

THE QUALITATIVE STUDY ON THE ROLE OF TEACHERS IN SHAPING CHARACTER OF LEARNING DISCIPLINE FOR STUDENTS AT STATE ELEMENTARY SCHOOLS IN GRESIK REGENCY

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ABSTRACT. Learning discipline can also make children not underestimate a job, including in learning, be more responsible for themselves and dislike work that is delayed, especially in learning discipline. The role of a teacher to shape the character of learning discipline can all be seen through how a teacher arranges learning tools, and prepares all needs that can support the success of learning and the success of students. The role of teachers in classroom management can also be a strong factor in the formation of students' disciplinary character, because it can provide learning motivation to students This research is a qualitative research that uses observation, interview, and document methods as tools to obtain relevant and supporting data in this study. All efforts to collect data in this study have intensified the observation and interview methods. in several State Elementary Schools in Gresik district. Which found that teachers take steps by developing personality and fostering student ethics, so that with the steps that have been taken, the role of teachers as educators has been able to improve student discipline

Keywords: *teachers, learning discipline character*

Abstrak. Disiplin belajar juga bisa membuat anak tidak menganggap remeh suatu pekerjaan termasuk dalam belajar, lebih bertanggung jawab dalam dirinya sendiri serta tidak menyukai pekerjaan yang di tunda-tunda terkhusus dalam kedisiplinan belajar. Peran seorang guru untuk membentuk karakter disiplin belajar itu, semuanya bisa dilihat melalui bagaimana seorang guru itu menyusun perangkat pembelajaran, dan mempersiapkan segala kebutuhan yang dapat menunjang keberhasilan pembelajaran dan keberhasilan peserta didik. Peran guru dalam manajemen kelas juga bisa menjadi faktor kuat dalam pembentukan karakter disiplin peserta didik, karena dapat memberikan motivasi belajar pada peserta didik Penelitian ini merupakan penelitian kualitatif yang menggunakan metode observasi, wawancara dan dokumen sebagai alat untuk memperoleh data yang berkaitan dan mendukung dalam penelitian ini. Segala upaya untuk mengumpulkan data dalam penelitian ini, memberikan intensifikasi pada metode observasi dan wawancara. di beberapa Sekolah Dasar Negeri di kabupaten Gresik. Yang menemukan bahwa guru melakukan langkah-langkah dengan cara mengembangkan kepribadian dan membina budi pekerti siswa, sehingga dengan langkah-langkah yang telah dilakukan, peran guru sebagai pendidik telah mampu meningkatkan kedisiplinan peserta didik

Kata kunci: *guru, pembelajaran karakter disiplin*

INTRODUCTION

In Presidential Regulation (Perpres) Number 87 of 2017 concerning the Strengthening of Character Education, it aims to strengthen the nation's cultural values which include religiosity, honesty, tolerance, discipline, hard work, creativity, independence, democracy, curiosity, national spirit, love of the homeland, appreciation for achievements, communication skills, love of peace, love of reading, concern for the environment, social concern, and responsibility. On the basis of this goal, President Joko Widodo signed this Presidential Regulation on September 6, 2017. In the context of education, teachers play an important role in shaping the character of students. Teachers are not only an inspiration and role model for their students, but also have a sustainable impact on the development of students' character. Teachers who have a good personality and strong character will provide quality education and have a positive influence on the development of students' character¹

Education is something that is considered very important in the world, because the world needs educated people to be able to build a developed country. The educational process in schools still has a lot of emphasis on the cognitive aspect rather than the psychomotor, there are still many teachers in every school who only teach so that they can see the formality, without teaching how good ethics must be done. In East Java itself, there are still a lot of children of the next generation of the nation who need education because it is seen that education today is very expensive and teaching staff or teachers are still lacking to have a sense of devotion who teach without having to be paid. And on Madura Island, especially in Bangkalan City, for the character of the nation's generation, it is necessary and necessary so that it can be said to be urgent, because those who implement character education here are only *high schools* and schools that are categorized as low quality, teachers only teach without thinking about character education to students.

