

Character Building in Supporting Teachers' Efforts to Improve Discipline in Grade 4 Students at Primary School 2 Tanjung North Lombok Regency

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Abstract

This research aims to analyze the role of teachers in improving the discipline of class VI students through character development at SD Negeri 2 Tanjung, North Lombok Regency. The research method used was qualitative research using observation and documentation techniques involving teachers and class VI students over several cycles. The instruments used to collect data involve observation, interviews, and document analysis. The results obtained in this research are that character development in an effort to improve discipline in grade 4 students at SD Negeri 2 Tanjung, North Lombok Regency can be implemented through several ways and methods, namely: skills development, competency-based learning, competency-based assessment, and career programs. Carried out in an integrated manner with practice in daily life (such as a remedial program), (such as a struggle program), and (such as a reflection program).

Abstrak

Penelitian ini bertujuan untuk menganalisis peran guru dalam meningkatkan kedisiplinan siswa kelas VI melalui pembinaan karakter di SD Negeri 2 Tanjung Kabupaten Lombok Utara. Metode penelitian yang digunakan adalah penelitian kualitatif dengan teknik observasi dan dokumentasi dengan melibatkan guru dan siswa kelas VI selama beberapa siklus. Instrumen yang digunakan untuk mengumpulkan data melibatkan observasi, wawancara, dan analisis dokumen. Hasil yang diperoleh pada penelitian ini yaitu pembinaan karakter dalam upaya meningkatkan kedisiplinan pada siswa kelas 4 di SD Negeri 2 Tanjung Kabupaten Lombok Utara bisa dilaksanakan melalui beberapa cara dan metode yaitu: pengembangan skills, pembelajaran berbasis kompetensi, penilaian berbasis kompetensi, dan program karir. Dilaksanakan secara terintegrasi dengan praktiknya dalam kehidupannya sehari-hari (seperti program remedial), (seperti program perjuang), dan (seperti program refleksi).

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1. INTRODUCTION:

Character development is an effort to improve student discipline at school (Annis, 2019). Discipline is a trait that is very necessary to achieve educational goals (Moenir, 2010). In education, discipline is a competency that students must have to achieve educational goals. However, student's discipline is still a problem that must be overcome in schools. There are several reasons for the lack of discipline in elementary school students, namely lack of awareness, lack of habituation, lack of

monitoring, no clear consequences and lack of creating a supportive environment (Wardhani, 2018).

Elementary students may still not fully realize the importance of discipline at school. Elementary students are still in the learning stage and understand concepts such as responsibility, order and discipline, which means they do not fully understand the importance of discipline (Rahayu, 2019). Related to a lack of habituation, students who are not used to school routines and rules may have difficulty following existing rules and regulations (Sobri, Widodo, Sutisna, 2019). They may need more time to adapt and understand the importance of discipline at school.

Furthermore, according to Muhibbin (2008) the reason for the lack of student discipline is due to a lack of monitoring and the absence of clear consequences related to disciplinary violations. Teachers and school supervisors may not have enough time and resources to continuously monitor and direct student behavior. As a result, students may feel that they don't need to watch their behavior or that there are no real consequences if they break the rules. In addition, the lack of clear and firm consequences for violations of school rules can also reduce students' motivation to maintain discipline. If students do not feel there are real consequences for their actions, they may be more likely to ignore school rules.

Last but not least, a school environment that is less supportive and does not provide adequate attention to discipline can also affect students (Putri & Mufidah, 2020). If schools do not set an example and promote discipline, students may be less motivated to be disciplined.

2. RESEARCH METHODS

This research uses qualitative research methods with interview techniques, observation and documentation. Observations were carried out for 3 months on 30 grade 4 students at SD Negeri 2 Tanjung, Tanjung District, North Lombok Regency. Documentation is carried out through notes and quotations from files at school, such as hope books, end-of-semester notebooks and end-of-year notebooks.

This current research conducted on the theme of character development to improve discipline at SD Negeri 2 Tanjung shows a comprehensive and structured approach in overcoming disciplinary problems at school. Furthermore, this research also involved interviews with teachers and school principals to obtain their perspectives regarding the factors that influence student discipline. These interviews provide valuable insight into teaching practices and school policies that impact student discipline. These interviews also helped researchers in formulating recommendations for improving discipline in schools.

