

THE TEACHER'S ROLE IN FORMING STUDENT DISCIPLINE CHARACTER IN ELEMENTARY SCHOOLS

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Abstract

This study aims to describe the teacher's role in forming the disciplinary character of fourth-grade students at SD Negeri 112 Pekanbaru. This research is qualitative research with a case study model. The research data is the teacher's role in shaping the disciplinary character of students, while the data source in this study is the results of observations at SDN 112 Pekanbaru. Data collection techniques are in the form of interviews, observation, and documentation. Data analysis uses the Milles and Huberman model with three stages, namely data reduction, data presentation, and conclusion. The results of the study show that the teacher's role in shaping the character of student discipline at SDN 112 Pekanbaru is to reinforce the value of obedience by giving examples such as coming to school on time and complying with school rules and regulations. The value of the order is carried out by accustoming students to maintain calm and cleanliness in the class. The value of the order is carried out by accustoming students to dress neatly, cleanly and submit assignments on time. Compliance value in which the teacher gives sanctions when students cannot comply with and implement existing regulations. The value of loyalty to students is carried out by reminding students of the lecture method, and the teacher also plays a role in motivating students to be better and still giving sanctions when students cannot carry out the agreements that have been made.

Keywords

Character, Discipline, Role of the Teacher, SDN 112 Pekanbaru.



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INTRODUCTION

Law Number 20 of 2003 concerning the National Education System states that basic education is the earliest level of education. Basic education is held to provide basic knowledge and skills to students to live in the community. Basic education is held for six years, and the teacher is the main component of implementing education, especially in Basic Education.

A teacher is a person who has roles and responsibilities in educating students. According to (Heriyansyah, 2018), teachers are all people who have or take responsibility for the education obtained by students, both internally and externally at school, both individually and in groups, whereas (Zein, 2016) says that in a narrow sense of the role teachers relate to teaching and learning activities. The teacher's role is as a facilitator for students at school, both in internal and external classes. The role of a teacher is very important in achieving learning activities.

From some of the examples instilled in students, there are character values in students, namely a) religious, where students obey worship; b) discipline in entering and leaving class on time; c) friendly/communicative, in which students let other students ask questions and praise students who ask the questions and those who answer. This will increase the value of the disciplinary character of students (Dole, 2021). According to (Alfath, 2020), the character of discipline is a person who has good behavior, a positive personality, and a character who does not want to commit a violation either directly or indirectly. Each character possessed by students needs to be supported by various educational actors, including school principals, teachers, and other school members. According to (Raikhan, 2018), the character is a development process, and character development is a continuous process and never-ending process if humans live and a nation exists and wants to continue to exist. The most influential student character formation factor is the homeroom teacher. The homeroom teacher is the most dominant party in interacting in terms of time and responsibility with students who are sheltered in forming their character.

A learner must have discipline by practicing the habit of obedience and self-control. The attitude of discipline that arises from a person has more impact on him than the attitude of discipline resulting from the supervision of others. Therefore, there needs to be priority with the teacher's attention. The teacher becomes a central figure in improving the teaching and learning process. Learning achievement is in the "hands" of the teacher, and the future of students also depends on it.

The formation of the character of students also needs to be supported by the good character of a teacher. According to (Arniah et al., 2022), discipline is very important for students because

teachers often make direct contact with students during the learning process. This is where the teacher's role is in instilling discipline in students. An educator must be able to distinguish between good and bad. Besides that, the teacher must also be able to reprimand and advise students who act ineffectively at school. (Rahmat et al., 2017) States that the role of the teacher is needed to increase students' character values. Based on some of the relevant journals above, it can be concluded that the role of the teacher in the formation of the character of student discipline is very important. This can be seen in the students who often neglect assignments to the point where they do not respect the teacher as an educator. At present, there are still many students' character values that have not shown obedience values, discipline character values, regularity values, obedience values, and loyalty values. (Octavia & Sumanto, 2018) States that currently, there are still disciplinary values that do not match expectations and reality. This can be exemplified as there are still students who ignore the assignments given by the teacher. According to (Rahmat et al., 2017), discipline is an act of obedience and order to the rules shown by someone. Discipline can be interpreted as something that encourages us to do actions by existing rules. Undesirable student behavior is still commonly found in today's times. The behavior of not complying with the rules in the school is still not ingrained in the student, so students lack the value of disciplinary character. Discipline is a character that must be cultivated. This disciplinary character is very necessary for humans so that later other positive characters will appear (Muhaimin et al., 2021).

