

Strengthening Discipline Character Value of Students During The Covid-19 Pandemic

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ABSTRAK

Terdapat masalah yang ditemui dalam dalam penelitian ini yaitu dalam menumbuhkan nilai karakter disiplin siswa diantaranya yaitu interaksi yang terbatas, perbedaan kemampuan siswa dalam mengendalikan emosi, lingkungan yang tidak kondusif, keterbatasan fasilitas belajar, dan pendampingan orang tua yang masih kurang maksimal. Tujuan penelitian ini adalah untuk menganalisis upaya penanaman nilai karakter disiplin siswa kelas IV sekolah dasar pada masa pandemi COVID-19. Penelitian ini menggunakan metode penelitian kualitatif deskriptif. Subyek penelitian ini sebanyak 23 orang meliputi 3 orang guru kelas, 3 orang wali siswa, dan 17 orang siswa kelas IV SD. Teknik pengumpulan data yang digunakan berupa observasi, wawancara, dan dokumentasi. Teknik analisis data yang dilakukan yaitu reduksi data, penyajian data, dan penyimpulan data. Hasil penelitian ini adalah siswa dapat mengatur waktu belajar di rumah dengan baik, rajin dan teratur belajar, perhatian yang baik saat belajar di kelas, dan tertib pada saat proses pembelajaran di kelas yang terwujud dengan adanya upaya yang dilakukan oleh guru dan orang tua dengan melakukan pembiasaan, pendampingan, dan penguatan.

ABSTRACT

There are problems encountered in this study, namely in cultivating student discipline character values, including limited interaction, differences in students' ability to control emotions, an environment that is not conducive, limited learning facilities, and parental assistance that still needs to be improved. This study aimed to analyze efforts to instill the disciplinary character values of fourth-grade elementary school students during the COVID-19 pandemic. This study uses a descriptive qualitative research method. The subjects of this study were 23 people, including 3 class teachers, 3 student guardians, and 17 fourth-grade elementary school students. Data collection techniques are used in the form of observation, interviews, and documentation. The data analysis techniques performed were data reduction, presentation, and inference. The results of this study are that students can manage their study time at home well, study diligently and regularly, pay good attention while studying in class, and be orderly during the learning process in class, which is manifested by the efforts made by teachers and parents by habituating, mentoring, and reinforcement.

1. INTRODUCTION

At the beginning of 2020, Indonesia was hit by a disaster with a new disease called the coronavirus, COVID-19. The beginning of the emergence of this virus occurred in Wuhan, China, at the end of 2019, precisely in December (Giarno, 2021; Silalahi et al., 2021; Yulia, 2020). To avoid the transmission of this virus, the Indonesian government applies the PSBB (Pembatasan Sosial Berskala Besar) rules (Prawiyogi et al., 2020; Saifulloh & Darwis, 2020). People who have interests outside the home must obey 3M regulations (Wearing masks, washing hands, and maintaining distance). PSBB impacts education where all learning activities are carried out online from their respective residences to avoid direct contact between fellow humans. According to Circular No. 4 of 2020 concerning the Implementation of Educational Policies in the Emergency Period for the spread of COVID-19, where the learning process from home through online (distance) learning is carried out to provide a meaningful learning experience for students without being burdened with demands to complete all curriculum achievements for grade promotion and graduation (Aisyah & Kurniawan, 2021; Saifulloh & Darwis, 2020; Sarjono, 2020). Education is a conscious effort to develop the potential that exists to prepare the next generation of

