

Learning Method and Discipline of Female Teacher in Improving Learning Achievement of Students at MTsN 1 Kendari, Indonesia

Zulkifli M

Suhartini Syukri

Herman DM

Lecture of Faculty of Education
State Islamic Institute of Kendari
Sulawesi Tenggara Indonesia

Sarjaniah Zur

Lecture of Dakwah and Communication Faculty
Islamic State University of UIN Alauddin Makassar
Sulawesi Selatan, Indonesia

Chairan M. Nur

Lecture of Education Faculty
Islamic State of UIN Ar-raniri Banda Aceh
Aceh, Indonesia

Abstract

This study aimed at describing methods of learning and discipline of female teachers in improving learning achievement of MTsN.1 Kendari, Southeast Sulawesi, and Indonesia. This study is qualitative by 9 female teachers as the subject. To obtain the data corresponding to the study, the authors used observation, interview and documentation. Data analysis used by qualitative descriptive technique, through 5 stages including of data collection, data reduction, display data, drawing conclusion and triangulation. The results showed that the method of learning undertaken by female teachers in presenting the material of Islamic religion in MTsN 1 Kendari are lecturing method, discussion, moreover question and answer, as well as provision methods both of individual and group task-oriented of cooperative model. Female teachers' discipline at MTsN. 1 Kendari are in a moderate, since the presence of female teachers to school, each day varies from 7.15 a.m. to 2.30 p.m, which should be at 6.30 a.m. to 2.30 p.m. The learning achievement of Islamic religious education students in MTsN 1 Kendari considered complete because it has achieved an average score of 80 out of 75 score as standard completeness.

Keywords: Teaching Methods, Discipline Teacher, Learning Achievement

Human beings fully need of education through awareness process that seeks to explore and develop their potential through teaching methods or making changes. Change is the transformation of the present state towards a situation that will come, be a better state. If everything in this world is without a change, there will be stagnation and life can not thrive. It could be said that education is the main helper for humans to live our lives. Without education, then people will not differ from previous peoples in antiquity.

Law No. 20 of 2003 on National Education System mentioned that educators are professionals in charge of planning and implementing the learning process, assessing the results of learning, coaching and training, and conducting research and dedication to the community, especially for educators at the college. (Editors, 2003, p. 124). School / madrasah as an educational institution must have the human resources who play an important role both individuals and groups. Human resources is one of the main drivers for the smooth course of the activities of an educational institution, moreover the quality of education in a school is determined by the presence of its human resources as the power of teachers and schools. Each school / madrasah needs to consider and regulate the presence of educators and school administrator power to carry out their duties in a professional manner in order to achieve educational goals that have been set. Teachers have rights and obligations in their profession including income and guarantee social welfare which are appropriate and adequate, the award in accordance with the duties and job performance, career coaching in accordance with the demands of quality development, legal protection in carrying out the duties and rights over the intellectual wealth, and the opportunity to use infrastructure, and education facilities to support the implementation of the tasks. (Drajat & Effendi, 2014).

A term that contributes the effectiveness of teachers' work is work discipline. Without discipline, then all the activities undertaken will bring unsatisfactory results and not in line with expectations. It can result a lack achievement of goals and objectives of the organization and may also impede the course program created in organization. Andriyani (2009) states that the discipline of work can be defined as an attitude of respect, and obey the regulations in force, both written and unwritten and able to run and do not swerve to accept sanctions if someone violates the duties and the authority given to him. Labor discipline in a school intended to make all of the employees within the organization are willing to voluntarily comply with and obey every order that applies without any coercion. Good work discipline can be seen from the high awareness of the employees in doing the regulations, the magnitude sense of responsibility for each task and improvement of the high employment effectiveness. Factors discipline holds a very important role in the execution of daily tasks. A teacher who has a high level discipline will still work well even without supervision by superiors.

