

## *Teacher's Role In Applying Of Assertive Discipline To Student At Man 1 Solok Selatan*

**Intan Tria Ananda<sup>1</sup>, Elmiati<sup>2</sup>, Dian Mega Putri<sup>3</sup>**

(Program Studi Pendidikan Bahasa Inggris, Fakultas Ilmu Sosial dan Humaniora, Universitas PGRI Sumatera Barat)

Email : [intantria187@gmail.com](mailto:intantria187@gmail.com),

### **Abstract**

The purpose of this research is to find out the role of teachers in implementing assertive discipline in senior high school students. The implementation of this research is to find information about how the role of teachers in applying assertive discipline in managing the classroom in English learning. Furthermore, this research is a descriptive research and the data were obtained from 2 English teachers in Man 1 Solok Selatan. To collect data, the researcher used observation checklist, and field notes, as instruments in this study. Based on the results of data analysis, the researcher concluded that English teachers who teach in classes X and XI, Man 1 Solok Selatan apply assertive discipline well, as evidenced by the existence of reference indicators about the role of teachers in applying assertive discipline. Teachers who teach English in classes X and XI, have fulfilled 14 sub indicators.

**Keywords:** Assertive Discipline, Teacher's Role

### **Abstrak**

Tujuan dari peneliti ini adalah untuk mengetahui peran guru dalam menerapkan asertive disiplin pada siswa kelas menengah atas. Pelaksanaan penelitian ini untuk menemukan informasi mengenai bagaimana peran guru menerapkan disiplin tegas dalam mengelola kelas didalam pembelajaran bahasa inggris. Lebih lanjut, penelitian ini adalah penelitian deskriptif dan data diperoleh dari guru bahasa inggris yang berjumlah 2 orang di Man 1 Solok Selatan. Untuk mengumpulkan data, peneliti menggunakan observasi ceklist, dan catatan lapangan, sebagai instrument dalam penelitian ini. Berdasarkan hasil analisis data peneliti menyimpulkan bahwa guru bahasa inggris yang mengajar di kelas X dan XI, Man 1 Solok Selatan menerapkan asertive disiplin dengan baik, terbukti dengan adanya acuan indicator tentang peran guru dalam menerapkan asertive disiplin. Guru yang mengajar bahasa inggris di kelas X dan XI, telah memenuhi 14 sub indicator.

**Kata Kunci:** Tegas Disiplin, Peran Guru

## **INTRODUCTION**

Teachers' roles include carrying out the teaching and learning process, the teacher has a full activity program. To begin, a teacher should develop a strong lesson plan to serve as a standard for the teacher's ability to carry out the teaching and learning process. A lesson plan assist teachers to improve the teaching and learning process. Furthermore, the teacher is able to play a role in managing the class and creating a comfortable atmosphere for students. A comfortable atmosphere will make students understand about the material. In managing, a teacher must have skills or programs to create optimal learning conditions in a strict disciplinary process in teaching and learning. Optimal learning conditions can be achieved if the teacher is able to manage and control students so that they are well disciplined. Therefore, effective classroom management is a teacher's

role that is indispensable for an effective teaching and learning process.

Moreover, Classroom management is critical in the teaching and learning process in order to achieve the desired learning objectives. However, this did not happen without the contribution of the teacher in the classroom. The role of the teacher must be able to create a comfortable and safe atmosphere in the classroom, so that the learning process can take place actively, creatively, effectively and fun for these students. However, it's not an easy job because she manages students in a large class.

In the classroom, there are several strategies that must be considered by the teacher. The current study found differences between the two groups in the four organizing categories of classroom management strategies, teaching management, teacher-student relations, and sanctions strategies, (objective of the first study). (Clifford & Joseph, 2010), Discipline in the

classroom is an important aspect of creating a conducive classroom atmosphere because student discipline problems affect learning (Prasetyarini et al., 2021). Good classroom management will make the teaching and learning process good so that students acquire knowledge properly and smoothly. Based on pre-observations conducted by researcher at Man 1 Solok Selatan, she found severact teacher's role different of managing the class. Some teachers only focus on explaining material to students. Teachers tend to let them do some activities rather than pay attention to the teacher all the time. As a result, students pay less attention to the teacher. For example, when the teacher explains the material in front of the class, some students are busy with their respective student activities, for example talking to each other, disturbing friends and joking with each other. However, some teachers think that students will not gain knowledge if the class atmosphere is not calm. The teacher does not start the lesson if the students are still noisy. As a result, the teacher spends a lot of time because the material is not able to explain the material because the time is up.

Discipline is one way to help teachers so that students become responsible and behave well. It is very important to determine when teachers give consequences to students, when students break the rules. Students should know that there are consequences when students make mistakes in class. Discipline is one way to existing problems in the classroom. Discipline one of the important factors which are creating conditions for good classroom management. The teacher has regulation to educate students better. Discipline is one way to help the teacher to make the students being responsible and having good behavior. It is very important to be sure when teacher gives the students consequence when the students break the rules. The students have to know that there are consequences when the students do something wrong in the classroom. Furthermore, the students will realize something wrong will make teaching learning process do not run effectively.

Assertive Discipline' a management model in which the teacher demands responsible behavior by her students, the teacher

immediately takes the class, sets the rules, and interacts with the students in a calm manner. Teachers are expected to incorporate clear expectations, an active and kind response to students who are naughty and consistently follow the rules in the classroom. The teacher must be firm in controlling the class. The teacher can not teach if he control the class. The teacher must be firm to get satisfactory results. It can be seen from the observation that each teacher's role has a different way of managing the class. Some teachers come in managing the class and some teachers do not care in the learning proses.