quality in building the nation (Mustikaningrum et al., 2020; Schneider & Bodensohn, 2017). All Indonesian citizens have the right to education at an early age, school-age, teenagers, and parents have the right to receive education from primary to high levels (Setiawan & Wilujeng, 2016; Wicaksono et al., 2020; Yulia & Ervinalisa, 2017). This is following the description of the opening of the fourth paragraph of the 1945 Constitution. This is in line with Article 31 Paragraph 1 of the 1945 Constitution regarding the right to education and Law No. 20 of 2003 Article 1 Paragraph 1 concerning the National Education System. The essence of learning actually lasts a lifetime to be able to create a generation of character. Character education is increasingly felt important along with the development of life's challenges (Magfiroh et al., 2019; Padmadewi et al., 2018; Winarni et al., 2021). This is supported by the Regulation of the Minister of Education and Culture No. 20 of 2018 Article 2 concerning Strengthening Character Education (Penguatan Pendidikan Karakter/PPK). Character education is essentially aimed at forming a nation that is strong, competitive, have a noble character, has good morals, works together, has a patriotic spirit, develops dynamically, is oriented towards science and technology, all of which are imbued with faith and piety to God Almighty based on Pancasila (Aditya, 2019; Marhayani, 2016; Mei-Ju et al., 2014; Rambe, 2018).

The low value of the character of discipline can affect the student's learning process. Character education requires the habit of doing good, being honest, being responsible, avoiding cheating, being disciplined, always keeping the surrounding environment clean, and so on (Birhan et al., 2021; Diana et al., 2021; Hayah, 2017). Character is not formed instantly but must be trained continuously to achieve the ideal shape and strength, (Aditya, 2019; Marhayani, 2016; Rambe, 2018). Based on the challenges faced by students and the importance of character education, especially discipline in the global era, it is necessary to make systematic efforts to cultivate good disciplinary characters while fortifying students from various negative influences. The effort is an action taken with a specific purpose so that all existing problems can be resolved properly and achieve the expected goals (Aditya Dharma, 2019; Birhan et al., 2021; Hayah, 2017; Rambe, 2018). Based on the results of observations and interviews at SDN Ngaren, Ngadirejo District, Temanggung Regency, Central Java, several problems were obtained, including students being late in the learning process, truant during learning hours, not doing homework, being late in collecting assignments, disorderly culture, not caring about environmental cleanliness, lack of sense of responsibility, and other forms of misbehavior towards friends, whether it's just a joke or a bandwagon, sometimes children consciously or unconsciously mock their friends, for example calling their friend's inappropriate nicknames.

Family and school are important places informing and developing one's discipline (Abendroth & den Dulk, 2011; Lee et al., 2011; Pöder et al., 2017). Discipline is a factor that must be instilled, developed, and implemented in everyday life to achieve success in all things, one of which is success in the learning process (I. D. K. E. Dewi et al., 2016; Magfiroh et al., 2019; Pratiwi, 2020). The purpose of self-discipline is to seek to develop children's interests and develop children into good human beings who will become good friends, neighbors, and citizens (Anggraini et al., 2018; Chan et al., 2020; Juwantara, 2019). Previous findings stated that the character of discipline must be instilled from an early age (Aditya et al., 2019; Kurniawan et al., 2019). Other findings also reveal that discipline needs to be instilled in students so that students can complete assignments quickly (Sobri et al., 2019; Wuryandani et al., 2014). Changes in students' attitudes and behavior have given rise to the habit of obeying school regulations. It is supported by the role of class teachers as educators, teachers, mentors, trainers, and evaluators. Teachers also try to use habituation methods, exemplary discussions, lectures, and simulations. The results of the research show that the school has carried out the application of character values to students and also the Islamic teachers themselves, namely through extracurricular and extracurricular activities, which are realized by (1) combining character values in all subjects studied under the guidance of a teacher, (2) Reading Surah Yasin together every Friday, (3) scouting, (4) applying good character in social and interactive relationships (Nasrullah, 2018). Other findings also state that in fostering discipline values, teachers apply (1) example, (2) habituation, (3) giving, and (4) individual approaches (Rochimi & Suismanto, 2019). Teachers' lack of consistency in instilling disciplinary values and differences in children's characters are inhibiting factors. Referring to various existing problems, this research aims to analyze efforts to instill disciplined character values in fourth-grade elementary school students during the COVID-19 pandemic.

