



THE ROLE OF TEACHERS IN THE DEVELOPMENT OF STUDENT DISCIPLINE CHARACTER THROUGH PPKN LEARNING AT SMA NEGERI 1 WONRELI, INDONESIA

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Abstract:

This research is a study on the role of teachers in the development of student discipline character through learning Pancasila and Civic Education at Senior high school (SMA Negeri) 1 Wonreli Regency of Southwest Maluku. This research is a case study with a qualitative approach. The data collection techniques in this study use 3 ways namely, observation, interview, and documentation. The data analysis process includes data collection, data reduction, presenting data, and decision making. The study concluded; 1) The role of teachers in the development of student discipline character is the right way to instill character values in the younger generation in order to create a generation of character and integrity. The target is students to be disciplined in obeying every rule made; 2) Pancasila and Civic Education teachers always prioritize and emphasize to students to be disciplined, to come to school on time. act, wear uniforms in accordance with school rules, must not skip school, in performing tasks at the specified time, obey in words and actions, and so on.

Keywords: character education, student discipline, Pancasila and civic education

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1. Introduction

The value of disciplinary character is very important to human beings so that other good values arise. The importance of the development of disciplined character values is based on the reason that there is now a behavior that is much distorted and strongly contrary to disciplinary norms. Undisciplined behaviors such as littering, parking vehicles not in designated places, not complying with building regulations, and so on. The infringing behavior shows that there is no public awareness to behave in discipline against the rules set by the government.

The undisciplined behavior of students in the school shows that there have been very serious problems in terms of discipline character education. The emergence of undisciplined character behavior shows that the knowledge associated with the discipline that students gain in school does not have a positive impact on changes in student behavior in daily life. Basically, the student knows that the behavior is incorrect, but he does not have the ability to get used to avoiding such wrong behavior.

This is a disciplinary character education process that takes place. It could be that the discipline education that has been done so far has only been at the knowledge level, not yet to the feeling and behavior of character. The learning process teaches more verbalistic knowledgeable students who are less prepared for students to be able to face the social life they will encounter. This is in line with Suparno's opinion (2012) that our education has been too stressed on the cognitive side. It is also limited to finding numbers, not a critical analysis of students' critical analysis of the events faced in daily life.

A similar opinion was also explained by Sugirin (2010), that the benchmark of educational success always refers to student achievement which is strongly related to the cognitive and psychomotor realm. The morale of the nation is indeed one of the main determinants and supporters of the welfare of the state. The National Education System in accordance with the mandate in Law No. 20, 2003, about the National Education System to teachers, governments, communities and students, hopes to realize the purpose of national education, namely the development of the potential of students to become believers and give to God Almighty, noble, healthy, knowledgeable, capable, creative, independent and become a democratic and responsible citizen. Since every citizen must have the same right to obtain a quality education as mandated in Law No.20 of 2003, On the National Education System Article 5 Paragraph (1), this is very much realized.

Therefore, the professionalism of teachers needs to be done from time to time, as stated in Law No. 20 Year 2003 Article 24 Paragraph (1) is explicitly mandated that education must have minimum quality and certification (S1/ D4) in accordance with the level of teaching authority, physical and spiritual health, and have the ability to realize national educational goals. The purpose and function of National Education is to form students who are dignified, intelligent, faithful, capable, creative and independent so that it creates a generation that has noble character and makes human being good (being

good) and smart (being smart) Rukiyati, (2013). The purpose of national education is in line with the objectives of Pancasila Education and Citizenship which form the quality of personality of country that is good responsibility, independent, and love of the homeland (Hakim, 2016). Agustian (2007), explained that the Indonesian nation is experiencing moral damage, namely there are seven moral crises in the midst of Indonesian society namely: Crisis of discipline character, crisis of responsibility, not thinking forward, crisis of togetherness, crisis of justice, and crisis of concern.

Based on the observation on January 6, 2020 that Senior high school (SMA) 1 Wonreli had difficulty holding a program that builds character values due to limited time, lack of mentoring and supervision from parents and teachers in an extra way so that the development of student discipline character through Pancasila and civic education learning in SMA 1 Wonreli has not been implemented optimally and there are still students who come to school not on time, long haired, do not use school attributes well, park carelessly, cheat and skip school. With regard to the problems that have been raised, researchers try to provide one of the concrete solutions in the prevention of undisciplined, namely instilling discipline character education early on, as did SMA 1 Wonreli.