A discipline teacher will not be stealing work time to do other things that unrelated to his/her main work as a teacher. Likewise, teacher who has the discipline will obey the rules that exist in the work environment with a high awareness without any sense of compulsion. In the end, they will have a good performance when compared with employees who idled for exploited labor time as possible to carry out the work in accordance with the set targets. Based on the results of preliminary observations conducted in MTs.N.1 Kendari, it is found that MTs.N. 1 Kendari has civil service teachers 44 people consisting of 13 male teachers and 31 female teachers. Meanwhile, teachers of Islamic religion subject consists of 15 people including of 4 male teachers and 11 female teachers. The results of interviews with Drs. Barmin, M.Pd. (2015) that most of female teachers, especially female teachers of Islamic religion in the line of obligating their duties have less optimal encouragement in teaching and lack of discipline in the punctual hours of teaching, so that those attitude affect on students' achievement.

Based on this, the researchers wanted to know in depth about the methods of teaching and discipline of female teachers who teach Islamic religious groups in order to improve student achievement in MTsN. 1 Kendari. Problems Formulation in this study are; (1) How is the learning method used female teachers of Islamic education at MTsN1 Kendari?; (2) How is discipline teaches female teachers of Islamic education at MTsN. 1 Kendari? ; and (3) How is the learning achievement of Islamic Religious Education students MTsN.1 Kendari?

The learning method for a teacher have been conducted in various models, both male teachers and female teachers. Similarly, teaching discipline is quite varied in its implementation. However, there is no research study about female teachers especially for the methods used in learning and teaching discipline to improve learning achievement This is the most importance thing of this research. The results of this study will be very useful for madrasah and female teachers themselves to find out shortcomings or weaknesses so far in determining the methods of learning and teaching regarding female teachers' discipline, moreover, in order to improve learning achievement of students Islamic religion in MTsN1 Kendari.

This study aims to determine the learning method used by female teachers at MTsN. 1 Kendari, and know discipline teaches female teachers in MTsN. 1 Kendari; and to know the learning achievement of students of Islamic religion MTsN. 1 Kendari. There are some previous studies related to this study, they are; (1) Research conducted by Riski (2015: vi) about Analysis Discipline of work in improving the effectiveness of the administration employee performance at SMAN 2 Kendari. Labor discipline is applied through the provision of compensation, exemplary leadership, application of the rules, the firmness of leadership, giving attention, supervisory leadership and creating positive habits that support the establishment of labor discipline of employees in carrying out their duties and responsibilities. (2) Research conducted by Junaidi (2013: vi) about discipline influence on students' achievement at Iwoi Mendoro Elementary School District of Basala, South Konawe. It shows that there is influence between discipline on student achievement by 0.094 or 9.40%, while the rest is taken from another factor.

Learning Method

Methods used in education to show a series of activities that cause teachers directed students learn (Wahab, 2008, p. 38). Method can also be considered as a way (Echols & Shadily, 1992, p. 379) or a road or procedures which is success in learning or as a tool that makes teaching effective. Bawani (2016, p. 35) states that the method is as a regular way to achieve a specific purpose such as in the field of science or the way that applies to facilitate the implementation of an activity in order to achieve predetermined objectives. If the method considered as a process, so that it will have several steps. Those steps can also be found in other methods. Moreover, the combination of these parts is the teachers' responsibility. They can combine some methods to be a whole package of teaching process. Therefore, the method can be a main core in teaching.

