



# THE ROLE OF TEACHERS IN APPLYING DISCIPLINE ATTITUDES IN CIVICS LEARNING IN CLASS III SDN NO. 107 NORTH CITY GORONTALO

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## Abstract:

The formulation of the problem in this study is how the teacher's role in applying a disciplined attitude to Civics learning, what are the obstacles faced by teachers in applying a disciplined attitude to Civics learning, and what efforts are made by teachers in applying a disciplined attitude to Civics learning. The purpose of this study was to determine the role of teachers in applying disciplined attitudes in Civics learning, to find out what obstacles were faced by teachers in applying disciplined attitudes to Civics learning, and to find out what efforts were made by teachers in applying disciplined attitudes to Civics learning. This research is a qualitative research with descriptive research type. . The data collection techniques are through observation, interviews and documentation as well as data analysis techniques, data reduction, display data and conclusions. Based on the results of the study, that the role of the teacher in applying student discipline in the Civics learning process in class III SDN 107 North City of Gorontalo City, namely the teacher has a role as a learning resource, facilitator, class manager, demonstrator, mentor, motivator and evaluator. The teacher makes rules in the classroom according to his mistakes, instills good cooperation between students and teachers, provides guidance to students who are less disciplined in learning and informs students about their position in school, for example as students must respect the teacher that this shows attitude. excellent discipline. Based on the results of research and discussion, it can be concluded that the teacher's role in applying student discipline in the Civics learning process in class III SDN 107 The northern city of Gorontalo City is good.

**Keywords:** Teacher's Role, Discipline , Civics Learning .

## INTRODUCTION

School life and the observance of each component to the school rules play a very important role in success, to increase effective discipline There are several conditions that must be met , including creating a desire for change, maintaining self-esteem and maintaining good relationships between components within the school. Realizing the importance of discipline, then as an effort that can be done in improving learning discipline is to provide guidance and development of discipline through the use of learning methods, learning models, learning strategies and learning techniques that are adapted to the material being taught. In addition, school facilities and infrastructure factors also support in shaping student learning discipline. One of the main factors that determine student discipline is the teacher.

Teachers are role models and direct role models for students in the classroom. Therefore, teachers need to be ready with all obligations, both management and preparation of teaching material content. Teachers also have to organize their classes well. The schedule of lessons, division of student assignments, cleanliness, beauty, discipline and order in the classroom, arrangement of student places , placement of tools and others must be carried out as well as possible. A fun and disciplined classroom atmosphere is needed to encourage students' enthusiasm for learning .

It is the teacher who is at the forefront in creating quality human resources. The teacher deals directly with the students in the class through the teaching and learning process. It is in the hands of the teacher that quality students will be produced, both academically, *skillfully* , emotionally, and morally and spiritually. Thus, it will produce future generations who are ready to live with the challenges of their times. Therefore, a teacher who has qualifications, competence, and dedication is needed.

Based on the explanation above, it can be concluded that a student in participating in learning activities at school will not be separated from the various rules and regulations imposed in his school, and every student is required to be able to behave in accordance with the rules and regulations that apply in his school, enforcement of rules or

discipline requires work. with parents and educators in order to form student discipline as a whole, because disciplining students is not an easy thing, it requires hard work for a teacher . Therefore , teachers must work together with other parties in the school environment, in order to form directed student discipline. Both discipline in the learning process and self-discipline in students.

According to the results of observations made in the learning process, there are still many students who are found to have violated discipline. From 33 there are 12 students in class III who still often violate discipline, this can be seen when the learning process takes place as some students are often late to enter the class, do not make assignments given by the teacher, are slow to enter their assignments, like to be chased in the classroom during the teaching and learning process, and likes to make small discussions that can provoke a commotion . Therefore , the role of the teacher and the teacher's strategy are very necessary in shaping the discipline of students, especially third grade students at SDN 107 North City Gorontalo City. In addition, from the results during the researcher did Internship 2 at SDN No. 107 North City Gorontalo City, it is known that, students who are now third grade students previously in class II the class teacher could not condition the students' condition in the classroom, lack of student discipline and lack of respect and disrespect for teachers were the main factors for students not being disciplined. So that when they move up to class III, the undisciplined attitudes and behavior of students are carried over to class III.

