

The Role of Teachers in Instilling Discipline in Students at MA al-Ittihad DDI Soni Dampal Selatan

Abdullah M.^{1*}, Askar Askar² & Kamaruddin Kamaruddin³

¹ Islamic Religious Education Study Program State Islamic University Datokarama Palu, Indonesia

² State Islamic University Datokarama Palu, Indonesia

³ State Islamic University Datokarama Palu, Indonesia

*Corresponding Author: Abdullah M., E-mail: Abdullahmspd1@gmail.com

ARTICLE INFO

Volume: 2

KEYWORD

Role, Teachers,
Instilling, Discipline

ABSTRACT

Student attitude acts as a support in achieving the learning goal. Attitude is influenced by feelings of support or unsupportive towards an object. There are assumptions about a positive relationship between student attitudes and learning outcomes. This research aims to explain the teacher's role in instilling discipline in students at MA al-Ittihad DDI Soni Dampal Selatan. This research used a qualitative method with a descriptive approach. The informants were teachers and students at MA al-Ittihad DDI Soni. The techniques of data collection used are observation, interviews, and documentation. The data were analyzed using data reduction, presentation, verification, and drawing conclusions. The results showed that the teacher's roles in instilling student discipline are: 1) through the exemplary carried out by the teacher by showing examples of discipline; verbally reprimanding students who violate; conveying the benefits of being disciplined; 2) Giving punishment to students who violate school rules in the form of light sanctions or heavy sanctions. The supporting factors in instilling student discipline are the teacher creating a conducive learning environment, adequate learning facilities, and the parent's involvement in education. The inhibiting factors are the family environment and the lack of students understanding of the rules that apply.

1. Introduction

Education is an influential factor in the development of a nation. Good quality education is expected to be able to produce quality future generations. Law no. 20 of 2003 concerning the national education system emphasizes that education is a process of knowledge, abilities, and skills in the learning process so that students actively develop their potential or character. According to Munib (2012), education means an effort to advance human resources so that the mindset (intelligence) of the children can be directed. The role of the teacher is as an educator, which includes educating, teaching, and training. Educating means instilling, passing on, and developing life values to students (religious and cultural values); teaching means equipping students with skills as provisions in their lives; and training means continuing and developing science and technology.

¹ Abdullah M is a Student Candidate of Islamic Religious Education Study Program at Postgraduate School, State Islamic University Datokarama Palu, Indonesia. This paper was presented at the 2nd International Conference on Islamic and Interdisciplinary Studies (ICIIS) 2023, as a presenter, held by the Postgraduate School State Islamic University Datokarama Palu, Indonesia.

Student attitudes play a supporting role in achieving the learning goal. Attitudes are influenced by feelings of support or unsupportive towards an object. There are many assumptions about a positive relationship between student attitudes and learning outcomes. In other words, students with a positive attitude towards certain subjects tend to be more diligent in learning to achieve satisfactory results. On the contrary, students with a negative attitude towards learning are not enthusiastic about learning, so the results are unsatisfactory.

Every student is required and expected to behave according to the rules and regulations applied in his school. The behavior, rules, and regulations can be categorized into two: 1) Compliance and obedience of students to various rules and regulations applied in their school is commonly called student discipline. 2) Rules, regulations, and various other provisions that seek to regulate student attitude are called school discipline. Meanwhile, the indicators of discipline are its daily implementation reflected in their tidiness, diligence, and study time setting. Therefore, the demands of student attitude and discipline are the main assets for educational institutions to become competent educational services.

2. Literature Review

The teacher is the central point of education whose teaching and services focus on students. This role encourages teachers to know a lot about the condition of students at each level. In addition, teacher success is also determined by mastery of the material, the use of approaches and strategies, as well as the support of adequate learning resources, tools, and media.

According to Syaodih, teachers are the curriculum planners, implementers, and developers for their classes. Therefore, they play an essential role both in planning and implementing the curriculum. According to Rusman, the role of the teacher is to make a diagnosis of students' initial behavior, make a Lesson Plan (RPP), carry out the learning process, act as the executor of school administration as well as a communicator, develop self-skills as well as the students' potential, and act as a curriculum developer in schools. Meanwhile, according to Mulyasa, the role of the teacher in learning is as an educator, teacher, mentor, advisor, model and role model, communicator, self-skills developer, mediator as well as facilitator, and evaluator.