Teaching Successfullness requires the use of appropriate methods. Method used is a method that can be used to implement the strategy. (Sanjaya, 2006, p. 125). A teacher would have a good understanding of the methods and how its use. There is no one method that is good for all subjects. Teachers must know not only the material / subject matter but also the problems of the students, because through the teaching methods they should be able to ease the learning process. Method is interwoven with the goal, students' maturity, teachers' ability, social circumstances, selection, organization and materials assessment. Education experts define the properties of good teaching method should be done carefully based on the accuracy of a scientific nature. These also include of honesty to students, other teachers, and writers, in addition providing good method that should be artistic, on which teachers are required to have a sense of conformity and inappropriateness. Teachers must also be aware of the perspectives, interpret, and synthesize them. The learning method is a way of delivering learning materials to achieve the goals set. In addition, the patterns can be used to shape the curriculum, and to design learning materials in the classroom or others. (Ramayulis, 2012, p. 166). Its function is to determine the success of a learning process and as an integral part of a teaching system. Therefore, the method must be appropriate and in line with the characteristics of students, materials, and environmental conditions (setting) where teaching takes place. The use or teaching materials selection is caused by several factors that should be considered among other objectives, characteristics of students, the situation, personal abilities of teachers, facilities and infrastructure.

Nasih and Kholidah in Prastoyo (2014, p. 30) state that the learning method (in Islamic class) currently is still classic, in the sense of passing a number of religion matters that is believed to be true (exclusive; absolute) to be delivered to students without giving them a chance to address such materials critically, without correcting, evaluating and commenting on it. In other words, the learning method of Islam until now is still patterned memorization, mechanical, and prefer the enrichment of material, through lectures, question and answer and discussion as well as giving examples. According to Sanjaya (2006, p. 147), he argues that "the lecture method can be interpreted as a way of presenting the lesson through oral narrative or explanation directly to a group of students," the lecture method is a way to implement strategies expository. In addition, lecture method is the application and narrative orally by the teacher to the class, using teaching aids to clarify the description given to the students.

The lecture method is often encountered in the processes of learning in schools starting from a low level to the college level, so that this method has been regarded as the best method for teachers to make teaching and learning interactions. One thing that has never been the subject of reflection for teachers is about the effectiveness of using the lecture method is the interest and motivation of students, even ultimately it also has an impact on student achievement. Likewise, Roestiyah N.K, (1986) says that question and answer method is a way of teaching in which teachers and students are active together, the teacher asked students to give answers, student express their new ideas, in line with learning objectives. According Djamarah (1994), it is a way of presenting a lesson in the form of questions to be answered, especially by the teacher to the student, or in vice versa.

The word "discussion" according to Armai (2002, p. 145) is derived from the Latin, "discussus" which means "to examine". "Discussus" consists of the root word "dis" and "cuture". "Dis" means to separate, while "cuture" means to unsettle or hitting. Etymologically, "discuture" means a blow between something. Or in other words to make something clear by breaking or parse them (to clear away by breaking up or cuturing). In general terms, discussion is a process that involves two or more individuals, integrating verbal and face each other, exchange of information (information sharing), holding opinions (self maintenance) in solving a particular problem (problem solving).

Discipline is the rapprochement between the attitudes, behaviors and actions of a person with a regulation that is being enforced. Realizing the self-discipline in a teacher is necessary regulation in learning activities at school. With the existence of these regulations, any disciplinary actions that reflect the attitude will be implemented properly. Prijodarminto (1994, p. 23) argues that the discipline is a condition that is created and formed through a process of a series of behaviors that indicate the values of obedience, loyalty, regularity and order. Those values have become part of behavior in life. Behavior that is created through a process guided through the family, education and experience.

Learning achievement

Achievement requires struggle and sacrifice to the multiple challenges that must be faced. According to Poerwadarminto (1990, p. 650), an achievement is the result that has been achieved, which is done by someone. While learning achievement itself can be interpreted as an achievement by a student in a given time period and recorded in a school report. The learning achievement is the acquisition of knowledge or skills developed by the subjects, usually indicated by test scores or numerical value assigned by the teacher (Depdikbud, 1990, p. 700) According Djamarah (1994, pp. 23-24) learning achievement is the educational assessment of students' progress in all things learned in school related to knowledge or skills that obtained from assessment results. Therefore, learning achievement is the result of learning achieved by a student in the form of a skill of learning activities in the academic field school at a certain time period that are recorded at each end of the semester and in the evidence report, that so-called called report cards.