Based on the results of observations on interviews that were conducted at SDN 112 Pekanbaru, researchers obtained information that teachers had practiced character values in the learning process, as well as the morals that teachers instilled, one of which was the character of discipline. However, in practice, the disciplinary character values do not fully achieve the goal. There are still students who are not disciplined, such as arriving late to school, being late in collecting assignments given by the teacher, and not respecting the teacher, and there are still students who do not wear full school uniforms.

Discipline in these students is very important to apply in everyday life, but it often becomes a problem at school because almost every day, there are students who violate discipline. The formation of the character of student discipline can be realized in a learning atmosphere that is conducive, comfortable, dynamic, and enforces the prevailing values and norms. One of the goals of student self-control must be considered by educators in addition to developing their intellectual abilities. Self-control for these students to guide and direct student behavior to be disciplined and

bring positive consequences. Self-control in these students also leads to the achievement of discipline and adaptation in educational goals so that they can comply with all existing regulations in schools to achieve the formation of the disciplined character of students at SDN 112 Pekanbaru.

Students' self-control on discipline at SDN 112 Pekanbaru is still many students who are not disciplined with the rules at the school. One of them is the attitude of students who are not self-disciplined due to the lack of support from teachers and guardians of students at SDN 112 Pekanbaru. One of them with inconsistent in applying the rules: A teacher who lacks discipline may not be consistent in applying class rules. Teachers may not follow the rules strictly or may not enforce consistent consequences when rules are broken. This can be a signal to students that those rules are not important or can be ignored. Second, the lack of firmness of teachers who lack discipline may be less assertive in giving directions and ensuring students follow the rules. Teachers who are too tolerant of inappropriate transgressions. As a result, students may feel that they can commit violations without serious consequences. Third, the lack of classroom control. Those who lack discipline may not have effective control over the class. Teachers may not be able to manage student behavior properly, thereby disrupting the teaching and learning process. This can result in a chaotic classroom environment and students having difficulty concentrating.

The inhibiting factor for the teacher's role in shaping the disciplinary character of elementary school students is the role of parents and the community in which there is a peer factor. Factors that become obstacles in instilling and developing character education. (Pradina et al., 2021) The first factor is the lack of the role of parents in instilling disciplinary values in students. The second factor is the influence of school on the development of a child's personality is very large. The third factor is the role of society in which some peers have an important role in the sustainability of the disciplinary character of students. The fourth factor is the ineffectiveness of learning strategies that are ineffective or not to the needs of students can be an inhibiting factor. If the teacher is not able to use approaches that are relevant, interesting, and appropriate to the level of development of students, then students may not engage properly in disciplined learning.

Creating supporting factors for the teacher's role in shaping student discipline at SDN 112 Pekanbaru by providing a clear explanation to form students tend to comply with disciplinary rules if they understand why these disciplinary rules are important. The second is to apply consistency: to form a disciplinary character so that students who break the rules give appropriate consequences fairly and consistently. This will send a message that the rules on discipline must be respected and

violations are not ignored. Third, create a structured learning environment that can help promote discipline in students, provide clear instructions and make sure students understand their assignments and expectations and plan consistent schedules and routines to help students develop discipline habits. Fourth, involving parents in open and regular communication with parents is important to support and strengthen the discipline taught in schools. Collaboration between teachers and parents can provide consistent messages to students about the importance of discipline.

Research (Setyaningrum et al., 2020) class teachers play an important role in educating students' disciplinary character by applying three techniques, namely: inner control techniques, external control, and cooperative techniques. Meanwhile, (Sobri et al., 2019) Disciplinary character of students is formed through several identifications of school culture, namely school artifacts, rules, ceremonies, and values held by school members. Thus, the teacher is very influential in forming character, which is very important for the development of students so that later they become human beings who have an attitude of obedience to rules. Further (Suisanto, 2018), teachers in instilling disciplinary values using, among others, discipline, refraction, gifts/rewards, and individual education. But if the teacher does not instill this consistency in the class, it will hinder the application of these disciplinary values. Then research (Patmawati, 2018), students' behavior in applying the character values of discipline and responsibility needs to be emphasized and habituated continuously to students so that the behavior becomes better than before with fixed school rules. The last is research (Pradina et al., 2021), supporting factors in achieving success are by playing an active role in instilling the disciplined character of students, fathers, and mothers of teachers and the support of the school principal in enforcing written and unwritten rules at school.