Character is usually characterized by a person's traits, characteristics and behaviors so that many people consider that character grows from an early age and one of the influences on character formation is in the educational process of formal institutions. Character formation is also influenced by the family environment, the surrounding community, and playmates. Elementary school age children in particular will spend approximately 12 hours interacting with the surrounding environment. The more often children or students interact with the surrounding environment, the greater the possibility of character formation in that environment.² Children who grow up in a fun and open environment will have a different character from children who grow up in an environment that is closed and full of demands. Likewise with the play environment, both at school and at home. The influence of peers is felt to greatly affect the growth and development of a child. Children who have healthy friendships will grow up better than those who grow up in a friendship environment filled with *bullying* and discrimination.³ In educational institutions, especially at the elementary school level, teachers play an important role in shaping good character for students. Character formation in students at school can start with the smallest things around them. Such as,

¹ Akhmad Muhaimin Azzet, *Urgensi Pendidikan Karakter di Indonesia*, (Yogyakarta: Ar-Ruz Media, 2013), p. 37

² Kartono Kartini, *Teori Kepribadian*, (Bandung: Mandar Maju, 2005), p. 16

³ *Ibid*, p. 19



obeying the rules, respecting friends, respecting teachers, and of course having a passion for learning. Having a passion for learning activities can make students disciplined, not only disciplined in daily life but also disciplined in learning.⁴

According to Fathurrohman, learning discipline is a reflection in the brain to do something consciously and voluntarily in learning and other things.⁵ With enthusiasm without being based on regret, students do homework or assignments given by the teacher, listen to the teacher's explanation, do not make a noise so as to disturb other friends, and carry out their duties and responsibilities in class. The problem raised is about how learning discipline for students can be possessed by students who are willing and accustomed to manners and regulations, both regulations at home, in the community, and in the school environment.

Learning discipline can also make children not underestimate a job, including in learning, be more responsible for themselves and dislike work that is delayed, especially in learning discipline. The role of a teacher to shape the character of learning discipline can all be seen through how a teacher arranges learning tools, and prepares all needs that can support the success of learning and the success of students. The role of teachers in classroom management can also be a strong factor in the formation of students' disciplinary character, because it can provide learning motivation to students.⁶

One form of character application in students in elementary school is to build the habits of students coming to school and before the start of the lesson, they neatly and take turns shaking hands with the teacher by kissing the teacher's hand, lining up before entering the classroom, and praying before and after the lesson to prepare their bodies and brains so that learning activities are more comfortable and enjoyable. In addition, every morning they are required to recite as well as memorize short letters contained in the Qur'an. This is one part of the implementation.

This research is a qualitative research that uses observation, interview, and document methods as a tool to obtain relevant and supporting data in this study. All efforts to collect data in this study have intensified the observation and interview methods. in several State Elementary Schools in Gresik district. and balanced qualitative data, then it is also carried out using the documentary method. After experiencing the process of switching data with various methods used from global data to focused data, it will be presented sequentially and refer to the focus of the problem.

⁴ Farida, *Pilar-pilar Pengembangan karakter Remaja*, (Bandung: Nuansa Cendekia, 2014), p.35

⁵ Fathurrohman et al., *Strategi Pendidikan dan Pengajaran*, (Bandung: Refika Aditama, 2010), p.55

⁶ Niar Anggraeni, " *Pengaruh Manajemen Kelas Terhadap Motivasi Belajar Siswa dan Implikasinya Terhadap Prestasi Belajar Siswa*", Universitas Pendidikan Indonesia, (Bandung, 2013)p.25



RESULTS AND DISCUSSION

Character of Elementary School Students and Their Learning Discipline in Gresik District