Method

This research is a qualitative descriptive study, which aims to create a description, picture, or painting systematically and accurately on the nature and relationship of phenomenon investigated. Research description focuses on actual problems as they are at the time of research conducted. Description of the study is to describe the methods of learning and discipline of female teachers in improving student learning achievement of Islamic religion subject in MTsN 1 Kendari. This research was conducted in MTsN 1 Kendari, in April to September 2016.

The subjects of this study were 10 people by one principal, and 9 female teachers. In this study, it used two data sources, they are primary data and secondary data. The data source is the place where the data obtained is taken and collected. As for the research data are:

- 1) The primary data source Some information or facts that are directly obtained in the study, which is as the primary data source is all the facts and information obtained from the study subjects through direct interviews.
- 2) Secondary data sources This study is a qualitative study using secondary data from documents. Document is any written material or unwritten. Documents used are official document of MTsN 1 Kendari documents.

Data Collection Technique

To obtain the data corresponding to the study, the authors used several methods:

- 1) Data collection techniques using observations of the research object. Arikunto (2006, p. 105) says that the observation includes something of focusing on the object by using all the senses. Thus, the observation can be done by sight, smell, hearing, touch, and taste.
- 2) Interview (interview) is a conversation with a purpose. Purpose of the interview is to get or find what is contained in the minds of others. Interviews were conducted to find something that is not likely to be found obtained through direct observation.
- 3) Documentation used to retrieve data through pictures or symbols with the aim of supporting data in the study.

Data Analysis Technique

Data analysis techniques, the writers uses qualitative descriptive technique. The data analysis technique is the final process of the research conducted. Ideally data processing procedures are not rigid and continually developed according to the needs and goals of the research, so as to obtain valid data. The data analysis technique includes five phases:

- 1) Collection of data. It collects some data obtained by the research coverage;
- 2) Data reduction meaning that reducing the data means summarizing, selecting, things are basic, focusing on things that are important, look for themes and patterns so that the reduced data will show a clear picture and facilitate researchers.

- 3) Presentation of data. Analysis on all the data available from various sources was interviews, observation, documentation and data that have been obtained to be material in the analysis in the form of brief descriptions, flowchart and so forth.
- 4) Verification Data or drawing conclusion and verification. The initial conclusion, supported by strong evidence to support the next phase of data collection. But if the conclusions put forward in the early stages, supported by valid evidence and consistent during data collection, the conclusions put forward a credible conclusion.
- 5) Triangulation is test validity by using something other than the data already existing for the purposes of checking the data. In checking the validity of the data, it uses triangulation as follows:
- Triangulation techniques, which use different data collection techniques, to obtain data from the same source, participant observation, in-depth interviews and documentation for the same data sources simultaneously.
 - Triangulation source, that is to get data from different sources with the same technique.
 - Triangulation of time, which is a technique used by the interview.

Results

1. Female teachers' teaching Method of Islamic Religion subject in MTsN1 Kendari

The implementation of education undertaken at every level will carry out some of the issues related to educational purposes intended. One of the educational activities is through learning. Learning in school / madrasah is necessary to lesson planning, to implementation and evaluation. On the implementation of the learning process, learning methods are needed to support the achievement of learning goals. The learning method is completely determined by the teacher concerned. In MTsN. 1 Kendari which organizes the learning process, total numbers is 44 people consisting of 13 men and 31 women. In this study, the writers only aimed at women teachers who teach Islamic religious education, amounting to 9 people, which is the object of this study and the duty of learning in the classroom can be seen from some of the methods used.