Based on the description above, the purpose of this research is to describe the role of the teacher as an educator in the formation of the disciplinary character of fourth-grade students at SD Negeri 112 Pekanbaru and to find out the obstacles to the teacher's role as an educator in shaping the disciplinary character of fourth-grade students at SD Negeri 112 Pekanbaru.

METHOD

The research method used is a descriptive qualitative method with a case study model. This research was conducted at SD Negeri 112 Pekanbaru. The research data is the teacher's role in shaping the disciplinary character of students, while the data source in this study is the results of observations at SDN 112 Pekanbaru. Data collection techniques through observation were carried

out from 9 August 2022 to 3 September 2022, the researchers also interviewed class teachers and grade 4 students at SDN 112 Pekanbaru, and in this study, the researchers presented documents in the form of student and teacher absenteeism, lesson plans, student violation books, and books school rules. Data analysis in this study used the Milles and Huberman model with the stages of data reduction, data presentation, and conclusion. Data reduction was carried out by researchers by looking at teacher activities in shaping the character of student discipline through student and teacher attendance records, student violation books, and school order books, presenting data such as applying disciplinary school rules, habituation such as lining up before entering class and carrying out class pickets and enforce class rules. So, in this study, the researchers saw that the teacher applied the character of student discipline by observing the teacher's activities while in class to apply the character of student discipline.

FINDINGS AND DISCUSSION

Findings

Based on the data collection carried out, the researcher obtained the results of research on the teacher's role in shaping the disciplinary character of class IV students at SDN 112 Pekanbaru as shown in Table 1 below:

Table 1. The Role of the Teacher in Instilling Disciplined Character in Students at SDN 112 Pekanbaru

No.	Teacher Activity	Character Value
1.	Implement school rules	Discipline
2.	Habituation	Discipline
3.	Apply class rules	Discipline
4.	Forming the value of obedience	Discipline
5.	Forms the value of the order	Discipline

The application of school rules at SDN 112 Pekanbaru is carried out to instill the character of student discipline with students being required to arrive on time, wear full school uniforms and according to the day set by the school, dispose of trash in its place, carry out flag ceremonies in an orderly manner. Habits that are carried out every day, such as lining up before entering class and carrying out class pickets, carrying out literacy every day, then giving sanctions to students who do not follow the habituation so that they can form the character of student discipline.

The application of class rules can be made by adhering to mutually agreed class rules such as not fighting in class, attending lessons in an orderly and disciplined manner, maintaining existing facilities in the class, working on, and collecting assignments on time, attending class on time, dressing according to school rules and respect teachers and all school members.

Teachers have a big role in shaping the value of obedience in schools. Obedience reflected by the teacher can be useful for students to live life in a country that upholds the value of obedience. Usually, students who arrive late will be given sanctions, and students who have often received sanctions will be given socialization regarding school rules.

The teacher is a role model for students by exemplifying the values of order, such as the teacher arriving and leaving on time, throwing garbage in trash cans, and wearing school uniforms according to the existing schedule. So that after students pay attention to the teacher, it is hoped that they can emulate the existing orderly values.

Table 2. Teacher Obstacles in Instilling Student Discipline Character at SDN 112 Pekanbaru

No.	Obstacle	Scope	Solution
1.	Lack of communication with parents	External	It is better if the teacher conveys the development of students more often orally and in writing
2.	The teacher's role as a guide does not yet have the competence of a guide	Internals	The school provides training to teachers who do not yet have the competence
3.	Environmental conditions	External	Complete school facilities

Lack of communication between teachers and guardians or parents. Inadequate communication with parents is an obstacle for teachers in carrying out counseling because parental communication is very important for the development of their students. The role of the class teacher as a guide does not yet have the competence of a good guide because the class teacher is not like a psychologist who is a professional counseling guide, so there is still a need for support from psychologists to determine child development.

According to (Utami, 2015), the inhibiting factors for teachers in forming their character are environmental conditions, parents, or the school itself. The impact of knowing obstacles by teachers can be overcome based on the values of cultural education and national character, including religion, honesty, tolerance, discipline, hard work, creativity, independence, democracy, curiosity, national spirit, love of the motherland, respect for achievement, friendship, and communication, love peace and responsibility.

