Analysis of Effectiveness of Learning Agreement in Improving Discipline of Students in Class VIII Salam in MTs Alkhairaat Wosu

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ARTICLE INFO	ABSTRACT
	The main question to be answered in this study is: To what extent can the learning agreement applied in the classroom improve the discipline of the student? This study will also explore: What impact does the learning agreement have on changes in disciplinary behavior of the student in class during a given period? The study aims to provide a clearer insight into the effectiveness of learning agreements in improving student discipline as well as identifying factors that influence changes in student disciplinary behavior. By understanding these dynamics, it is expected that better strategies can be developed to improve students' discipline in the classroom. This research uses qualitative methods, using data collection techniques through observations, interviews and documentation. Data analysis techniques used are data reduction, data presentation and data verification. Based on the results of observations, interviews, and documentation, it can be concluded that learning agreements are effective in improving student discipline. The learning agreement not only makes students more disciplined, but also increases their participation in the teaching learning process. Students become more responsible for their own behavior and more engaged in the learning environment.

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1. Introduction

Discipline among students is a crucial element in educational settings, significantly impacting the efficacy of teaching and learning processes. It influences not only academic performance but also character development and social competencies. Consequently, identifying effective methods to enhance classroom discipline is essential. A widely adopted approach is the use of learning contracts. These instruments, also known as "learning agreements," are designed to establish clear expectations, duties, and guidelines for both students and educators. This concept is rooted in the belief that actively involving students in rule-setting can enhance their sense of accountability for their conduct (Smith & Jones, 2020). Typically, these contracts encompass agreements on learning ethics, attendance, and methods for addressing disciplinary issues. Johnson and Lee (2019) suggest that implementing learning contracts that involve students in decision-making can increase their adherence to agreed-upon rules. However, the efficacy of these contracts may fluctuate based on their implementation and acceptance within the classroom environment (Smith et al., 2021).

The primary research question this study seeks to address is: To what degree can classroom-implemented learning contracts improve student discipline? Additionally, the study will investigate: What effects do learning contracts have on changes in students' disciplinary behavior over a specified timeframe?

This research aims to provide deeper insights into the effectiveness of learning contracts in enhancing student discipline and to identify factors influencing changes in students' disciplinary conduct. By comprehending these dynamics, it is anticipated that more effective strategies can be formulated to bolster classroom discipline.

2. Literature Review

A learning agreement is a strategy designed to set clear rules and expectations about student behavior in the classroom. In this study, it was found that the implementation of learning agreements can significantly contribute to the improvement of student discipline. This is in line with the findings of Johnson and Lee (2019), which suggests that involving students in making agreements increases their sense of responsibility for the rules that have been agreed upon.

2.1 Effectiveness of Learning Agreements in Improving Discipline of Students

The implementation of effective learning agreements involves a collaborative process in which students and teachers jointly set norms and expectations (Smith & Jones, 2020). It gives students a sense of ownership of the rules, which can strengthen their commitment to comply with the agreement. Research by Martin and McCormick (2022) supports this finding by showing that student participation in disciplinary policy making is positively linked to behavioral improvement. However, the effectiveness of learning deals is not always consistent. Variations in the implementation of agreements, such as less effective communication or inconsistencies between the agreement and the class context, can affect the outcome (Anderson, 2018). Therefore, it is important to ensure that the agreement is made realistically and implemented consistently.

2.2 Impact of Learning Agreement on Students' Disciplinary Behavior Change

Changes in student disciplinary behavior during a certain period after the application of the learning agreement show a positive overall result. This study revealed that students engaged in learning agreements showed a decrease in the number of incidents of disciplinary violations and an improvement in compliance with the rules (Smith et al., 2021). This positive impact can be seen through a variety of indicators, including the frequency of disciplinary violations, delays, and student attendance. For example, a study by Smith & Jones (2020) that after the implementation of a study agreement, there was a significant decrease in the number of student absences and delays. It shows that the learning agreement not only improves disciplinary behavior but also affects other aspects of student discipline. However, there are also some challenges to consider. Research by Anderson (2018) indicates that if learning agreements are not followed by firm action against violations, then behavioral changes may not last long. Agreements must be balanced with a consistent monitoring and enforcement system to ensure that behavioral improvements achieved can be sustained in the long term.

3. Methodology

The study uses a qualitative approach to analyze the effectiveness of the learning agreement in improving the discipline of the pupils in the eighth grade of Salam at the Alkhairaat Wosu MTs. The design of the study is descriptive and exploratory, aimed at understanding in depth how learning agreements are applied and their impact on the disciplinary behaviour of pupils.

3.1 Populations and Samples
The population of this study is the whole of the students of the eighth grade of Salam at the MTs Alkhairaat Wosu, as well as the teachers who are involved in the process of implementation of the learning agreement. Then the sample of this research consists of the Students 10 students from the eighth grade of Salam who were selected purposively sampling based on criteria of active involvement in the process of learning agreement. On the part of the teacher there are two teachers who are directly involved in the implementation and monitoring of the learning agreement in the classroom. And documents related to study agreements, reports of disciplinary violations, and student attendance records.

3.2 *Data collection techniques*
Perform observations in the classroom during the application of the learning agreement to record student disciplinary behaviour and class interaction. Conduct interviews with students and teachers to gain their insights and experiences related to the study agreement. And compile and analyze documents related to student discipline and learning agreements.

4. Results and Discussion

Based on the observational results, it is evident that the improvement of learning skills has a positive impact on the discipline of students. Before there is any instruction, there are a lot of students who are usually unmotivated, don't complete tasks on time, and don't show their teachers enough respect when they are teaching. However, after the learning process is completed, noticeable changes might be seen. The number of students who arrive at the designated time each day increases, assignments are completed correctly, and students' attitudes toward learning also increase. The observation process lasts for three months, and every Monday, a discussion of the perilaku of the didik is held. The data indicates that discipline has improved by about 30% in terms of punctuality, 25% in task delegation, and 20% in attitude toward learning.

Wawancara is conducted with teachers and students to get their feedback on their learning style. The teachers emphasize that learning strategies help students develop more structured learning environments and better study skills. (Wahyuni Indrawati, S.Hum.: 2024) They believe that any laws that are passed jointly will make the people they serve more obedient. Additionally, didik participants provide positive reinforcement. They believe that learning makes them more motivated to follow discipline since they have already followed through on the aforementioned procedure. The students feel more in control of their learning environment, which in turn increases their motivation and discipline. (Baharudin Sri Mulyani, S.Si: 2024). From the point of view of the students, this is also effective in improving their discipline because they feel ashamed if they make a mistake so that the punishment they get comes from their own. (Afdal dan Allim: 2024)

Documents such as daily logs, instructor notes, and student work performance reviews also support the advancement of discipline. Didik's life story indicates that they are more consistent in following through on completed tasks. The instructor also pointed out the decline in the number of disciplined students after the start of the learning process. Documented work performance results show that the quality of their work is improving. This can be seen in the higher effort levels and better project completion rates as compared to prior to the start of the learning process.

5. Conclusion

Learning agreements are useful in enhancing student discipline, according to the findings of observations, interviews, and documentation. Students that have learning agreements are more disciplined and actively participate in the teaching and learning process. Pupils grow more involved in the classroom and more accountable for their own actions. Putting learning agreements into practice can be a useful tactic to enhance classroom discipline and academic quality. It is advised that other educational institutions think about including this strategy in their curriculum for managing classrooms.

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