3. RESULTS AND DISCUSSION

The results of the research show that character development in an effort to improve discipline in grade 4 students at SD Negeri 2 Tanjung, Tanjung District, North Lombok Regency can be carried out through several methods and methods targeted at 3 parties:

1. To improve the disciplinary attitude of grade 4 students at SD Negeri 2 Tanjung, teachers need to make efforts to introduce discipline such as:
 - a. Increase students' understanding of the importance of discipline through direct teaching, stories, and real-life examples.
 - b. Providing habits and structured routines in class and at school.
 - c. Implement fair and consistent consequences for rule violations.
 - d. Involve parents and provide them with an understanding of the importance of supporting discipline at school.
 - e. Creating a school environment that is positive, supportive, and pays attention to discipline.
 - f. Involve students in the decision-making process and give them responsibility for developing a disciplined attitude.

2. To improve the quality of character of grade 4 students at SD Negeri 2 Tanjung, teachers need to make efforts such as:
 - a. **Skills Development:** Skills development is one way to develop student character. The skills developed include academic skills, interpersonal skills and intrapersonal skills. Developing academic skills includes studying material continuously, understanding the concepts studied, and preparing oneself to read and write independently. Developing interpersonal skills includes forming good relationships with friends, forming good relationships with teachers, and forming good relationships with other people at school. Developing intrapersonal skills includes forming a good personality, forming an independent personality, and forming a personality that is open to new learning.
 - b. **Competency Based Learning:** Competency based learning is one way to develop student character. Competency-based learning includes teaching competencies in an integrated manner with practice in daily life. The competencies taught include academic competence, interpersonal competence and intrapersonal competence. Academic competence includes studying material continuously, understanding the concepts studied, and preparing oneself to read and write independently. Interpersonal competence includes forming good relationships with friends, forming good relationships with teachers, and forming good relationships with other people at school. Intrapersonal competence includes forming a good personality, forming an independent personality, and forming a personality that is open to new learning.
 - c. **Competency Based Assessment:** Competency based assessment is one way to develop student character. Competency-based assessment includes creating it in an integrated manner with practice in daily life. Competency-based assessments include academic assessments, interpersonal assessments, and intrapersonal assessments. Academic assessment includes continuous assessment of material, assessment of concepts learned, and self-assessment in reading and writing independently. Interpersonal assessment includes assessing his relationships with friends, assessing his relationships with teachers, and assessing his relationships with other people at school. Intrapersonal assessment includes assessing his personality as good, assessing his personality as independent, and assessing his personality as being open to new learning.
 - d. **Career Program:** Career program is one way to develop student character. The career program covers the programs provided naturally by teachers to create them in an integrated manner with their practice in their daily lives. Career programs include academic programs (such as remedial programs), interpersonal programs (such as fighter programs), and intrapersonal programs (such as reflection programs). The academic program is a program to create it integrated with his practice in his daily life to create it integrated with his practice in his daily life (such as a remedial program). The interpersonal program is a program to create it in an integrated manner with its practice in daily life (such as the fighter program). An intrapersonal program is a program to create it in an integrated manner with its practice in daily life (such as a reflection program).

The results of this research indicate that the teacher's role in character development has a positive impact on improving the discipline of class VI students. Teachers act as facilitators, companions and motivators in shaping student character. Through character building activities that are integrated into learning, students experience an increased understanding of positive values, such as integrity, responsibility and cooperation.

4. CONCLUSION

In short, the research shows that character development by teachers has a significant role in improving student discipline. Therefore, it is recommended that teachers continue to develop

innovative and sustainable character development strategies as an integral part of the learning process in class VI of SD Negeri 2 Tanjung, Tanjung Village. Apart from that, character development in an effort to improve discipline in grade 4 students at SD Negeri 2 Tanjung, North Lombok Regency can be implemented through several ways and methods, namely: skills development, competency-based learning, competency-based assessment, and career programs. Carried out in an integrated manner with practice in daily life (such as a remedial program), (such as a struggle program), and (such as a reflection program).

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