Table 3. The Teacher's Function in Developing Student Discipline Character

No.	Teacher function	Attitude
1.	Forming the value of obedience	Set an example by arriving on time
2.	Forms the value of the order	Set an example by keeping the class quiet
3.	Establish regularity values	Set an example by dressing neatly and cleanly
4.	Establish compliance values	Give sanctions/penalties to students who do not comply
5.	Establishing the value of loyalty	Always remind students to obey the rules

Forming obedience and exemplary values exemplified by the teacher will be an example for their students. The teacher forms the value of obedience to students by being punctual when coming to school and dressing neatly. Based on the interview results, it was found that the teacher came to school at 06.30 WIB. This shows the teacher's role in giving an example to students to be obedient. Based on the observations made by the researchers, most of the students have obeyed the rules, such as coming to school on time and throwing garbage in its place. This can be seen when the teacher always reminds students to throw garbage if there is trash under the table.

Forming the value of the order, the teacher seeks to accustom students to maintaining class peace and class cleanliness, and the teacher seeks to complement learning resources to create a pleasant learning environment. At the time of the observations the researchers made, it could be seen that the students carried out the class pickets with enthusiasm and cooperation. The teacher always makes sure students picket according to the schedule available in class. Furthermore, in maintaining the calm of the class, when the class conditions start to become uncondusive and noisy, the teacher always reminds students to be calm and control their voices. The teacher also seeks to provide varied learning by using media such as media images in the learning process. From the results of this study, it can be seen that the teacher has carried out their role in instilling the value of order.

The role of the teacher in forming the value of the order is carried out by giving examples and role models to always dress neatly, cleanly, and uniformly according to the day and do assignments on time. Based on the results of observations and interviews, the teacher always wears clothes that are neat, clean, and on schedule. From the results of the interviews conducted, it is also known that the teacher always reprimands and gives sanctions to students who do not wear complete uniforms. This is done so that students can familiarize themselves with instilling the value of order and being disciplined. Furthermore, the value of the order is instilled through the execution of tasks promptly. The teacher always gives enough time and reminds students to do assignments

according to orders and collect them on time. When there are students who do not collect within the predetermined time, the teacher gives punishment by memorizing short surahs.

In forming the obedience value, the teacher provides several rules so that students can learn to obey. When students are unable to comply with the rules that have been given, the teacher gives sanctions or punishments to students who do not comply with the rules. Based on the results of observations made when there were students who were late, the sanctions given by the teacher were students picking up trash around the school. This is also evidenced by the existence of a sanction book record owned by the teacher.

In forming the value of loyalty, the teacher has a handbook that contains rules and regulations at school. The teacher always reminds students of the lecture method so that students remember and implement school rules according to the agreement that has been mutually agreed upon. The teacher also plays a role in motivating students to be better and continues to provide sanctions when students cannot carry out the agreements that have been made.

Discussion

In forming the disciplined character of students, the teacher has a very important role because the teacher is the main spear of learning in schools. To be able to succeed in character building and learning in the classroom, educators must be able to make students improve their behavior by implementing regulations as disciplinary enforcers (Salouw et al., 2020). The teacher provides several roles that can support the formation of the character of discipline in students. From the research results, it can be seen that there are several roles of the teacher in shaping the character of discipline in students at SDN 112 Pekanbaru, such as:

First, the teacher at SDN 112 Pekanbaru provides an example of the values of obedience, where the teacher is a good role model for students in instilling the value of obedience. The value of obedience instilled by SDN 112 Pekanbaru teachers is by setting an example, such as coming to school on time and complying with school rules and regulations. This shows the role of the teacher in providing an example for students to be obedient so that students can make the teacher a guide in implementing the values of obedience. The teacher is an educator who has a major influence on the knowledge and character of students. Therefore, to become a teacher, one should be able to set a good example and example to students (Karno, 2019).

Second, the role of the SDN 112 Pekanbaru teacher in shaping the character values of discipline in students is by getting students used to keeping the class calm and clean and the teacher

using a variety of learning media so that the class becomes a comfortable and enjoyable place in the learning process. A pleasant learning climate can increase enthusiasm and bring out the activity and creativity of students in learning (Hilmi, 2018). As educators, teachers must always pay attention to students who carry out class pickets, asking students to pick up scattered trash so that students will later have the initiative to maintain the classroom environment. When the class conditions are not conducive, the teacher responds quickly to warn students to maintain calm by providing varied learning so that students focus again. It is intended that the classroom teacher can be the most comfortable and effective place for students to learn so that the teaching and learning process can shape the value of order among the students (Khasanah et al., 2023).