2. METHOD

This study used a descriptive qualitative research method. The qualitative research method is a method used to research natural objects so that researchers cannot manipulate existing data in the field besides that researchers are also a key instrument in the research conducted (Sugiyono, 2016). In qualitative research, it tends to use observation and research to prove it. And to obtain the main data, it is usually done by interviewing. The subject of this research was carried out at SDN Ngaren, Ngadirejo

District, Temanggung Regency with a total of 23 research subjects including 3 class teachers, 3 student guardians, and 17 fourth grade students at SDN Ngaren. Data collection techniques used in this research were interviews, observations, field notes, and documentation. The data validity technique was carried out using a credibility test by increasing persistence and triangulation (sources and techniques). The data analysis technique used in this study is the data analysis process according to that described by Miles and Huberman the steps of data analysis in this study are data collection, data reduction, data presentation, and drawing conclusions (Sugiyono, 2016).

3. RESULT AND DISCUSSION

Result

Learning that is done online makes teachers and parents have to try to be more proactive and work together to foster positive character values in students, especially the values of disciplined characters. Efforts are made to grow the value of student discipline character seen from several indicators of the discipline itself, including being able to manage study time at home, study diligently and regularly, good attention when studying in class, and self-discipline when studying in class, Tulus Tu'u (Gustina, 2020). Being able to manage study time is one of the obligations that a student must own. Online learning done from home makes students have to be disciplined in managing their study time. Students must be able to divide study and play time well. As the students said, "learn first and then play and help parents" (S5). When asked what efforts are being made so that students can manage their study time at home well, the teacher said that "the effort is to make a study schedule for one week, the second set the time for collecting assignments" (G4). The observation results showed the teacher uttered a word, "for the children who did the assignments on time and submitted the assignments on time, thank you very much, you are amazing" (OB1). Based on the results of an interview with one of the students' guardians who said that "I usually get my children to sleep at night before 21.00, I do that so that in the morning the child does not reason to be sleepy if he is woken up to take online learning in the morning", (OT1).

Teachers and parents mutually strive to be able to provide the best for their children's education. The diligent and regular study should be pursued to the maximum. As the teacher said, "So that students study regularly, I always familiarize students with summarizing the material to be studied the next day, so every morning students always send their summaries via WAG" (G6). To support the efforts made by teachers, parents at home also try their best so that their children can still carry out their obligations as students well. One of the parents said, "I gave a gift, my child is still asking for toys, madam, so I promise that if the report card score is good, I won't buy it, so let him be enthusiastic about learning" (OT2). The teacher makes efforts to attract students' attention so that students continue to pay attention to the ongoing learning even though the learning is carried out online. As the teacher said, "I emphasize to the children that the student's activity and discipline will affect the student's attitude, sometimes I write the names of students who are less active in responding to messages from me on WAG, I also ask students to write down important things from learning activities every day, and then I ask students to take photos of the notes", (G4). Parents also make an effort to support students' attention when learning from home.

As stated by one of the students' parents, "Yes, I will accompany when I am not in the fields so I can know how my child is when taking lessons, if when I am in the fields, then I will finish from the fields, I usually ask if I have an assignment or not today", (OT1). Teachers are seen making efforts so that students can be orderly in participating in online learning that takes place. As the teacher said about the efforts he made, "every morning I always get students to make attendance and pray before learning begins", (G4). Parents try their best and as much as possible so that their children can continue to study well in accordance with applicable regulations. As stated by one of the students' parents, "that morning before I go to work I wake my child first, I tell him to take a shower then I tell him to have breakfast before the online learning starts", (OT2). In general, there are no significant barriers to learning in class IV at SDN Ngaren, but in particular there are several obstacles faced by teachers, students, and parents. The following are the obstacles that arise in growing the discipline character values of fourth-grade students at SDN Ngaren. First, there is limited interaction between teachers and students. This limited interaction makes it difficult for teachers to monitor student attitudes directly. As stated by the teacher, "yes, with online learning, the interaction that the students and I do is limited so that I can't observe directly and in detail what the students are doing", (G4). Second, the differences between students in controlling their emotions. Each individual has their own differences as well as differences in mood. As stated by one parent, "sometimes it's easy, sometimes it's mbeko (difficult) if you don't tell me to get up for school", (OT1).