Character is a person's natural traits or dispositions that reflect a person, both from scientific and social attitudes and behavior. The definition of character according to the Language Center of the Ministry of National Education is innate, heart, soul, personality, ethics, behavior, personality, traits, character, temperament, and disposition.⁷

Teaching should not only be about spreading knowledge and developing critical thinking. The role of education must include cultivating character, so as to form a more holistic and decent human being in society.⁸

Based on the opinions of experts, it can be said that character education is an activity that is carried out consciously and planned in facilitating and helping students to know good and noble things, love them, have intellectual competence, have an attractive appearance, and have a strong will to fight for goodness and nobility and be able to make wise decisions, so that they are able to make a positive contribution to the life of the nation and State.⁹

Institutionally, character education aims to improve the quality of education implementation and outcomes in schools. If character education can be applied properly and comprehensively in schools, it will create school residents who are disciplined, responsible, independent, intelligent, able to respect others, love virtue, be honest, polite, obey principles, and obey religious commandments. Through character education, it is hoped that students will be able to independently improve and use their knowledge, study and internalize and personalize character values, and noble morals, so that they are manifested in daily behavior. Finally, through comprehensive character education, it will give birth to or form a school culture which is a distinctive characteristic, character or character, and the story of the school in the eyes of the wider community.¹⁰

In accordance with the function of national education contained in Law No. 20 of 2003 concerning the National Education System states that national education functions to develop abilities and shape the character and civilization of a dignified nation in order to educate the life of the nation, aiming to develop the potential of students to become human beings who believe in and fear God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens.

When associated with learning discipline, learning discipline is a key factor that makes the teaching and learning atmosphere conducive, comfortable and optimal, so that it can instill in students their sense of responsibility and obligation in learning. According to Foucault, discipline is a political technology against the body to make the individual obedient and useful. Discipline as a new political anatomy. In this regime the body is no longer tortured, but trained, regulated and habituated to carry out useful activities. Individuals are recorded, grouped and monitored (supervised) constantly, in order to become compliant and useful

⁷ Nur haris Ependi, *Pendidikan karakter*, (Banten: Sada Kurnia Pustaka, 2023), p. 151

⁸ Ibid, p. 73

⁹ Aisyah Ali, *Pendidikan Karakter Konsep dan Implementasinya*, (Jakarta: KENCANA, 2018), p. 13

¹⁰ Aisyah Ali, *Character Education Concept and Its Implementation*, (Jakarta: KENCANA, 2018), p. 14



individuals. It is in this mechanism of power that knowledge over the individual is born. According to Arikunto, learning discipline is defined as an action that reflects a sense of obedience, obedience supported by awareness to fulfill duties and obligations in order to achieve learning goals. According to E. Mulyasa, learning discipline is an orderly state, where people (students) who are members of a learning process are subject to rules that have been set with self-awareness without any coercion, both written and unwritten regulations in behavior change.¹¹

According to Maman Rahman in his book *Ngainun Naim*, the purpose of student learning discipline is: to provide support for the creation of non-deviant behavior, to encourage students to do good and right deeds, to help students understand and adjust to the demands of their environment and to stay away from doing things that are prohibited by the school and students learn to live with good habits that are beneficial to them and their environment.¹²

According to Sulistyorini, the purpose of student discipline in learning is to educate students to be able to regulate and control themselves in their behavior and be able to make the best use of time.¹³ Based on some of the theories above, it can be concluded that the purpose of learning discipline is to teach obedience to students and provide comfort to students in creating an environment conducive to learning and development of self-development and self-direction without outside influence or control.

The role of teachers is professional educators who act as educators, teach, guide, direct, train, assess and evaluate students in formal education pathway education. Therefore, a person called a teacher is a person who has the ability to design a learning program, and is able to organize and manage the classroom so that students can learn. Therefore, the role of teachers in improving student discipline in the learning process is inseparable from the various rules and regulations imposed by students who are required to be able to behave in accordance with the applicable rules and regulations.