### LITERATURE REVIEW

#### Teacher's role

According to Usman (2009:3) that there are several roles of teachers as educators namely as follows: The teacher as a demonstrator, the teacher as a class manager, the teacher as a mediator and facilitator, and the teacher as an evaluator.

The teacher is the first party most responsible for transferring knowledge to students (Imas kunasi and Berlin Sani, 2014: 13) . In the world of education, the term teacher is not a new thing. According to the old view, the teacher is a human figure who should be obeyed (obeyed) advice/speech/command) and imitated. Digugu in the sense that all his words can be trusted. To be imitated means that all of his behavior must be able to become an example or role model for the community (Uzer Usman, 2005: 8).

According to Yamin (2007:103), that the responsibility of a teacher is a measure of the success of teachers in providing learning. Teachers must have full responsibility and understand their work clearly and have the authority to complete work in learning. As stated by Pomalingo (2009: 180), that the role of the teacher is reflected in the rights and obligations of the teacher. However, in implementing the rights and obligations, a teacher is very dependent on the competencies he has. Without competence, it is difficult for teachers to carry out their rights and obligations optimally.

The role attached to the rights and obligations of the teacher is the responsibility of the teacher. Next Getteng (2011: 24) argues that responsibility as an educator is essentially a delegation of responsibilities from each parent and it is parents as the first and main educators. The path that educators take is not an easy job and their task is not light. They have been able to carry out the mandate, even though it is very heavy.

The obligations that teachers receive from parents are essentially the embodiment of the mandate of God, the mandate of parents, and even the mandate of the community and government. Thus, the acceptance of teachers to the mandate of parents in educating their children is an absolute mandate and must be accountable. Furthermore, Getteng (2011: 26) argues that teachers are able to carry out their responsibilities if they have the necessary competencies as mandated in the teacher and lecturer law. Each responsibility requires a certain amount of competence . Each competency can be broken down into a number of smaller and more specialized competencies . Responsibilities that must be carried out by teachers in general, especially religious teachers with functions that include:

#### The Nature of Discipline

Discipline according to Hasibuan (2002: 18) is an attitude of respect and respect for an applicable regulation, both written and unwritten and able to carry it out and not refusing to accept sanctions if he violates the duties and authorities given to him.

Arikunto (Prihatin, 2011:56) Talking about discipline, there are two terms that have almost the same meaning. The two terms are discipline and order. Between the two terms, the notion of order is formed first, then the notion of discipline. Order refers to a person's compliance in following rules or regulations because it is driven by something that comes from outside. While discipline refers to a person's compliance in following the rules or regulations because it is driven by the awareness that is in his heart.

According to Darmadi (2009: 96) the purpose of moral education is to respect and respect humans and treat humans as humans is a human obligation for every human being. Moral education involves fostering good moral attitudes and behavior or good character disciplinary objectives as follows:

- a. Provide support for the creation of behavior that does not deviate.
- b. Helping students understand and adapt to environmental demands.
- c. Be a way to resolve the demands that students want to show to their environment.
- d. To regulate the balance of individual desires with other individuals.
- e. Keep students away from things that are prohibited by school.
- f. Encourage students to do things that are good and right.
- g. Students learn to live with good, positive, and beneficial habits for themselves and their environment.

h. Good habits that cause peace of mind and environment.

Budiningsih (2008:49) puts forward the benefits of discipline as follows: fostering sensitivity, fostering care, teaching order, fostering calm, growing self-confidence, growing independence, fostering intimacy, helping brain development, helping difficult children, fostering obedience.

### **The essence of civics**

Based on the KTSP (2006: 108) civic education is a subject that focuses on the formation of citizens who understand and are able to carry out their rights and obligations to become intelligent, skilled, and characterized Indonesian citizens mandated by Pancasila and the 1945 Constitution. According to Winarno (2013: 95), it is stated by Diknas (2007) that Civics as a subject that emphasizes the development and development of democratic values in schools and society, needs to be held by upholding the principles of democratic and responsible education. In the 2004 KBK text it is stated that learning in the subject of Citizenship is a process and effort using a contextual learning approach to develop and improve the intelligence, skills, and character of Indonesian citizens.