Based on interviews with students when the researcher asked about playing and learning, students actually preferred to play. As stated by the following students, "Play" (S1 and S2). Third, there is

an unfavorable environment. Student social environment will affect student discipline. This is in accordance with what the following students said, "that when you want to do an assignment, you are invited to play with a friend so that the task will be done later", (S4). Fourth, there are limitations of existing learning facilities. Smartphones are the main facility in supporting the smooth occurrence of the online learning process. The existence of economic differences experienced by the guardians of students makes not all students have their own smartphone facilities, so that in participating in online learning students use smartphones owned by parents. This is in accordance with the results of the researcher's interview with one of the parents of the students, "For the WA class, I use my cellphone, Ms. La. I bring my cellphone to work, so I'm the one who listens for assignments and learning ...", (OT3). With these limitations, students are not disciplined in participating in learning. As stated by the teacher, "Yes, I have called several students' names but the student's response took a long time whether the student was doing what the lesson was going on," (G4).

Apart from the smartphone facilities owned, the signal is also a factor in the inhibition of teachers in carrying out the learning process, which negatively impacts the growth of student discipline values. Fifth, the last obstacle is parental assistance that is less than optimal. Needs and work are inhibiting factors for parents in accompanying their children to study. Some parents of fourth graders at SDN Ngaren said that they could not accompany their children during online learning because they had to work in the fields. This is an inhibiting factor for the growth of student discipline character values, especially discipline in learning. The lack of assistance when the child is studying will make the child do whatever he wants, this is in accordance with the results of an interview with one of the guardians of the students, "His attitude actually becomes lazy, sis, right because the school doesn't have a teacher, so sometimes my child underestimates ...", (OT1).

Discussion

Based on the observations obtained by the researchers in the indicator of being able to manage study time at home, it shows that some students can follow the learning process well even though this learning takes place online through WAG which is carried out from their respective homes. Most students have submitted assignments on time. This indicates that even though students study from home, students still pay attention to their obligations, students also carry out these obligations with full responsibility (Hamidah & Palupi, 2012; Luamba & Tandapai, 2022; Wibowo et al., 2022). A discipline will make it easier for students to carry out all activities in a more structured and better way, especially in terms of managing study time while at home (Fradila & Dahlan, 2023; Kwok & Fang, 2022). Students will be more prepared and mature in participating and carrying out learning process activities with high motivation and discipline (Fefer & Gordon, 2020; Prima & Lestari, 2018). Based on the research results on the indicators of diligent and regular in studying, it shows that students look diligent and orderly in learning. This can be seen when students work on practice questions given by the teacher through WAG. In addition, students have also made a study schedule made by the students themselves. Discipline behavior is actually born from within the human being himself (Fradila & Dahlan, 2023; Kwok & Fang, 2022). With the addition of the guidance from his environment, discipline will be firmly and durable if the discipline is born from within the human being himself because discipline is born from within (Asih & Sunarso, 2020; Wang & Kuo, 2019). Humans will lead a person to obey all existing regulations with an open heart and full of volunteerism in living them. Based on the results of the research, students seem to pay attention to the messages conveyed by the teacher in WAG, this can be seen when the teacher conveys learning material through WAG then students immediately respond to the message conveyed by the teacher.