The role of teachers in improving student discipline has a very urgent position, this is because a teacher is someone who is considered by most people to be a figure who understands everything and is highly respected in society. Therefore, the role of teachers as a buffer in shaping student discipline in schools or madrasas is very important. Based on the researcher's observations, student discipline begins with coming to school not late. After that, before the bell enters, students read short letters, this is recommended to instill religious values in students, by instilling good values will make students understand and understand the meaning of a religious person.

Before the children start the lesson, we read the prayer and recite the morning juz amma first, and every Monday there is a flag ceremony, after that the dhuha prayer and we get the children used to literacy for 5-10 minutes before learning starts. If you start with the good, it will also lead to goodness. And I think this prayer is important and people who don't want

¹¹ E. Mulyasa, *Kurikulum berbasis kompetensi*, (Bandung: PT. Remaja Rosdakarya, 2013), p. 108

¹² *Ibid.* pp. 147-148

¹³ Sulistyorini, *Manajemen Pendidikan Islam*, (Surabaya: Elkaf, 2014), p. 148



to pray are arrogant. In addition, with the recitation of this juz amma, it educates children to be disciplined and not to be late to come to the madrasah.¹⁴

Teachers make it a habit for students not to come late to the madrasah, then the children read asmaul husna or before starting the lesson, and we also get used to memorizing juz 30 by giving them a memorization development control book, every Tuesday and Thursday they always deposit the memorization. We do this so that the children get used to and memorize in reading short letters. In addition, children are also accustomed to carrying out dhuha prayers that are read by jaher or with loud readings that are always monitored by the teacher's mother, except for Monday and Saturday dhuha prayers in imami by religious teachers. So we make it a habit for students to always pray every time they start a lesson, of course with the hope that the process of studying this knowledge will be made easier by Allah SWT. In addition, the madrasah hopes that with the reading of prayers before the lesson starts, so that the children are disciplined and do not come late so that they can follow the lesson from the beginning.¹⁵

The teacher always conveys to students to always pray in every time they will carry out any activity. Especially in starting the lesson. This good thing is like that, we hope for the blessings and benefits of the knowledge obtained. Therefore, prayer is very important, as a form of our servitude to Allah. We are nothing without Allah, that's what I always tell my students¹⁶

In order to strengthen the data, the researcher made observations to prove what had been conveyed by the informants above. In the observation of the researcher when it came to the State Elementary School in Gresik. At the school, they have gotten used to reading prayers and asmaul husna and Juz 30 before starting teaching and learning activities and one of the goals is to make it easier for children to receive lessons and usually discipline students.¹⁷ Furthermore, the researcher conducted research related to the learning process of students at State Elementary Schools in Gresik. As an educator in improving the discipline of students, it is to develop their personality, it is done in various ways, including coming to the madrasah not late, reading prayers before the lesson begins and always being disciplined in all things.

The first thing that teachers do in improving student discipline is to shape students' personalities by making teachers as facilitators or facilitating students in learning and applying discipline by always preparing lesson tools. Next, pay attention to the learning process carried out by the teacher in the classroom. In addition, I always emphasize to teachers to give uswah or good behavior in front of students, teachers as motivators, motivate students in implementing discipline in school, in addition, teachers are the driving force that moves students to have an awareness of the importance of discipline with love without violence and punishment. Because I believe that good behavior of a teacher will give positive results to students because students tend to follow what the teacher does. On the other hand, if the teacher does not do well, then the bad will also be followed by the students. One of the

¹⁴ WA, *interview* in SDN X July 12, 2023.

¹⁵ SS, *Interview*, Benjeng, July 15, 2024.

