
TEACHER STRATEGIES IN SHAPING THE DISCIPLINARY CHARACTER OF GRADE V STUDENTS AT MIS BINA DHARMA PARIT WEDNESDAY, TELUK KERAMAT DISTRICT

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Abstract

This thesis discusses Teacher Strategies in Shaping the Disciplinary Character of Class V Students at MIS Bina Dharma Parit Rabu. This research has three research objectives including the following: First, to find out how the teacher's strategy in shaping the disciplinary character of grade V students at MIS Bina Dharma Parit Rabu Teluk Keramat District. Second, to find out how the disciplinary character of grade V students at MIS Bina Dharma Parit Rabu Teluk Keramat District. Third, to find out what are the supporting and inhibiting factors in shaping the disciplinary character of grade V students at MIS Bina Dharma Parit Rabu, Teluk Keramat District. This research uses a qualitative approach while this type of research is phenomenological research. There are three types of data collection techniques in this study, namely: Interview, Observation and Documentation. While data analysis techniques used data collection, data reduction, data display, conclusion drawing and verification. Then the data validity checking techniques used are triangulation (source triangulation) and member check. The results of the study are: First, the teacher's strategy in shaping the disciplinary character of students at MIS Bina Dharma Parit Rabu Teluk Keramat District for the 2022-2023 academic year uses several strategies, namely habituation strategies, exemplary strategies, supervision strategies, and punishment strategies. Second, the disciplinary character of grade V students at MIS Bina Dharma Parit Rabu Teluk Keramat District for the 2022-2023 academic year consists of several types of disciplines, namely self-discipline, social discipline, and national discipline. Third, supporting and inhibiting factors in shaping the disciplinary character of grade V students at MIS Bina Dharma Parit Rabu Teluk Keramat District for the 2022-2023 academic year are changes that arise Produce or

cause a change or growth, maintain a close relationship between teachers and students, and there is good communication between parents, student teachers and the community environment and the example of teachers, parents and society. While the inhibiting factor is the lack of interest of children and the family environment.

Keyword: Strategy, Teacher, forming, Character, Discipline, Student

INTRODUCTION

Education is a very important field for life to create an intelligent generation. Through education all individuals can gain extensive knowledge. The character of each individual will be formed through education. So, herein lies how heavy the role of a teacher in the world of education lies. (Suwarno, 2009: 24). Education that must be obtained by all societies is an ideal that must be fulfilled to create intelligent and characterful individuals.

Character education as the goal of national education is stated in the Constitution of the Republic of Indonesia Number 20 of 2003 concerning the National Education System states that, education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, intelligence, personality, noble character, and the skills needed by themselves, society, nation and state. Character education is understood as an effort to train children to think in order to make good decisions and apply character values in everyday life. According to Selamat and Yahta in Amrina Rosyada's book that character education is an effort to educate children to internalize character values in order to make wise decisions and apply in everyday life so that they can provide good for themselves, others, the environment, and nationality. (Rosyada, 2021: 162).

Character education is very important in a person's life, one of which is discipline. Discipline is one of the values that must be instilled and developed in students. (Rosyada, 2021: 163). Discipline in a person initially grows and develops since childhood or childhood by knowing life in the family. In the family environment, children are trained in good habits related to compliance with existing norms, values, and regulations. The discipline brought from home will determine the child's disciplinary behavior at school.

Through discipline, a person is able to make himself organized in his life. Discipline is an action that shows orderly behavior and complies with various existing rules or regulations. Discipline is also a series of behaviors of a person who shows obedience and obedience to rules, disciplines, norms of life that apply because it is driven by awareness from within him to carry out his life goals. A student needs to have a good disciplinary character in order to control himself by getting used to obeying the rules that apply at school.

Based on a pre-survey conducted at MIS Bina Dharma Parit Wednesday, Teluk Keramat District in class V has implemented teacher strategies to discipline students. Like before entering class, students must line up, then enter the classroom, shake hands with the teacher and say greetings and pray. In the learning process, students sit neatly, listen to explanations from the teacher, and do the tasks given by the teacher. At the end of the lesson, students sit neatly and pray and say hello. In addition, it was found that there are still students who lack discipline in the teaching and learning process, such as: students do not pay attention to the teacher's explanation and students often go in and out of the classroom without any clear need and without permission to leave when the teacher teaches, besides not saying excuses or greetings when re-entering the classroom during the teacher teaching process.