Besides that, students also ask about the lack of understanding of the information conveyed by the teacher. To achieve success in all things, discipline is a major factor that must be instilled, developed, and implemented (Hamidah & Palupi, 2012; Luamba & Tandapai, 2022). Based on the results of research conducted on indicators of self-discipline when studying in class, students make an online presence by writing names according to the present number that the teacher has made in messages on WAG, students make attendance before the delivery process begins, students are more likely to listen to the learning material delivered by the teacher, if there is something or information that is not understood, such as the limit for collecting assignments, students will ask it in WAG using kind and polite words. Other good character values will appear in the future with the current character values of discipline, thus the value of disciplined character is very important for every human being (Febrianty & Cendana, 2021; Sudaryono & Aryani, 2021). The limitations of interaction make teachers and students unable to communicate properly so that the learning process cannot run optimally. Social interaction is a reciprocal relationship between two or more individuals where the behavior of one individual affects, changes, or improves the behavior of another individual or vice versa (Morgan et al., 2021; Muflih et al., 2017). The existence of these limitations makes teachers unable to monitor and see the attitudes and behavior of students directly

during learning so that the behavior and attitudes of teachers do not maximally influence, change, and improve students' attitudes and behavior. Students' differences in controlling their emotions make it difficult for teachers and parents to cultivate the character values of discipline inserted in the ongoing learning (Hamidah & Palupi, 2012; Luamba & Tandapai, 2022). Learning from home makes students feel more free to play, this is following the characteristics of elementary school children who are more happy to play compared to learning characteristics of elementary school age children are happy to play, love to move, like to work in groups, and like to feel or do something directly (Dewi, 2017; Haryanti, 2017). Online learning carried out in class IV SDN Ngaren is only in the form of delivering material then students are asked to do assignments individually, of course this is inversely proportional to the characteristics possessed by elementary school children, so that this can be a trigger factor for students' low mood in participating in online learning with discipline. Unfavorable environment.

Differences in environmental conditions experienced by students make teachers unable to condition learning in a conducive manner. The environment is everything around the individual in the process of social life (Ariyani, 2021; Buchanan et al., 2019; Dilvina et al., 2021). The family environment and the community environment experienced by students are the triggering factors for the level of student discipline. Family is one of the important factors in determining the attitudes and behavior of children (Prasanti & Fitrianti, 2018; Yoga & Astra, 2020). Therefore, student discipline at school can be influenced by student discipline in the family. The influence of the community environment can affect the level of student discipline in learning. Students tend to follow a friend's invitation to play compared to doing assignments. The community environment is the environment where children live, including children's friends outside school. Limited learning facilities available. Distance learning is not just about moving students' seats from the classroom to the desk at home. The learning model carried out remotely requires adequate facilities such as smartphones and internet connections. Without these facilities, learning from home will make it difficult for some students and teachers. Grade 4 teachers, grade 5 teachers, and grade 6 teachers at SDN Ngaren stated that internet connection was one of the obstacles that could hinder the learning process. Besides that, not all parents can provide adequate facilities for their children, such as smartphones, making students fall behind and cannot participate in online learning to the fullest. Thus the process of teaching the value of disciplined character is hampered. This can be seen in students' indiscipline in collecting assignments and students' disorder in participating in the learning process. Inadequate parental assistance. The shift in learning from each student's home has forced parents to become teachers for their children. Learning assistance by parents is very important in supporting the success of student learning. However, this is not as easy as it is said, because in reality, many parents cannot accompany their children to learn from home to the fullest. Needs and work are inhibiting factors for parents in accompanying their children to study. Some parents of fourth-graders at SDN Ngaren said that they could not accompany their children during online learning because they had to work in the fields. This is an inhibiting factor for the growth of student discipline character values, especially discipline in learning.

4. CONCLUSION

Based on the results of the research that has been done, it can be concluded that the efforts made by the teacher are by applying habituation and providing reinforcement. While the efforts made by parents are by applying habituation, providing assistance, and providing support. The inhibiting factors for the growth of student discipline character values include limited interaction, student differences in controlling their emotions, an unconducive environment, limited learning facilities, and inadequate parental assistance maximum. As for the things that can be done to solve this problem by establishing a more intense relationship with students, the teacher in this case knows and understands the character of each student better, because each student is unique and different, moves with many parties to create a conducive environment, Collect data, add learning facilities, and collaborate with many parties, Make visits and open counseling rooms to overcome this.

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