Table 1 Learning Method applied in the female teacher classroom in MTsN1 Kendari

NO.	Method	Total	%
1.	Lecturing, discussion, question and answer	6	66,67
2.	Demonstration, cooperative, and group work	3	33,33
	Total	9	100

Applied learning methods in the female teacher classroom at MTsN1 Kendari dominantly still in the lecturing method (speech), discussions, moreover question and answer. This is in line with the interviews of Mrs. Hafsa, as female teacher who said that the teaching methods used in presenting the material Islamic religious education in class is lecture (speech), discussion and question and answer. (Interviewed in Kendari, May 20, 2016). However, there are also female teachers who used demonstration methods (role play), and cooperative methods, as well as interviews with Ms. Yusnawati that learning methods used in conveying the material of Islamic religious are demonstration and cooperative learning. (Interviewed in Kendari, May 22, 2016). In addition, there is a use of assignment in groups and provision of stimuli, problem statement and data collection, as well as interviews with Ms. Rusliah, who said that the teaching methods used in the provision of Islamic education material is stimulus delivery methods, problem statement / question and data collection. (Interviewed, in Kendari, May 25, 2016).

Based on the interviews about female teachers in MTsN1 Kendari, then it can be argued that the learning method applied by female teachers in presenting the material of Islamic religious education is lecture method, discussion, question and answer and administration tasks either individually or in groups with cooperative methods. The dominant method of learning performed by female teachers in MTsN 1 Kendari is as in the following table.

Table 2: Dominant learning methods applied in the female teachers classroom of Islamic religion subject in MTsN1 Kendari

No.	Method	Total	%
1.	Lecturing, discussion, question and answer	6	66,67
2.	Provision of stimulation, problem solving, providing individual and group assignments	3	33,33
	Total	9	100

The learning method used predominantly by female teachers in the classroom at MTsN.1 Kendari is the method of discussion, lecture and question and answer. In addition there is also a method of assignment, either individually or as a group, and providing stimulus through problem solving.

Table 3: Best learning methods in learning Islamic religion subject applied by female teachers in MTs.N.1 Kendari

NO.	Method	Total	%
1.	Lecture Method, Giving individual task	7	77,78
2.	Provision of group assignments and cooperative learning	2	22,22
	Total	9	100

The best used of learning method in teaching Islamic religion for the female teachers of MTsN.1 Kendari are giving a lecture and individual tasks. Giving lectures conducted to provide a detailed explanation of Islamic religion materials. It should be enriched by a lot of descriptions and explanations that can be understood by students and by their selves than they can practice the teachings of Islam both to him/herself and to society. In addition to the provision of individual tasks, learners can classify and deepen the teachings of Islam as the knowledge that is both spiritual and applicative scientific nature.

Excess lecture was when she told about the Prophet Muhammad's ethics. Students could instantly hear and listen. while the method is that students can ask something which has been clear yet. Another advantage of learning methods performed by female teachers was the method of assignment, in which students can find their own answers, being a method by giving examples make students immediately see an example of the desired activity in the learning objectives achieved, in addition, students are able to communicate and simultaneously apply their knowledge in daily life days. (Rahmawati Sybli, Interview, in Kendari, May 2, 2016).

Likewise, teachers are women who involved all students and every student had a responsibility towards the achievement of presented learning objectives. (Rusliah, interview, in Kendari May 5, 2016). A female teacher explained that the cooperative script method has advantages in which students worked in pairs and took turns verbally in analyzing materials. So the excess students can more quickly determine the content of the material. (Yusnawati, interview, in Kendari, May 6, 2016).

The weakness of Islamic learning methods experienced by female teachers in the classroom are; (a) in lecturing, the drawback occurred if the teachers simply did lecturing, the students were sometimes not able to master the learning objectives and could not be measured as well as saturated; (b) the foundation of Al-Quran Literacy of Elementary sorely lack; (C) the number of students 40 each class or above 35 students make the result useless regarding the teaching methods used, including the lack of time portion (allotted time) reserved for Islam subjects (2 sessions per week); (d) students' lack uttering the letters of Al-Qur'an ; (e) weakness methods of cooperative mostly madestudents not seriously study, they assumed that they were given the opportunity to speak (chat).

