that involves persuading and inviting the parties involved in it to make changes or improvements for the better. An example in this case is Student, the aim of which is to improve the disciplined character of Student. In a persuasive approach, there is planning, implementation, and results. planning to implement a persuasive approach in improving the character of the Student discipline, namely by making formulations in the form of questions or estimates that you want to implement later. Meanwhile, in the process of implementing a persuasive approach using the association method and integration method. The results of implementing the persuasive approach after using the association method every 3 days a week, the student students began to receive better education, this can be seen from how active and disciplined they are in following the school rules daily.

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