Developing the character of discipline to students and students is already a shared responsibility and there needs to be a variety of ways to campaign for discipline education both in the school environment and the community on an ongoing basis. The family environment, community and education world have an important role to play in instilling character education, teaching the values of discipline character with the aim of fostering awareness and concern to counter the various acts of indiscipline that occur at this time. In line with the above opinion that strengthening the value of honesty can be done by learning Pancasila and civic education. Sari (2016) stated that character strengthening in Pancasila and civic education learning can be done by getting used to doing good early on, not cutting, being taught not to lie on every rule in daily activities. In the development of character compliance with school rules in the learning process Pancasila and civic education in a way teacher must give an example first to students in order to obey the rules.

Based on the description above the author is interested in conducting research on the extent of the role of teachers in the development of student discipline character through Pancasila and civic education learning in SMA Negeri 1 Wonreli sub-district of The Special Islands of Southwest Maluku Regency in daily activities in the school, then the author conducted research on the role of teachers in the development of character discipline of students through Pancasila and civic education learning in SMA Negeri 1 Wonreli South West Maluku Regency.

2. Research Methodology

This research is a case study of the role of teachers in the development of student discipline character through Pancasila and civic education learning with a qualitative

approach. This research was conducted at SMA 1 Wonreli Southwest Maluku school. The research was conducted in the even semester with a period from August 2019 to July 2020. Start the observation, interview, and documentation stage. Some of the data in this study used primary and secondary data.

The data collection techniques in this study use 3 ways, namely; 1) Observation; observation can be done by observing and measuring events that occur in the field whether it is about the record heard seen, experienced, or thought in order to collect data and reflect on the data in the research; 2) Interview, researchers will conduct interviews to, Vice principal of the curriculum field of SMA 1 Wonreli, Principal of student field, Pancasila and civic education Teacher, Guidance Teacher counseling, and Students and students; and 3) documentation.

The validity of the data is used to test the results of the research data in order to be objective and valid according to the facts in the field so that quality research is produced. As for the validity of the data in this study using triangulation techniques.

The process of analyzing data in this study begins by studying, examining all available data from various sources, summarized and focused on the important things according to the problem. Activities in the data analysis process include data collection, data reduction, presenting data, and decision making.

3. Results and Discussions

The development of disciplined character to the younger generation is urgent to do because it is important and it is everyone's duty to abide by every rule made, be it done through habits in the family, school, community, or nation and state environment. But in the implementation does not always go according to everyone's expectations and desires, there are many factors that can hinder the goodwill.

There is no denying that in Indonesia there are many young people who do not conform to the expectations of their parents to obey the rules that make such as not hearing parental orders, gambling, fights, and so on. Therefore, SMA 1 offers one of the right strategies in the development of student discipline character, as follows.

First, the development of discipline character is made in the framework of strengthening the discipline character program that exists SMA 1 Wonreli, this is basically also the goal of the vision and mission of SMA 1 Wonreli in the hope of improving and developing discipline in students. Through the learning of Pancasila and civic education surprised students to do good, can be trusted in words, actions and deeds. The development of this disciplined character is indeed encouraged as a tangible form to build the values of disciplined character.

Character development of student discipline is done in order to realize the younger generation who are obedient to every rule made. The development of student discipline character has a significant influence to educate students and students who adhere to discipline and responsibility. The character development of student discipline is good for training students and students to get used to and become habitual adhere to

every rule. It is through the development of student discipline character that discipline continues to improve and one of the effective ways to train children to become accustomed to always doing good and obeying every applicable rule.

Second, the development of disciplined character through Pancasila and civic education learning is one of the goals of SMA 1 Wonreli Pancasila and civic education teachers emphasize to their students to act cheat, not ditch, collect tasks on time, be honest in the words and actions of both families, schools, communities, nations and countries. Discipline character development is not only provided by Pancasila and civic education subjects but integrated in all subjects.