Learning methods are considered ideal in learning Islam . They are (a) adjusted between matter and methods used; (b) direct instructional methods, students can practice it in daily life; (c) in accordance with the objectives to be achieved and the method allows teachers and students in achieving the learning objectives; (d) a lecture and discussion; (e) the use of the collaboration of several learning methods where learning objectives can be measured.

The link between learning methods used in the acquisition value of Islamic religious instruction and students' outcome are; (a) it is very decisive, method in this case is one way to determine the achievement of learning objectives; (b) they are closely related; (c) although it not significantly be decisive, but it can encourage the acquisition value of the higher Islamic studies; (d) ultimately, the success of the method used will result good value.

2. Female Teachers discipline in MTsN 1 Kendari

The discipline of teachers highly preferred in carrying out the learning process in the classroom. The arrival of Islamic religion teachers in MTsN1 was very varied, as shown in the following table:

Table 4 Female teachers time of Attendance every day in MTsN. 1 Kendari

No.	Time of attendance	Total	%
1.	6.15	1	11.11
2.	6.30-7.20	1	11.11
3.	6.45-7.10	2	22.22
4.	6.50-7.00	2	22.22
5.	7.00-14.30	3	33.34
	Total	9	100

Based on Table 4 above, it can be seen when the presence of female teachers every day at MTsN.1 Kendari was at 7.00 a.m. (33.34%), while others were varied at 6.15 a.m. (11.11%), at 6.30 a.m. (11:11%), at 6.45 a.m. (22:22%), and at 6.50 a.m. (22:22%). The presence of female teachers at MTsN. 1 Kendari is (a) the presence of teachers as civil servants working hours that are from 7.30 a.m. to 2.30 p.m. for 6 days, as a teacher of 24 hours per week; (b) every day unless there are outdoor activities; (c) every day even though there is no teaching hours; (d) each day before 7.30 a.m.; (e) teachers comes before teaching hours.

Table 5 hours of classroom teaching of female teachers at MTsN. 1 Kendari

No.	Teaching hours	Total	%
1.	7.15-14.30	4	44.44
2.	7.10-9.20	3	33.34
3.	On schedule	2	22.22
	Total	9	100

Based on Table 5 above, the female teachers' hours at MTsN.1 Kendari is 7.15 a.m. to 2.30 p.m. or 44.44%, from 7.10 a.m. to 9.20 a.m. or 33.34%, and the punctual students is 22.22%. Female teachers of Islamic religion subject in MTsN 1 Kendari sometimes experience delays on various reasons, but the length time of the delay was not affecting to the learning process, as can be seen in the following table.

Table 6 Time missed during teaching hours (delay of teaching) of Islamic religion subject of female teachers in MTsN.1 Kendari

No.	Delay time in teaching hours	Total	%
1.	5 minutes	2	22.22
2.	10 minutes	3	33.34
3.	15 minutes	1	11.11
4.	Never	3	33.33
	Total	9	100

Based on table 6 above, the delay of teacher in teaching hours are 10 minutes (33.34%), 5 minutes (22:22%), 15 minutes (11.11%), and the never too late 33.33%.

Uniform for female teachers at MTsN. 1 Kendari, are: (a) White-Black on Monday and Tuesday; (b) Wednesday by keki clothes; (c) Thursday for batik clothes; (d) Friday by tracksuits; and (e) Saturday by scout shirt. The views of female teachers on teaching discipline teachers according to Rahmawati sibly found that it depends on teachers' quality discipline of all stakeholders inside and its application has been very good and regular (Interview Kendari May 8, 2016). The results of interviews with Yusnawati, found that the implementation of the female teachers discipline in MtsN. 1 Kendari, she said, "as far as this discipline is an absolute thing that I should meet as servants of the State responsible directly to Allah (working / teaching is the mandate)." (Interview Kendari May 7, 2016) The results of the interview with Ms. Rusliah shows that teachers must perform their duties every day, because it is their duty and responsibility (Interview Kendari, May 10, 2016).