From the above, researchers are interested in raising the title "Teacher Strategies in Shaping the Disciplinary Character of Class V Students at MIS Bina Dharma Parit Rabu Teluk Keramat District for the 2022-2023 Academic Year"

RESEARCH METHODS

This research uses a qualitative approach with a type of penomenological research. Qualitative research emphasizes more attention to the formation of substance theories based on emerging concepts. This qualitative research is also based on phenomenology with a naturalistic paradigm, because the focus of the problem to be studied is needed naturally in the characteristics of qualitative research. Therefore, research in a phenomenological view seeks to understand the meaning of events and their relation to ordinary people in certain situations. (Moleong, 2002: 9). *The setting of the research on how the teacher's strategy in shaping the disciplinary character of grade V students at MIS Bina Dharma Parit Rabu Teluk Keramat District is located in Parit Rabu Hamlet, Kuala Pangkalan Keramat Village, Teluk Keramat District, Sambas Regency, West Kalimantan.* Data and Data sources in this study are primary data, namely class V teachers who apply discipline and the principal of Mis Bina Dharma Parit Rabu. And secondary data is in the form of documents regarding the profile of MIS Bina Dharma Parit Rabu, the structure of MIS Bina Dharma Parit Rabu and the picket schedule of grade V students. There are three types of data collection techniques in this study, namely: Interview, Observation and Documentation. While data analysis techniques used data collection, data reduction, data display, conclusion drawing and verification. Then the data validity checking techniques used are triangulation (triangulation techniques) and member check.

RESULTS AND DISCUSSION

Teachers' strategies in shaping the disciplinary character of grade V students at MIS Bina Dharma Parit Rabu

The teacher's strategy in shaping the character of student discipline so that it is carried out well and runs smoothly in accordance with the goals to be achieved. The strategies that teachers do to make it easier for teachers to shape the disciplinary character of grade V students are:

Habituation strategy

Etymologically, habituation comes from the word "ordinary" in the Big Dictionary Indonesian, "ordinary" is something that cannot be separated from everyday life. (Arief, 2002: 110). Habituation is one of the strategies used by teachers in shaping the disciplinary character of students. Habituation is one of the strategies used by teachers in shaping the disciplinary character of students. Habituation makes a person's personality become orderly, orderly, obedient, obedient and disciplined. Forming disciplinary character can be done by habituation, habituation that is carried out continuously will greatly affect student life both at school and outside school. As has been applied by class V teachers at MIS Bina Dharma trench Wednesday carry out habituation strategies before starting learning students say greetings, sit neatly, read study prayers and read short surahs.

Exemplary strategy

Exemplary is the deliberate act or deed of a teacher that is imitated by students. The example exemplified by the class V teacher at MIS Bina Dharma trench Wednesday will be an example for his students. The negligence that teachers exemplify when teachers arrive on time, come to school before 07.00, wear uniforms politely and neatly. Example is important because by example students will see and imitate everything done by the teacher. According to Bint Maunah in his book students tend to emulate their teachers and make him an identifying figure in everything, before psychologically the child is an excellent imitator. (Binti, 2009: 75).

Supervision strategy

Supervision is to keep or prevent something unwanted from happening. This is in line with Sondang P Siagian's opinion which states that supervision is a process of observing the implementation of activities to ensure that all work runs according to the plan that has been set. (Siagian, 2000: 45). The supervision that the teacher conducts on grade V students at MIS Bina Dharma trench Wednesday, namely the teacher supervises students who lack discipline in violation of existing rules in school such as students who are late for class hours, students who do not wear school uniforms neatly or not in accordance with school rules and students who like to go in and out during class hours with the permission of the teacher. Supervision at that time must be carried out continuously, especially for students who do something that violates school rules.

Sentencing Strategy

Punishment strategies are useful for making someone realize that they need to respect others by obeying, obeying applicable rules. Therefore, grade V students at MIS Bina Dharma Parit Rabu must realize the value and function of existing regulations.