According to Noor (2008: 3) Citizenship Education is an effort conscious to prepare students in developing love, loyalty, courage to sacrifice to defend the nation and homeland of Indonesia.

Darmandi (2009: 94-97) that Pancasila education as value and moral education functions to foster the totality of students' self. As a value education program morally (affective) then of course it is highly expected that the program displays the correct and valid set of values, morals and norms of Pancasila and is always sustainable.

Based on the description above, it can be concluded that the subject of Citizenship Education seeks to develop and improve the intelligence, skills and character of Indonesian citizens. base.

## **RESEARCH METHODS**

This research is planned at SDN 107 North City Gorontalo City Especially in class III . the number of third grade students at SDN 107 North City consisted of 33 students, 16 boys and 17 girls.

The approach used in this research is a qualitative approach and the type of research is descriptive. Descriptive research is research that is more directed to a disclosure of a situation or a problem as it exists in the field based on the existing facts.

The data in qualitative research are in the form of sentences or actions, the rest is additional data such as documents and others. One of the sources of data will be humans who are used as informants. This researcher uses two types of data sources, namely: primary data, secondary data,

In collecting this data by using observation methods, namely: participant observation, interviews, documentation.

The purpose of checking the data is to determine the validity of the data collected. The data checks can be carried out as follows: Persistence of Observation, and Triangulation.

In data collection techniques that are in accordance with the data collection procedures carried out by the researcher, the data analysis in the researcher is using inductive analysis, namely: data reduction , data display , conclusion / verification .

The research conducted by the researcher went through the following stages: Preliminary research, Design development, Actual research, Report writing.

## **RESEARCH RESULTS AND DISCUSSION**

### **Teacher's Role in Applying Student Discipline**

This research was carried out in the form of research using qualitative descriptive methods through research models and procedures that were in accordance with the nature and purpose of obtaining good research results, especially the teacher's role in applying student discipline to the Civics learning process in class III SDN 107 Kota Utara Gorontalo City .

The success of learning in the classroom depends on how the role of the teacher in the classroom, therefore the role of the teacher is very necessary in the learning process. According to Uzer Usman (2009:3) there are several points about the teacher's role, namely: 1) The teacher as a demonstrator, 2) The teacher as a class manager, 3) The teacher as a mediator and facilitator, and 4) The teacher as an evaluator. The role of the teacher that has been mentioned is in accordance with the results of research conducted at SDN 107 North City of Gorontalo City as follows:

#### **1) Teacher as demonstrator**

The teacher's role as a demonstrator is to show students everything that can make students better understand and understand every message conveyed. According to the observations, the third grade teacher at SDN 107 Kota Utara has become a good role model for all students in learning or outside of learning hours. For example, such as coming to school earlier than students, and at the time of learning the teacher is always in the classroom until the end of the lesson. However, in this case there are several obstacles found by researchers on the role of the teacher as a demonstrator. Among them, there are still some teachers who sometimes violate discipline and are often followed by students. For example, there are still teachers who are often late for school and are late for class without a warning given to the teacher. so that students who see the incident often imitate the action. In addition, sometimes teachers often go in and out of class when they have other business so that students are often imitated. Without being realized

by the teacher this can shape the character of students in violating discipline. Then, the environment of the children around also greatly affects the discipline of students. To overcome this problem, all teachers need to work hard in playing an active role to set a good example for all students. In addition, teachers need to remind each other in terms of discipline so that discipline in the school environment is always maintained both during the learning process or outside of learning hours. In addition, teachers need to give spiritual showers to students so that they can look in the mirror and imitate good exemplary attitudes from the messages that the teacher conveys.

