THE EFFORTS OF ISLAMIC RELIGIOUS EDUCATION AND CHARACTERISTICS (PAB) TEACHERS IN IMPLEMENTING THE CHARACTER OF LEARNING DISCIPLINE STUDENTS OF SDN GEMBONGAN 1 BANYUSARI KAB. KARAWANG DURING THE COVID-19 PANDEMIC

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Abstract

Planting and strengthening character education continues even during the pandemic. This situation shows that in this learning emergency it can still be done, it is very positive, but what was found needs an in-depth study, because on the other hand, the problem of distance learning during covid 19 is that parents complain a lot. This study aims to determine the efforts of Islamic Religious Education Teachers and Budi Pekerti in instilling student discipline, the supporting and inhibiting factors in instilling student discipline in SDN Gembongan 1 Banyusari Karawang. The efforts of Islamic Religious Education Teachers and good character are the efforts of teachers inside and outside of learning activities, educating or developing human nature and making them human beings who are faithful, devoted and have noble character according to Islamic teachings. The research focused on 1 elementary school located in the Kab. Karawang, namely at SDN Gembongan 1 Banyusari, using qualitative research, case study methods, a research procedure that produces descriptive data in the form of written or oral data from people and observable behavior as research objects. It is concluded that the efforts of Islamic Religious Education teachers and Budi Pekerti to discipline students include maximizing the role of teachers in intra-curricular and co-curricular activities, namely maximizing lesson planning by disciplining prayer before studying; discipline students during the initial apperception of learning; discipline students through an invitation to concentrate on learning, discipline students through advice and motivation while teaching through an invitation to enthusiastic students in learning. In co-curricular, it is done by giving additional assignments, giving evaluation after learning (Post Test) Home Visit. Supporting factors come internally and externally to the school. Inhibiting factors include minimal

facilities, limited teachers, technological stuttering, low student motivation, community economic level and limited school budgets. It is recommended that school principals maintain their role in building and realizing schools that are disciplined and responsible for various programs. Teachers and other stakeholders are expected to support various school programs in building discipline.

Keywords: *PAI Teacher Efforts and Discipline*

A. Introduction

Discipline is a character that every student must have. The habit of disciplined attitude will provide many benefits for the future. Someone who is accustomed to discipline from an early age will grow into a person who is brave to compete, agile, able to keep up with the times, and has self-confidence so that he always appears to be a superior person. The cultivation of perku discipline character continues to be improved in schools with various situations and conditions, the peculiarity of treating students with more character will be different. Character education relates to the process of coaching, training and guidance on human behavior or behavior. Through character education, it is hoped that various solutions to various social problems that arise and cause conflicts will be found. Through character education there is a process of shaping one's character and character to be able to avoid these various social problems. Someone whose character is arrogant and lacks respect for others, raises the feeling of others feeling unappreciated or maybe someone is offended. Character education moves to develop characters who are able to adapt to other human conditions.

Human character is formed from a long and systematic process in life. Of the three environments; the family environment, the school environment and the community environment where a person interacts, the school environment is very dominant. Schools have a great mandate that extends the duty of parents to shape the character of children. In schools there are organizations, there are also people who function to regulate funds to direct students, namely teachers. The main task of the teacher is to educate, guide and direct children to be better. Student-teacher interaction in learning is an opportunity for teachers to develop student character.

Character education absolutely must be instilled in schools in conditions anytime anywhere because it is related to the spirit of education that must give birth to students with character. The implementation is by strengthening character in schools such as worship habits, reading prayers for extracurricular activities, scouting and so on, this is done if teachers and students are close to normal learning, touches of reprimands and teacher attention are felt directly by students, but When the COVID-19 pandemic is prolonged, student activities are not at school, they study at home, making PAI teachers extra hard to instill character education, especially instilling student responsibilities that are side by side with their discipline in participating in PAI learning.

The results of the initial survey of interviews and observations found several things related to efforts to instill Character Education during the Covid 19 pandemic, namely when students studied at home and there was no face to face. At SDN Gembongan 1, information was obtained from Islamic Religious Education teachers and Budi Pekerti, as well as other teachers that: Despite this pandemic period, efforts to instill and strengthen character education, including disciplined character for students, continue to run, even student-teacher interactions both online or with home visits still running, so that the control of student worship and discipline goes well, that the teacher often pays attention to learning and worship activities.

This situation shows that in this learning emergency it can still be done, it is very positive, but what was found there needs to be an in-depth study, because on the other hand, according to interviews with teachers, the problem of distance learning during covid 19 has been a lot of complaints from students. parents, one of which is related to students' learning motivation which has an impact on their learning discipline. For example, parental complaints about the difficulty of getting up early in the morning, rarely praying five times a day, being slow to do assignments, this is in line with information from some teachers, the weakness of students' discipline when doing assignments, low response when given instructions and so on, this condition is something important to study. because there are two different sides of information, negative

and positive info. PAI teachers as the main central responsibility in fostering students' religious character, so that it can be studied in depth how the patterns and strategies of Religious Education are carried out in instilling religious behavior and student discipline, the focus of the discussion is on how many questions: How are the efforts of Islamic Religious Education Teachers and Budi Pekerti in instilling a disciplined attitude of learning in students?, And what are the supporting and inhibiting factors for the efforts of Islamic Religious Education Teachers and Budi Pekerti to instill student discipline?