¹⁶ MM, *Interview at SDN X*, July 15, 2023

¹⁷ Observation at SDN G, July 17, 2023.



good examples of teachers is that teachers are always disciplined in everything every day, so students will easily imitate the teacher's discipline.¹⁸

In order to obtain more in-depth information, the researcher conducted direct interviews with several classroom teachers, as educators who are in direct contact with students. The statement is almost the same as the statement of the principal and vice principal for curriculum, he stated that to improve student discipline, I developed the device that I made. Because I always interact with students, it is indirectly easy for me to direct and help the discipline of the students themselves. With the lessons I teach students, everything leads to the formation of students' personalities, including one of them is about discipline.¹⁹

The results of the researcher's observations during classroom learning, the researcher saw that students in several elementary schools in Gresik always behaved disciplinedly, for example, following lessons in an orderly manner, not crowded in class, and always upholding politeness in the school environment.²⁰

Based on the results of interviews and observations that have been conducted by researchers about the role of teachers as educators in improving student discipline in State Elementary Schools in Gresik, teachers take steps by developing personality and fostering student ethics, so that with the steps that have been taken, the role of teachers as educators has been able to improve student discipline in State Elementary Schools.

Based on the results of the interview above, it can be concluded that the principal monitors teachers and students so that in learning activities not only students always behave disciplined, but teachers are also highly disciplined so that they will be emulated by students at school. From the results of the interview, it can be said that teachers as motivators make efforts to motivate by creating a comfortable classroom atmosphere and environment. The efforts made by teachers also received assistance from the principal, where the principal also monitored during class hours by traveling between classes, so that with this the principal also motivated teachers and students to always be disciplined.

Learning discipline is obedience and compliance with written and unwritten rules in the process of behavior change that persists as a result of practice in the form of experiences in observing, reading, imitating, trying something, listening, and following directions. Discipline in learning is a support for the success of student learning. Discipline directs activities in an orderly, orderly, and neat manner because regularity also determines success in achieving learning goals.

Based on the findings of research in State Elementary Schools in Gresik, teachers as educators play a very important role in improving the discipline of State Elementary School students. This finding is relevant to the theory put forward by Sudarwan Danim that self-discipline is not easy for people who have not succeeded in getting used to it. We can imagine what teachers have to do to arrive on time, in terms of relatively long distances and the potential for threatening congestion. The enforcement of discipline starts from one point, namely personal commitment that must be strongly instilled. For him, this commitment must

¹⁸ WW, *Interview*, SDN X, July 18, 2023

¹⁹ SS, *Interview at SDN P*, July 15, 2023.

²⁰ Observation at SDN X, July 22, 2023



be accompanied by awareness to position himself, respect time, master the substance, understand the unit of time to complete the task, and clear targets.²¹ It can be concluded that, to discipline ourselves we must be strong in what we do every day and must take advantage of even the smallest time to get used to overcoming all the work that has been planned.

The findings about the role of teachers as educators in improving student discipline in elementary schools in Gresik, are also supported by the theory put forward by Ramayulis and Suparlan who said that the presence of teachers in the learning process is an important role, the role of teachers cannot be replaced by technology such as radio, tape recorders, the internet and the most modern computers. Many human elements such as attitudes, value systems, feelings, motivations, habits and examples, which are expected from the results of the learning process, cannot be achieved except through the role of teachers.²² The main role and task of teachers as educators to improve student discipline is to develop personality and foster ethics.²³

CONCLUSION

Based on the discussion of the findings above, it can be understood that the role of teachers as educators in improving student discipline in elementary schools in Gresik. teachers take steps by developing personality and fostering student ethics, so that with the steps that have been taken, the role of teachers as educators has been able to improve the discipline of students at State Elementary Schools in Gresik.

²¹ Sudarwan Danim, *Pengembangan Profesi Guru : Dari Pra-Jabatan, Induksi, Ke Profesional Madani*(Jakarta: Kencana Prenada Media Group, 2011), p. 138.

²² Ramayulis, *Ilmu Pendidikan Islam* (Jakarta: Kalam Mulia, 2002), p. 74.

²³ Suparlan, *Guru Sebagai Profesi* (Yogyakarta: Hikayat Publishing, 2006)p. 37



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