As a school with a vision of mission and purpose, the main disciplinary value is applied at SMA 1 Wonreli. obedient students can be good human beings, mentally good, and faithful so that discipline if defined is to obey every rule made, and set an example. The character value of the student's discipline has gone well, and quite good, can be seen for example students shaking hands with the teacher before entering the class, parking the motorcycle in place, throwing garbage in place and coming to school on time.

The results of observation and analysis of documents obtained by Pancasila and civic education teachers prepare disciplinary character coaching activities through structured teaching learning activities. The creation of complete learning tools such as: academic calendar, annual program of the 2019-2020 school year, semester program of the 2020 school year, syllabus, and RPP of the 2020 school year which is still a reference and guideline SMA 1 Wonreli. In RPP loaded school identity, basic competencies, competency achievement indicators, logging materials that include preliminary activities, core activities and closing activities, learning assessment, remedial, learning resources, and learning activities.

Based on the data of observation analysis and documentation can be seen that in the planning stage especially in Lesson Plan owned by Pancasila and civic education teachers contain the values of character education in a planned learning planning activity. Then the observation results in the field at the start of the learning activity teaching Pancasila and civic education teachers first invite students to do prayer together as a form of obedient character to the One True God, then absent attendance to students, explain the purpose of learning, then review the material in accordance with the RPP that has been made. Then the teacher conducts as a perception activity by asking about listening to cases of rights violations and denial of citizen obligations.

The teacher explains the subject matter to students through the media. The learning process is carried out by Pancasila and civic education teachers using discussion learning methods. By using the method of discussion students directly will learn a lot about the character of discipline. Through this method students learn to control emotions, accept their friends' opinions. Using discussion methods is one effective way to bring out the character of discipline in students.

The teacher's closing activity gives a conclusion and evaluates the day's learning. Based on the observations of researchers in the field, teachers and students end teaching activities by conducting research and forming a mutual agreement in discussions that

will be conducted at the core of learning. At the end of the learning activity, the teacher does not pay close attention to the students one by one to give an attitude assessment through the scale of attitude, this is in accordance with the RPP that has been made by the teacher at the evaluation activity. The observations and documentation are reinforced by the results of interviews with HM stating, as follows.

“Character development of student discipline through SOP delay, students write on picket books, worship, prayer, organizational activities, are prohibited from cheating, come to school on time, should not skip school, dress according to school rules, throw garbage in place and wear uniforms in accordance with school rules. Provide examples, examples, and responsibilities to students. Indicators of discipline at SMA 1 Wonreli if students are no longer late to school, Wear uniforms in accordance with school rules, students are not long haired, collect tasks according to the teacher’s specified time, do not cheat, park vehicles in the parking lot, and must salute teachers etc.” W/HM- BKesis/27/1/2020).

HM asserts that the character of discipline can be done in various ways, namely through the development of student discipline character and indicators of character development discipline SMA 1 Wonreli if, students obey the rules of the school doing good, the responsibility in the task is to collect tasks according to the time set by the teacher, mandate, must salute the teacher, no more cheats, do not throw waste carelessly, parking vehicles in the parking lot, should not skip school and students must arrive on time at school.

This opinion is reinforced by the observation and analysis of documents conducted by researchers that obtained the results that; First, when students and students first enter high school 1 Wonreli of course there is a process that must be went through one of them is that there is Standard Operating procedure delay.

The goal is to know the discipline of the student by writing on the picket book, so that through the picket book the teacher will know the student who is late for various reasons, some stated because of waking up in the day, his home away from school, no vehicle and having to walk this is already part of instilling the values of discipline. Second, in relation to worship, teachers are usually asked to check on students who have never attended the school, prayer. Not performing the prayer fills the press sheet provided by the picket teacher who does not perform the worship of the council and prayer for some reason is being missed and others will be punished.

Third, at the time of the organization's activities the chairman, treasurer, and secretary must commit to discipline. Daily student activities are carried out to maintain the location of schools and students who are late to school and commit other disciplinary violations, and every Monday the student council makes activities that are swiping to all classes to check students who are dressed that do not comply with school rules and such as wearing pants that do not comply with school rules, not wearing socks, wearing black socks, wearing short socks wearing excessive knick-knacks and long-haired students, if found to be students who violate disciplinary rules are made directly under by the

student council to carry out confiscation and punished according to what violations it makes.