### 2) Teacher as class manager

Teachers play a role in creating a learning climate that allows students to learn comfortably. Through good classroom management, teachers can keep the class conducive to the learning process of all students. In classroom management, teachers usually find few obstacles in the learning process, especially in terms of discipline. As the results of the research above, there are still some students who often leave the classroom when the learning process is in progress. In addition, there are still some students who like to tell stories and disturb their friends in class when the learning process is in progress. To overcome this problem, teachers who have a role as class managers need to make every effort to create comfortable classroom conditions. There are several things that teachers need to do to overcome the problems above, including teachers need to arrange and roll student seats every week, organize classrooms and create study groups. Study groups will make students more disciplined in learning because there are other people who remind them. This should also be necessary in the supervision of teachers so that discipline in the classroom during the learning process is maintained.

### 3) Teachers as mediators and facilitators

The teacher as a facilitator means that the teacher plays a role in providing services to facilitate students in the learning process activities. Teachers are also required to have the ability to communicate and interact with students .

According to the results of the research, third grade teachers at SDN 107 North City, Gorontalo City have carried out their role well as facilitators. Teachers are more creative and skilled in presenting material to students so that third grade students are easier to understand Civics learning materials. The linkages between materials, techniques and learning media also need to be adjusted so that students more easily understand the learning materials. However, the obstacle is that each student has a different character and way of learning. Sometimes there are students who are less focused in learning because the teacher's services are not in accordance with their wishes. To overcome this problem, the teacher needs to provide a little variation in presenting the material in the learning process according to the characteristics of the students in the class so that the learning process can run well.

### 4) Teacher as evaluator

As an evaluator, a teacher's role is to collect data or information about the success of the learning that has been carried out. There are two functions in playing its role as an evaluator. First, to determine the success of students in achieving predetermined goals. Second, to determine the success of the teacher in carrying out all the activities that have been programmed. In this case the third grade teacher has carried out his role as an evaluator well and maximally. The teacher has guided and fostered many students so that student scores can reach the Kkm, especially in Civics subjects. However, there are still some students who become obstacles during the evaluation process. These students still like to cheat on their friends' work. This of course includes a violation of discipline due to dishonesty and lack of independence of students in carrying out assignments from the teacher. To overcome this problem, teachers need to provide direction, reinforcement and advice to students that they can imitate.

Based on the results of the study, it can be concluded that the teacher's role in applying student discipline to the Civics learning process in class III SDN 107 North City, Gorontalo City has been going well according to what the SDN 107 North City teacher applied. however, there are still some students who are less disciplined and not in accordance with what we expect together. The lack of student discipline is influenced by factors in the family environment and the school environment, but for us this will not be a barrier for teachers to apply discipline values to students . We will always try to guide and direct our students in instilling a disciplined attitude in themselves, both when students are outside class hours or during class hours.

## Constraints Faced In Applying Student Discipline In The Learning Process

The following is an explanation of the obstacles faced by teachers and students during the learning process:

### a. Teacher

Because students have different characteristics, both interests, talents, habits, situations, social, and motivation in learning. So it is difficult for teachers to discipline all students in the learning process, often in the learning process and class management is not well controlled.

### b. Student

Not all students have a disciplined attitude in the learning process, there are students who often go in and out of class, do not write, do not do the assignments given by the teacher, often play while learning is taking place, disturbing their classmates.

The main task of a teacher is to teach students to create conditions and a comfortable learning environment, so a teacher must act as a learning manager, act as a coach, act as a counselor, and as a facilitator. However , in teaching and learning activities in schools, teachers are often found to be more dominant in one of the main tasks of the teacher, namely acting as a trainer who provides opportunities for students to develop learning methods according to their respective conditions. The teacher only provides basic principles, and does not provide an absolute way and that is one of the obstacles in the learning process.

The facts show that in carrying out their duties, teachers often face various obstacles that hinder the learning process. Against these obstacles that arise, there are teachers who can overcome them well, but many are not able to overcome them smoothly. This is caused by many factors, both internal and external, according to Ekosiswoyo and Rachman, factors that influence discipline include:

1) School environment.

The authoritarian type of teacher or school leadership who always dictates his will without regard to student sovereignty. Such actions result in students pretending to be obedient, apathetic or otherwise. This will make students aggressive, that is, they want to rebel against the restraints and inhumane treatment they receive.