B. Method

The method used in this study is a qualitative method and the type is a case study (seeing social phenomena) with primary and secondary data. This method is used to produce descriptive data in the form of written or spoken words from people or observable behavior. Sugiyono defines qualitative research as a research method based on the philosophy of postpositivism, used to examine the condition of natural objects, (as opposed to experimentation) where the researcher is the key instrument, the data collection technique is done by triangulation (combined), the data analysis is inductive/qualitative. , and the results of qualitative research emphasize meaning rather than generalization.

The qualitative approach seeks to understand and interpret the meaning of human behavior interaction events in a particular situation. Furthermore, by referring to the characteristics of qualitative research, the activities carried out to obtain data are carried out using a qualitative system, namely interviews, observations and documentation studies. Sources of data that produce data come from the Principal, Islamic Religious Education Teachers, classroom teachers, and parents of students. They all provide information either during interviews or during other activities that can be used to obtain information. In addition, documents and observations become the second source of data after school principals and teachers. The incoming data is triangulated to conclude. Here are the data and data sources used in the research related to the direction of the problem in the problem formulation and research objectives. The author explores the types of qualitative data related to each

focus of the research being observed. The data sources in this study are primary and secondary data sources. The data sources are informants who provide information needed by researchers. Data analysis in this study will be carried out using an interactive model developed by Miles and Huberman, data analysis in qualitative research is carried out during data collection, and after data collection is completed within a certain period.

C. Finding and Discussion

1. PAI Teacher Activities in Disciplining Student Learning at SDN Gembongan I Banyusari Karawang

Efforts to discipline students are covered in indicators of disciplining efforts, including 3 teacher activities, namely in intracurricular, co-curricular, extracurricular activities and other activities aimed at meeting learning objectives. Namely Discipline in intracurricular activities Co-curricular activities are carried out through structured assignments related to one or more content or subjects. 1) Disciplining students means inviting students to study in an orderly manner according to the schedule, according to orders, including completing their tasks. In intra-curricular activities, there are teachers' efforts to complete their duties in scheduled lesson hours, the schedule is filled with planned, scheduled and evaluated learning, namely by measuring the RPP carried out by the teacher. The RPP will be the basis for teaching teachers. 2) Discipline students when praying before studying, Praying is an activity carried out by the teacher in the introduction to mentally prepare students psychologically so that they are more concentrated and more disciplined, as stated by Nana Saodih that In preliminary activities, the teacher is obliged to: psychological and physical to follow the learning process; and provide contextual learning motivation for students according to the benefits and applications of teaching materials. It is hoped that the condition of students who are ready to learn will be more disciplined and more concentrated. 3) Disciplining students during the initial apperception of learning, Furthermore, that student discipline in learning depends a lot on the attention and efforts of the teacher paying attention to students, therefore efforts to discipline students start from how the teacher's efforts are maximum from the beginning of learning, because in

planning learning a teacher has anticipated if there are things that are not pleasing to the behavior of students in learning, even including for students who are already known to be lazy or if their behavior sometimes interferes with ongoing learning. 4) Disciplining students through an invitation to concentrate while studying, In the core activity, there is a process that essential is done by the teacher, at that time the teacher must be able to bring the minds and hearts of students to the atmosphere that the teacher conveys. Initially, students are encouraged to concentrate on the material presented by listening to the learning objectives, then they are brought to the learning atmosphere. 4) Disciplining students through advice and motivation when teaching 5) Disciplining students through asking students to be more enthusiastic about learning Many factors influence students to be active in online learning, including fear of not getting grades, fear of being reprimanded by teachers, invitations from friends and so on. These things affect interest in learning, on this basis as teachers must have a commitment so that students are actively learning because of their own awareness and they learn because they are enthusiastic about having the goals they expect. This condition underlines that the teacher's role is very dominant to be able to influence students' learning discipline and have high enthusiasm not only because of the invitation of friends. 6) Disciplining Students in Co-curricular Activities Co-curricular activities are intended to better understand the teaching materials that have been studied in intra-curricular activities in class. Co-curricular relates to efforts to strengthen what has been conditioned in the intra-curricular. 7) Discipline students by giving additional assignments. Co-curricular is an effort to help students increase their competence, that is, if there is material that has been delivered, it is measured that it has not been able to reach the target, namely the cognitive target, students are given additional activities or assignments that lead to the achievement of indicators in the learning plan, this is one of the reasons PAI teachers at SDN Gembongan 1 which seeks to discipline students through various additional tasks. 8) Disciplining students by providing evaluation after learning (Post Test). With the evaluation given by the teacher through additions, it is hoped that it will increase the responsibility of students in

managing their study time, namely conditioning according to the evaluation determined by the teacher. "Setting time is the same as making your own study schedule. The study schedule at school has been arranged at school, while there is a need for an additional study schedule at home. Therefore, it is necessary for students to make a good study schedule in the following ways, including: taking into account the time of day, investigating and determining the available time each day, planning the use of learning by determining the types of subjects and the sequences that must be followed. studied. 9) Disciplining students through Home Visits Home visits can be used as a means to discipline students because there is an encouragement for students to work and it is also included in co-curricular activities in terms of its function, it can strengthen the material that has been given. According to WS. Winkel, Home Visit is one of the data collection techniques by visiting students' homes to help solve problems faced by students and to complement existing student data obtained with other techniques Home visits or home visits are a way to understand individuals by conducting visits home to find more valid information or data.