This is what parents/teachers in SMA 1 Wonreli do not expect. Therefore, through these activities discipline can be developed. and Fourth, in relation to academics for students who cheat, cheat, do not collect assignments at the time specified by the teacher, ditch at the lesson hours, do not bring the book according to the cheat schedule, of course this will be conveyed to the parents of the student. Today the mother's child cheats, we will give you zero and give it a re-assignment or follow-up. The prevailing rules on mis disciplining are already listed in SMA 1 Wonreli's code of conduct book. Discipline character development is very important because it is one way to give examples, obedience, example, and responsibility to students in SMA 1 Wonreli.

Therefore, teachers make a special policy that is made directly from the principal, implemented together that is a communion to SMA 1 Wonreli in the hope that this is one effective way to instill the value of discipline to students as the golden generation that will continue the struggle of its teachers. The results of the observation and analysis of the document are reinforced VL, which states as follows.

“The main character values applied in SMA 1 Wonreli are the development of the character discipline of its students to adhere to every school’s disciplinary rules, dress according to the rules, come to school on time, not throw waste carelessly, do not cheat at final semester exam, always say hello and shake hands with the teacher’s words and actions should be good on everyone. The development of discipline character to students is not only the responsibility of the teacher of Pancasila and civic education but the responsibility of all teachers in SMA 1 Wonreli. The character of discipline is a priority and various ways to succeed the mission vision of SMA 1 Wonreli, in hopes of giving awareness to students regarding the importance of discipline character and exemplary early on so that the student grows up can be a good leader, integrity, trust, honest, and responsible.” (W/VL-Pancasila and civic education/29/1/2020)

VL Character development discipline can be done in various ways, one of which gives motivation to students regarding the importance of discipline character. The same opinion was also conveyed by YR as follows.

“We always develop discipline in schools when we are late for school, littering, parking recklessly, wearing black socks, long hair, removing uniforms, cutting, collecting tasks on time, or making other violations we are sanctioned according to what offences we make both in the classroom and outside the classroom, discipline continues to be developed to all students for the convenience and order of the school.” (W/YR. S/6/2/2020)

YR argues that the development of disciplinary character continues to be developed and that those who commit violations are sanctioned according to what violations are made both in the classroom and outside the classroom in the hope that all

students at SMA 1 Wonreli have a disciplined spirit obedient to the school rules for the sake of shared comfort. YR's opinion is reinforced by the AL, which states that.

"The discipline we have applied to children is that during meetings, as well as flag ceremonies and Students' Council worship, always encourage teachers to always remind students about the character of discipline, through Students' council worship, we input values on how to develop discipline, when our flag ceremony is about discipline, when in scouting we emphasize also about discipline, when we want to work on the midterm and late semester replay questions we always remind about collecting answers should be at the appointed hour. If there are children whose themes of disciplinary violations are immediately reported to the teacher. All activities in SMA 1 Wonreli discipline we always remind. (W/AL-Bkur/25/1/2020)

AL asserts that the development of discipline at SMA 1 Wonreli is through reminding each other and advising each other, by reminding each other of the students aware of the mistakes so that in the future the student will not repeat his mistakes.

The purpose of Pancasila and civic education learning is in line with the mission vision of SMA 1 Wonreli which always applies the values of character education, one of which is character discipline. Through Pancasila and civic education teachers who always prioritize the value of discipline in the school environment that is obedient in the replay, UTS and UAS so that the school's goals are achieved that always prioritize the value of discipline on students so that when the student plunges into the community can maintain the good name of the school. In addition, it is supported by a conducive and anti-action environment that violates the rules because it is supported by a conducive environment that creates good students who can bring about change in people's lives.

4. Conclusion

Based on the exposure of research results and discussions, it can be concluded that the role of teachers in the development of student discipline character is the right way to instill character values in the younger generation in order to create a generation of character and integrity. The target is students to be disciplined in obeying every rule made. Pancasila and civic education teachers always prioritize and emphasize to students to be disciplined, to come to school on time. act, wear uniforms in accordance with school rules, must not skip school, in performing tasks at the specified time, obey in words and actions, and so on. As a good school, the main disciplinary character values are applied at SMA 1 Wonreli in hopes of becoming good students, good discipline obedient to every school regulation and, being an example and an example in the community.

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