A student, in school learning activities, can not be separated from the various rules and regulations applied in his school. Every student is required to be able to behave in accordance with the rules and regulations. Compliance and obedience of students to various rules and regulations is usually called student discipline. Meanwhile, the rules, regulations, and various other provisions that seek to regulate student behavior are called school discipline.

School discipline, according to Foerster, is a measure for actions that guarantee the necessary moral conditions so that the educational process runs smoothly without disturbance. Discipline etymologically means training memory and character to create self-control or the habit of obeying rules and orders.

Discipline is an orderly state in which people of an organization are subject to the existing rules with pleasure. Discipline is an attitude or character that is inherent in a person.

According to Daryanto and Darmiatun, the word "character" comes from the Greek word *charassein* which means to engrave (to paint, draw), like someone who paints paper or sculpts stone or metal. From this explanation, character is interpreted as a special sign or characteristic. Furthermore, character education is a variety of efforts carried out by school personnel, involving parents and community members, to help children and adolescents become or have caring, determined, and responsible characteristics.

3. Methodology

3.1. Research Methodology

This research employed the qualitative method because the researchers seek to reveal the role of the Civics Education teacher in fostering the discipline of students at school. The form of research was survey, which was carried out by observing and providing questions regarding the problems under study to get answers from respondents, both orally and in writing. According to Moleong, qualitative research is research that intends to understand the phenomenon of what is experienced by research subjects.

Qualitative research sets in natural settings, so it is often referred to as the naturalistic method. It investigates natural objects, which the researchers do not manipulate. When entering the object, being in the object, and after leaving the object, it relatively doesn't change.

Qualitative descriptive method is a method of examining the status of human groups or an object to make descriptive, factual, and actual systematic descriptions or writings regarding the facts or phenomena that occur. In this research, the researchers describe qualitatively the teacher's role in instilling discipline in students at MA al-Ittihad DDI Soni Dampal Selatan.

3.2. Subject and Object of Research

The research subjects are people who provide information about the situation and conditions of the research site (Suwandi: 2008).¹¹ Informants were chosen using purposive sampling, predetermined based on the research objectives (Suharsimi

Arikonto: 2006).¹² In addition to using purposive sampling, researchers also used the Snowball Sampling technique, which is a sampling technique in which the data sources, which are initially small in number, gradually become large. The subjects in this research were school principals, teachers, and students.

This research focuses on the teacher's role in instilling discipline in MA al-Ittihad DDI Soni Dampal Selatan students.

3.3. Techniques of Data Collection

The data collection techniques used in collecting field data are direct observation, direct communication, and documentary studies.

4. Results and Discussion

4.1. The Result of Observation on Students Discipline Instillment

Researchers observed with Ms. Herlina, S.Pd., regarding the teacher's role in instilling student discipline at MA al-Ittihad DDI Soni. In instilling student discipline, she usually gives exemplary by controlling her actions and doing good to others, both teachers and students. In addition, discipline about time must be prioritized by a teacher. Furthermore, when students commit disciplinary violations, she gives sanctions in the form of cleaning the yard or picking up trash (observation, Thursday, 27 February 2023).

4.2. The Results of Interview on Students Discipline Instillment

Based on the researcher's interview with Mrs. Herlina, S.Pd., the efforts undertaken in student development at MA al-Ittihad DDI Soni encompass guidance through exemplary conduct and punitive measures.

a. Guidance through Exemplary Conduct

The approach utilized to instill discipline among students involves setting an example for them, as educators serve as role models. This is attributed to the general tendency of students to emulate behaviors prevalent in their surroundings, such as practicing courteous speech, maintaining neat appearances, and encouraging students to strive for excellence, particularly in terms of cultivating discipline.

b. Guidance through Punitive Measures

Punishment serves as a consequence for students who breach regulations, thereby deterring the recurrence of transgressions. Within the realm of education, one of the functions of punishment is pedagogical. Therefore, the application of punishment should not be arbitrary and based solely on the teacher's discretion, but rather should be educational, motivating, and lead students to comprehend the nature of their transgressions. Consequently, students engage in self-discipline in alignment with the advice they have received.