2. Supporting and Inhibiting Factors of PAI Teachers' Efforts in Disciplining Student Learning at SDN Gembongan I

Internal Factor

Internal factors are factors that come from within the elements of the school itself, both from principals, teachers, employees, students, and other related parties. Therefore, the internal factors of discipline are: 1) Interest is the willingness of an active soul to accept something from the outside. Students have an interest in discipline, namely students have a high sense of caring for the rules and regulations that have been made by the school. This form of interest will emerge with students implementing disciplinary behavior at school. 2) Emotion is a condition that affects and accompanies internal adjustment in general, a state that is a mental and physical driver for individuals and can be seen through certain external behavior. For example, happy, angry, surprised, hopeless and so on. Emotions are very decisive on the disciplinary behavior of students at school. Because emotions are the driving force for students' care in

obeying the rules that have been made at school. The role of the teacher is very large in this school, especially in instilling discipline, for example in the findings explained, the role of the teacher is not only in carrying out the lesson plans that have been made, but he is assigned to monitor students outside school hours, including by home visits. The condition of a disciplined school is the support of the teacher, at the time of learning, the arrangement of facilities and even with regard to communication with the surrounding environment.

In theory, it is explained that the teacher's role is very supportive of efforts to build discipline because teachers as educators (nurturers) are roles related to the tasks of providing assistance and support (supporters), supervisory and coaching tasks (supervisor) and related tasks. by disciplining children so that they become obedient to school rules and norms of life in the family and society. Thus, it is concluded that the role of teachers in disciplining students at SDN Gembongaan 1 is in line with their duties as teachers who are responsible for the school both intra-curricular and co-curricular in meeting the goals of school institutions.

External Factors

Discipline is seen as a tool to create behavior or society so that it can be implemented in the form of relationships and sanctions that can regulate and control humans so that these sanctions are only imposed on those who violate applicable laws and norms.

a. Inhibiting Factors for PAI Teachers to Discipline Students

Students need discipline in their learning, but students often ignore it as a result students fail to achieve optimal learning achievement. If students can discipline themselves, then these students have an efficient time in learning. Efficient learning requires high learning discipline, especially self-discipline, namely the ability to position oneself, self-control and self-consistency to act. According to Tu'u, several factors influence and shape discipline, namely self-awareness, obedience and obedience, educational tools, punishment, example, environment and disciplined training. Self-awareness is a very strong motive for the realization of discipline. Discipline formed on self-awareness will have a strong influence and will last longer than discipline formed because of the

element of coercion or punishment. Adherence and obedience as steps to apply and practice the rules that govern individual behavior. This is a continuation of the existence of self - awareness generated by the ability and strong will.

From some of these things, it was found that at SDN Gemboingan 1 there were obstacles in enforcing discipline, among others.

a) Minimal Facilities and Teacher Limitations
b) Technology stuttering and low student motivation
c) Community Economic Level and Limited School Budget

School efforts to raise student enthusiasm require support from all parties, and if it is related to facilitating long-distance communication, then the community's economic benefits and the availability of school budgets are important as funds can support schools in interacting with schools.

E. Conclusion

In this study, there are two things that are the research objectives, namely regarding the efforts of Islamic Religious Education teachers and Budi Pekerti in disciplining students as well as several factors that support and hinder efforts to discipline students. The results of the deepening of the research concluded: The efforts of Islamic Religious Education teachers and good manners at SDN Gembongan 1 Banyusari in disciplining students by maximizing the role of teachers in intracurricular activities, namely maximizing lesson planning (RPP) and implementing it by: disciplining students to pray before studying; discipline students during the initial apperception of learning; discipline students through an invitation to concentrate on learning; discipline students through advice and motivation when teaching and discipline students through inviting students to be more enthusiastic in learning. Meanwhile, in co-curricular activities, it is pursued through disciplining students by giving additional assignments, disciplining students by giving evaluations after learning (Post Test) and disciplining students through Home Visits in which there are rewards and funisms. Several factors hindering the efforts of teachers to improve student discipline are internal and external factors: The internal supporting factor is the existence of good school community performance.

Principals and teachers have contributed greatly to every development in the school. Both function to make planning and control of students at school. Meanwhile, several external factors that support efforts to discipline students are: Parental support, proactive support from the community around the school, and the geographical location of the school adjacent to the student's residence.Inhibiting factors include minimal fa cilities, limited teachers, technological stuttering, low student motivation, community economic level and limited school budgets.

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