In terms of making the syllabus and lesson plan of the subject, female teachers paid up on time to the headmaster carried out by the teacher concerned, because it is the obligation of teachers; learning devices are parts of the teachers' responsibility that must be completed each beginning / before teaching. Based on the interview on female teachers who run Islamic religion subject in Tsnowiyah Madrasah School I Kendari that female teachers have been struggling with discipline, because it is a trust that must be accountable not only to the headmaster but also to God the Almighty, Allah.

3. Students' Islamic religion learning achievement

Subjects which included in to Islamic Religious are Qur'an the Hadith, jurisprudence, morality aqidah, the history of Islamic culture and the Arabic language. The results of each student learning in Islamic religion subjects is quite good and reached completion. Those five subjects classified as PAI, then the subjects that are considered difficult to understand is the subject of cultural history of Islam, as in the following table.

Table 7 Islamic religion which is considered difficult to understand by students in MTsN.1 Kendari

No.	Students' learning outcome on average	Total	%
1.	75.00	1	11.11
2.	80.00	5	55.56
3.	85.00	2	22.22
4.	88.00	1	11.11
	Total	9	100

According to the table 7 above, the the most difficult subjects understood by students of MTsN1 Kendari is Cultural History of Islam which reached 5 people or 55.56%, then Arabic language support that reaches 3 or 33.33% and Al Qur'an Hadith particularly in tajweed is 1 person or 11.11 %. While Islamic religion subject that is easy to understand by according to the female teachers are the *Aqeedah akhlak* or moral creed which is 9 or 100%. The learning achievement of Islamic religious education in MTsN Negeri I Kendari is very varied, but overall students achieve classical completeness of the average required by the madrasa which is <75. This can be seen in the following table:

Table 8 Average on students' academic achievement in Islamic religion subject at MTsN. 1 Kendari

No.	Average mark of Islamic religion Amount	Total	%
1.	75.00	1	11.11
2.	80.00	5	55.56
3.	85.00	2	22.22
4.	88.00	1	11.11
	Total	9	100

According to the table 8 above, it was explained that the average grades in these subjects is average in the highest mark of 80.00 by the number of 5 people or 55.56%, while the mark 85 is 2% or 22:22, which states 75.00 mark is 1% or 11.11, and also 1 Value for 88.00% or 11.11.

Discussion

The learning method and discipline of female teachers in improving learning achievement is one of the components that are interconnected and play a role in improving the quality of education. Descriptive analysis of the teaching methods of female teachers showed that most women teachers in Islamic religion subject in teaching methods are a lecture, and question and answer. Lecture method is, lighting and narrative orally by educators to learners in the classroom. In other words, it can also be contemplate that the lecture method or lecturing is a way of presenting or delivering information through lighting and narrative orally by educators to learners. In clarifying the narrative / presentation, educators can use assistive devices, such as: object, image, sketch, maps and so on. (Latief, 1985, p. 16).

According to Arif (2002, pp. 135-136), lecture method is a way of conveying a subject matter by means of an oral narrative of the students or the general public. This notion has directed that the lecture method insists on a provision of learning materials by way of oral narrative. Oral serve as a major tool use the lecture method to teach a Islamic religion learning material on the learner. When the delivery process was relied upon by the teacher is an oral narrative, the teachers should really pay attention to the sound and technical capabilities in the use of this lecture method.

According to Nata (2011, pp. 181-182), a lecture is the presentation of a lesson performed by the teacher with the narrative or oral explanation directly in front learners. Lecture begins by describing the goals, unveil the outlines of which will be discussed, as well as the connection between the material to be presented with material that has been presented. Lectures will be successful if they get earnest attention of learners, presented in a systematic, exciting, and giving an opportunity to the learners. At the end of the lecture, it needs to state conclusions, give assignments to learners and provide them with final assessment.