The existence of the implementation of rules in schools will make students responsible and disciplined with the rules. With the existing rules, students will know what needs to be done and stay away from things that are prohibited so that students will have the self-awareness to act in an orderly manner without coercion or orders from other people (Sholikhudin & Sa'diyah, 2017). Discipline is an act that shows orderly behavior and obeys the various provisions and regulations that have been set. Discipline also refers to individuals not depending on other people in choosing, making decisions, and goals, changing behavior, thoughts, and emotions following the principles that are believed to be the moral rules that are adhered to (Hasbi et al., 2021).

Third, the value of the order is carried out by accustoming SDN 112 Pekanbaru students to dress neatly and cleanly and submit assignments on time. It is intended that students can behave regularly in their daily lives. The teacher at SDN 112 Pekanbaru also set a good example by always dressing neatly and admonishing students for untidy uniforms so that students can improve and make the teacher a guide in instilling an organized attitude in themselves. The attitude of regularity is also emphasized by the teacher by collecting assignments on time. When students do not do well, the teacher will give sanctions. Discipline is a condition that is formed from a behavioral process that shows the value of obedience and order. Disciplined students are usually students who come on time, are neatly dressed, obey all rules, and behave according to existing norms (Wasono, 2019).

Fourth, SDN 112 Pekanbaru teachers play a role in establishing compliance values. The teacher gives sanctions when students cannot comply with and implement existing regulations. It is intended that students are aware of the mistakes they have made and are more obedient to the rules. The sanctions or punishments given by the teacher are under the mistakes made by the students, and the punishments given are educational punishments. This is also evidenced by the existence of

a sanction book record owned by the teacher. Punishment is something that is given to children intentionally to be a deterrent to violations or mistakes made and to form student compliance with existing regulations (Qonita, 2018).

Fifth, the role of the SDN 112 Pekanbaru teacher in forming the value of loyalty to students is carried out by reminding students of the lecture method, and the teacher also plays a role in motivating students to be better and continue to provide sanctions when students cannot carry out the agreements that have been made. If students have high motivation, then naturally, they will also have a disciplined attitude. The motivation that arises from internal or external stimuli will make a person want to change their behavior (Purwanti, 2017).

In forming the character values of discipline in students, it is certainly not easy, and the teacher also has several obstacles in carrying out his role, namely, first, the lack of communication with parents. The busyness of parents hinders the process of communication with teachers, so the formation of a disciplined character is not optimal. Collaboration between teachers and parents is very important. Therefore, communication between teachers and parents functions as a continuous educational role so that all parties play a role in optimizing the educational process (Samsudin, 2022). The second obstacle is the influence of the environment. The immediate environment of students must be a good example to support the formation of a disciplined attitude among students. When the environment does not support the formation of discipline in students, the process of instilling it in schools will be hampered and not optimal. Parents and families should be very involved in training students' discipline at home, for example, by always asking children to pray on time, washing dishes after eating, and keeping things in their places. The last obstacle is the low self-awareness of students. When students do not realize the importance of being disciplined, the process of forming a disciplined attitude will be slow, so students will be indifferent or indifferent to existing regulations. For this reason, it is necessary to instill self-awareness in students about the importance of having a disciplined attitude. For example, by showing learning videos in which there are many disciplinary values, tolerance, obedience to rules, and so on. So that when students analyze the spectacle, they will understand the bad actions they have done.

CONCLUSION

Based on the results of the research and discussion, the researchers concluded that the teacher's role in shaping the disciplinary character of fourth-grade students at SDN 112 Pekanbaru

includes forming obedience values, order values, order values, obedience values, and loyalty values. The obstacles experienced by teachers at SDN 112 Pekanbaru in instilling the disciplined character of students, first, a lack of communication with parents. The busyness of parents hinders the process of communication with teachers, so the formation of a disciplined character is not optimal. The second obstacle is the influence of the environment. The immediate environment of students must be a good example to support the formation of a disciplined attitude among students. When the environment does not support the formation of discipline in students, the process of instilling it in schools will be hampered and not optimal. And the last obstacle is the low self-awareness of students. When students do not realize the importance of being disciplined, the process of forming a disciplined attitude will be slow, and students will be indifferent to existing regulations. For this reason, it is necessary to instill self-awareness in students about the importance of being disciplined.

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