As for the supporting factors influencing the cultivation of discipline among students at MA al-Ittihad DDI Soni, teachers foster a conducive learning environment, provide adequate learning resources, and involve parents in the educational process. Conversely, inhibiting factors encompass an unsupportive family environment and students' limited understanding of prevailing regulations.

4.3. Discussions

Based on the researcher's analysis, it is evident that the discipline among students at MA al-Ittihad DDI Soni is still inadequate and necessitates specialized attention. This is shown by the disciplinary breaches committed by students, as outlined below :

1. Tardiness to School

Mrs. Herlina, S.Pd., who acts as a Civics Education teacher, articulates her challenges and strategies in cultivating student discipline. She remarks, "Whenever they arrive late, I consistently address and counsel them. If their reasons are valid, I allow them entry without imposing punishment. However, if their reasons are consistently trivial, then I resort to disciplinary measures. The issue of not being accustomed to waking up early could also contribute to frequent tardiness. My approach involves assigning penalties such as working on exercises tasks from their textbooks or requiring them to memorize the 1945 Constitution (UUD 1945).

2. Lack of Discipline in Dress Code Adherence

Discipline in adhering to the dress code remains deficient. This aspect is also acknowledged by Mrs. Herlina, S.Pd., the Civics Education teacher, who expounds, "In terms of attire, it starts with setting an example from myself. By dressing neatly, I aspire to have the students observe and emulate. However, the challenge lies in the fact that children, even when they comply initially, tend to repeat these infractions. Thus, it remains arduous for the children, especially the male students. A potential solution entails my intervention; if a student remains defiant, I admonish them by tugging his attire, prompting them to comply immediately".

Diverse endeavors have been undertaken by the educators at MA al-Ittihad DDI Soni to instill discipline among the students. These efforts encompass issuing regular admonishments to students who violate school regulations, conducting haircuts for

students with excessively long hair, and engaging in schoolyard cleaning activities. These strategies are employed by the teaching staff to cultivate a sense of discipline among the learners, encouraging their adherence to established school rules and mitigating instances of indiscipline within the school environment.

5. Conclusion

Based on the research findings, it can be concluded that the educators at MA al-Ittihad DDI Soni have realized their role and function in imparting moral values to their students, particularly concerning discipline. This is evident through measures such as deducting grades for incomplete assignments, administering penalties like solving problems from the textbooks or participating in cleaning activities due to tardiness or improper attire.

References

JOURNALS:

Syahir. 2003. Kedisiplinan Sangat Penting Dalam Perkembangan Moral. Jakarta Taufiqrianto, Rahman. 2012. Kenakalan Remaja. Jurnal Inovasi. Volume 9, No.2.

BOOKS:

- A. Sudrajat, "Perkembangan kognitif," Jakarta Bumi Aksara, 2008.
- A. Suharsimi, 2006. Prosedur penelitian suatu pendekatan praktik, Jakarta: Rineka Cipta,
- B. D. Suwandi and M. Si, Memahami Penelitian Kualitatif, Jakarta: PT. Reneka Cipta, 2008.
- Daryanto & Suryatri D. 2013. Implementasi Pendidikan Karakter di Sekolah. Yogyakarta: Gava Media. Maleong, Lexy J. 2005. Metode Penelitian Kuantitatif. Bandung: Rosdakarya.
- Mulyasa. 2017. Menjadi Guru Profesional. Bandung: Remaja Rosdakarya.
- Munib, Achmad. 2012. Pengantar Ilmu Pendidikan. Semarang: UPT UNNES Press. Rusman. 2014. Model-model Pembelajaran. Jakarta: Raja grafindo Persada.
- S. Rijal and S. Bachtiar, "Hubungan antara Sikap, Kemandirian Belajar, dan Gaya Belajar dengan Hasil Belajar Kognitif Siswa," J. Bioedukatika, vol. 3, no. 2, pp. 15–20, 2015.
- Sugiyono, Memahami Penelitian Kualitatif, Bandung Alf., 2005