How is the disciplinary character of the disciplinary character of grade V students at MIS Bhina Dharma Parit Rabu

Discipline will grow and can be fostered through practice, education or habit cultivation. So discipline does not grow by itself, but through habit and practice. This is related to what Tulus Tu'ut stated that discipline is a condition that is created and formed through the process of a series of behaviors that demonstrate the values of obedience to obedience, loyalty, order and order. These values have become part of his life. That behavior is created through family, education and experience. (Musbikin, 2021:4). The discipline is divided into several types of discipline, namely:

Self-discipline

Self-discipline is when those rules or regulations apply only to oneself. Self-discipline is self-control of self-consistency. The minimum is the discipline of learning, the discipline of worship. According to Yusuf in Susanto's book, disiplin is interpreted as the ability to regulate oneself and obey applicable rules or norms on the basis of self-awareness and the implementation of discipline will always refer to norms, regulations and standards that are the determining elements of behavior and also the existence of elements of control over behavior to be in accordance with applicable and established rules. (Susanto, 2018: 115). As has been implemented at MIS Bina Dharma Parit Wednesday. Class V students at MIS Bina Dharma Parit Wednesday, self-discipline in class V students is quite good, evidenced by coming to school on time, dressing neatly, politely and in accordance with the rules set at school, and having learning discipline as before there are some students who like to leave the classroom without the teacher's permission and enter without permission from the teacher in the learning process Alhamdulillah now the student is diligent and disciplined in learning things This is because of the self-control that exists in students.

Social discipline

Social discipline is when the rules or regulations must be obeyed by many people. For example, discipline in conducting class pickets and mutual assistance. As has been applied to grade V students at MIS Bina Dharma trench Wednesday, such as picketing scheduled classes and participating in mutual aid activities, cleaning at school every Saturday.

National discipline

National discipline if the rules or regulations are national behavior or norms of national and state life that must be obeyed by all people. For

example, discipline follows the flag ceremony. As has been applied to grade V students at MIS Bina Dharma trench Wednesday, namely following the flag ceremony every Monday.

What are the supporting and inhibiting factors in shaping the disciplinary character of grade V students at MIS Bhina Dharma Parit Wednesday.

In implementing an activity program, there must be supporting and inhibiting factors. As well as the teacher's strategy in shaping the disciplinary character of students at MIS Bina Dharma Parit Rabu, there are several supporting and inhibiting factors, namely:

Supporting factors

Supporting factors are a key to the success of MIS Bina Dharma Parit Rabu in shaping the discipline character of grade V students, these supporting factors are:

1. Produce or cause a change or growth.
2. Keep a close relationship between teachers and students.
3. There is good communication between parents, teachers and students as well as the community.
4. Examples from teachers, parents and the community.

Teachers are educators in implementing the rules that have been set in schools, teachers also have the task of shaping the character of student discipline. Teachers have a very important role in shaping the character of student discipline besides that teachers also need strategies in shaping the character of student discipline, teachers set a good example for students, because students will not have good disciplinary character if the teacher is not disciplined. (Zainul, 2012: 136). In forming disciplinary character requires a supportive school environment both from the teachers and from the school community, especially for the principal, this is related to what Rusman conveyed is one of the drivers for learning values or character is a positive school environment.

Inhibiting factors

The inhibiting factor is an obstacle in order to carry out the process of forming disciplinary character, it is proven that there are some students who have not been disciplined or violate school rules, the inhibiting factors are:

1. Lack of interest of the child

Lack of interest in learning this is due to lack of awareness in children. Cultivating awareness is needed so that children are enthusiastic about learning it. This is reinforced by the opinion according to Charles Schaefer that motivates children the importance of good discipline is to influence children to do things by arousing their feelings or emotions, impulses and ideals rather than their intellect or mind. (Charles, 2002: 45).

2. Family environment

The inhibiting factor also comes from the family environment, namely parents, parents less concerned about their children, they are less aware of the importance of discipline. This is in line with the results of observations that researchers have made at MIS Bina Dharma Parit Wednesday. In addition, the family is the first education obtained by children as a means of supporting discipline, if such small things are left unchecked will foster undisciplined character in children, it will become a habit for students.

CONCLUSION

Teacher Strategies in Shaping the Disciplinary Character of Class V Students at MIS Bina Dharma Parit Rabu Kecamatan Teluk Keramat Academic Year 2022-2023, namely teacher strategies in shaping the discipline character of grade V students at MIS Bina Dharma Parit Rabu Kecamatan Taluk Keramat, the strategies carried out by teachers are: Habituation strategy, exemplary strategy, surveillance strategy, and Punishment strategy. The disciplinary character of grade V students at MIS Bina Dharma Parit Rabu Teluk Keramat District are: self-discipline, social discipline, and national discipline. Supporting and inhibiting factors in shaping the disciplinary character of students at MIS Bhina Dharma Parit Rabu Taeluk Keramat District are: Supporting factors (Produce or cause a change or growth, maintain a close relationship between teachers and students, good communication between parents, teachers and students as well as the community environment and examples from teachers, parents and the community. Inhibiting Factors (lack of interest in the child and the family environment).

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