2) Family environment

Home or family environment, such as inattention, disorder, quarrels, ignorance, pressure and busy with their respective affairs. The environment or living situation, such as a criminal environment, a noisy environment and a drinking environment.

From the description above, it can be concluded that in addition to external factors that affect student discipline, there are also internal factors, namely students do not wish to explain this disciplinary attitude.

### Efforts to Apply Discipline in Grade III

In the various efforts that teachers have made to apply student discipline in the learning process and outside of learning, there are many who experience various problems both in class and when they attend the flag ceremony, which should be held on Monday here, students at the time of the flag ceremony. they do not use complete attributes so that this is a separate note for the principal and staff of the teacher council at SDN 107 North City, besides that when the ceremony supervisor is delivering directions or guidance there are also students who often play or laugh in the ceremony field, so that the ceremony carried out is not so effective and does not match what is expected by all of us. Because discipline is one of the factors supporting student success both in class and outside the classroom.

The first discipline we must wake up to students is discipline outside the classroom, for example, line-up discipline and discipline in following the flag ceremony on Monday, when they are disciplined outside of the classroom learning process, it will be easy for teachers to apply discipline in the classroom learning process. because they have been trained beforehand. The problems that the teacher encounters when the learning process takes place in class namely students are lazy to write, often go in and out of class, often play in the learning process, do not do the tasks given by the teacher and are not neat in the classroom.

Various problems encountered by teachers both outside of learning and in the learning process take place, it is not an obstacle for teachers, because here teachers have an important role in disciplining their students, teachers must also provide guidance to students, provide motivation, provide encouragement, provide good direction for them and provide a good example of discipline so that students can imitate what is given by the teacher himself.

From the description above, it can be concluded that the teacher must have an important role in the learning process and outside of learning, because the teacher is the spearhead for the students themselves, because discipline is one of the main factors of success for their own students. Besides that, teachers must also know how to deal with students who are less disciplined, namely by providing guidance, motivation, direction and positive encouragement for students.

### CONCLUSIONS

From the results of research and discussion on the role of teachers in applying disciplined attitudes to grade III students at SDN 107 North City, Gorontalo City, the researchers can conclude that teachers have performed their role well in overcoming students who lack discipline in the learning process in grade III SDN 107 North City. Teachers have carried out their roles as learning resources, facilitators, class managers, demonstrators, mentors, motivators and evaluators both inside and outside of learning. Besides that, the teacher always provides direction, guidance, reinforcement and is always a good role model for students who are not disciplined in the learning process. because discipline in learning is very important, in the learning process the teacher always instills a disciplined attitude. In addition, teachers also instill discipline not only in the Civics learning process, even all subjects the teacher always instills a disciplined attitude, during the learning process. If there are students who are not disciplined, the teacher provides educational sanctions.

The teacher's role in the learning process to overcome students who lack discipline refers to the rules and regulations that apply in schools and their sanctions as one of the school organizations. Student discipline and sanctions need to be enforced to prevent and at the same time overcome various problems that arise from students. Therefore, principals, teachers and parents need to be involved and responsible for building student discipline. This is because the teacher's role in applying discipline to class III students at SDN 107 North City, Gorontalo City can be carried out well and is achieved optimally. Based on the results of the research on the role of teachers in applying disciplined attitudes to Civics learning in class III SDN 107 North City, Gorontalo City, the researchers convey the following suggestions:

a. In dealing with undisciplined students in SDN 107 North City, Gorontalo City, all school components should work together in order to control school discipline and in overcoming students who are less disciplined and schools should pay more attention to their students, especially for those who are less disciplined so that students feel cared for by all parties.

- b. For class teachers should make more efforts to change the learning system so that the teaching and learning process is more fun and does not saturate the students, so that students enjoy the lesson well and are enthusiastic in following the lessons presented by the teacher.
- c. Students are expected to have a level of self-awareness of the importance of order and school education to achieve a good future, because with education we will be able to achieve our goals and make our future better.

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