The advantage to be gained by using the lecture method.

1. The class runs quietly because learners do the same activities, so educators can supervise students at once.
2. It does not require a lot of energy and a long time, with short time learners can receive lessons at once.
3. Lessons can be implemented quickly, because in a short time teachers can decomposed material.
4. Becoming flexible in in the use of time and materials will be worth. If the material plenty, while a limited time then it can talk about the main point of the subject itself, whereas when the material is not really heavy and the allotted time is enough, then the material can be explained in more detail.

Another term is question and answer method. It is a way in which an educator asking questions to the students about the material that has been taught or literature they have read and watched as the process of critical thinking among students. This method has long been used and used by people since ancient Greece. Islamic education experts have known this method, which is considered by modern education comes from Socrates (469-399 BC), a Greek philosopher. He used this method to teach learners in order to bring students in the truth or wisdom after debating and exchanging mind. Later, in Islam area, this method is also known. Prophet Muhammad taught religion to his people, often used question and answer method. In addition, discussion method in education is a way of presentation or delivery learning materials, where educators provide opportunities for learners / groups of learners to hold a scientific discussion to brainstorm and make a conclusion or make a variety of alternative solutions on some problems. The discussion forum can be followed by all students in the classroom, by making groups into smaller ones. That needs to be addressed is that the learners should be able to participate actively in any discussion forums.

Arif (2002) states that the discussion is a process that involves two or more individuals, integrates verbal and face each other, exchanges of information (information sharing), and holds opinions (self maintenance) in solving a particular problem (problem solving). Besides, Darajat (1992) states that the method of discussion is the most important part in solving a problem (Problem Solving). Thus, the discussion method is a way of presenting a lesson, where students are faced with a problem that could be a statement or a question that is problematic to be discussed and solved together. In the normal method of discussion, it is often conducted study groups, whose members consist of three to five students at school. This discussion is very appropriate method to provide high motivation and enthusiasm in learning.

As stated by Ramayulis (2012, p. 321) discussion aspects of the language is the process of exchange of ideas between two or more people in order to solve an issue. The word comes from the Latin discussion is "discussus" which means "to examine," "Investigate" (examine, investigate). In general, discussion is a process that involves two or more individuals who have integrated verbally and face each face of the purpose or maintains or problem solving. According to Killen quoted by Sanjaya (2006, p. 154), discussion is learning that exposes students to a problem, answer questions, add and understand the knowledge of learners and to make a decision in the study.

The application of disciplinary attitude of female teachers is continuous running. It is expected to affect students' motivation in learning, so as to increase student success in learning and more diligent, creative and active in their learning. The active role of female teachers and school institutions are supported by the school rules to apply discipline in learning and motivate students to study hard so as to get better learning results. Analysis of the students' learning achievement in the second semester of the academic year 2015/2016 is a picture that students who learn Islamic religion subject is completed. One success achieved is due to the use of learning methods and the level of various discipline by female teachers in presenting the Islamic religion materials. Discipline and learning achievement are two factors that can not be separated, where the level of discipline which is owned by teachers and students will demonstrate compliance and obedience both in carrying out activities in the learning process that takes place in the classroom and outside the classroom.

Conclusion

Based on the previous description, it can be concluded as follows:

1. Method of learning undertaken by female teachers in presenting the material of Islamic religious education in MTsN. 1 Kendari is doing a lecture, discussion and question and answer, as well as methods of provision both individual and group task-oriented moreover using cooperative model.
2. Female teachers discipline at MTsN. 1 Kendari are in a moderate, due to the arrival of madsarah each day varies from 7.15 a.m. to 2.30 p.m., which should be 6.30 a.m. to 2.30 p.m.
3. The learning achievement of Islamic religious education students of MTsN. 1 Kendari considered complete because it has achieved an average score of 80 out of 75 as standard of completeness.

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