The findings are interested in investigating assertive teacher discipline in the teaching and learning process. This research analyses the role of teachers in implementing assertive discipline in the teaching and learning process. The researcher hopes to find actual facts about teacher assertiveness in the teaching and learning process.

## METHOD

Researchers used descriptive qualitative research in this study, which focuses on understanding social phenomena and providing detailed verbal explanations of attitudes, situations, and participants. Qualitative approaches, according to Ary et al, include ethnography, case studies, scientific observation, focused interviews, historical studies, and others (Ary, Jacobs, and Sorenses 2010). This study's design is descriptive with a qualitative approach. Descriptive research looks at people, groups, institutions, methods, and materials to describe, compare, discriminate, classify, analyze, and interpret the elements and events that make up many topics of study. This relates to the state or proportion of existing vessels. Beliefs, perspectives, or attitudes, ongoing processes, perceived effect, or new trends (Tavakoli 2012).

The participants in this study were an two English teacher at MAN 1 Solok Selatan who was selected to apply assertive Discipline . Data collection was carried out by means of observation checklists.

## RESULT AND DISCUSSION

The role of teachers in implementing strict discipline at MAN 1 Solok Selatan is an

important aspect in creating an orderly and productive learning environment. In analysing the data presented, some key findings regarding the role of teachers in implementing firm discipline can be described as follows: One of the key findings is the importance of classroom rules and consistency in implementing them. Teachers at MAN 1 Solok Selatan emphasise the importance of classroom rules and consistently enforce them. For example, these teachers do not allow students to arrive late to class or allow classroom cleanliness to be neglected. This consistency is maintained through consequences, such as not allowing students to participate in lessons if they are frequently late.

Furthermore, communication and discussion play an important role in this approach. Teachers actively engage in discussions with students to agree on classroom rules. They involve students in the decision-making process and motivate them to follow the rules. Communication also includes informing students about the consequences of breaking the rules. Positive recognition and self-esteem building are important focus in this approach. Teachers use positive reinforcement to boost students' self-esteem and confidence. They recognize students' active participation, which in turn motivates other students to participate and improve their self-esteem. Appropriate action and the use of firm language are important strategies in implementing discipline. Teachers demonstrate appropriate actions as an example for students to follow. They use firm language to establish authority and ensure students take the rules seriously, thus creating a respectful learning environment. Consequences given to rule breakers are also an important part of this approach. Teachers clearly communicate the consequences for students who break the rules, so students understand the potential outcomes of their behaviour. Teachers also emphasise the importance of regularity in carrying out the rules, ensuring a smooth learning process. Pre-warming before the learning process and parental involvement are also emphasised in this analysis. Teachers use warm-up activities to provoke students' attention before the core material begins. Parental involvement includes contact with parents in case of serious rule

violations or attendance issues. The school's role in implementing discipline is also highly emphasised. Teachers work closely with the school to enforce discipline and enforce the standards of the school's code of conduct. They ensure students understand the school's discipline standards thoroughly and co-operate with the school in educating students effectively.

Overall, the data analysis underlines that teachers at MAN 1 Solok Selatan adopt diverse approaches in implementing firm discipline. These approaches include clear communication of rules, consistent enforcement, positive reinforcement, involving students in the development of rules, and co-operation with parents and the school. These strategies together contribute to creating a structured and conducive learning environment that promotes active participation and positive student behaviour.

## CONCLUSIONS

In analyze the role of teachers in applying strict discipline at MAN 1 Solok Selatan, it is illustrated that the approach applied involves clear communication, consistency, and positive reinforcement. Teachers here not only set class rules, but also ensure these rules are consistently enforced through the consequences given. Discussions with students about the rules and consequences are also an important focus, inviting students to be actively involved in the establishment of an organised learning environment. Positive recognition in the form of reinforcement and rewards has a positive impact on students' self-esteem and motivates active participation. In addition, assertive strategies and appropriate use of language support efforts to create a respectful and disciplined learning environment. The importance of the school's role and parental involvement is also reflected in this approach. Teachers liaise with the school to enforce discipline consistently according to set standards. In addition, contact with parents is a way to improve students' understanding of the rules.

Overall, this approach results in a learning environment that is structured, conducive and encourages active student participation. Through a combination of good communication, consistency, positive

reinforcement, and cooperation with the school and parents, the role of teachers in implementing strict discipline at MAN 1 Solok Selatan is proven to have a positive impact on the formation of student behaviour and character.

## SUGGESTIONS

After conducting the checklist observation stage and field notes and analyzing the data collected, the researcher has suggestions. First, all teachers should be able to understand that classroom management is important to create good conditions in the teaching and learning process. Second, teachers also play a role in implementing ways to reduce student misbehavior in the classroom. Third, teachers should never give up on educating students to be better. Overall, this study shows that by effectively applying assertive discipline, the teaching and learning process can be controlled properly.

## REFERENCES

- Anggraeni, Kartika Ajeng, and Rani Yusnita. (2017). "Teachers' Role in 21st Century: Teacher Is a Facilitator, Not a Dictator." *Lunar* 1(1):60–71.
- Anggraini, Dina, Lili Perpisa, Staff Pengajar, Program Studi, Pendidikan Bahasa, Inggris Stkip, and Pgrri Sumatera. (2010). "The Correlation Between Student' Discipline and Student ' English Learning Outcome( A Study at Sma 1 V Koto kampung dalam) Oleh : " 1–6.
- Ariana, Riska. (2016). "No Title No Title No Title." (June):1–23.
- Ary, Donald, Lucy Cheser Jacobs, and Chris Sorenses. (2010). *Introduction to Research In Education*. eighth Edit. USA.
- ASIEGBU, Emmanuel Chidubem, Becky Uchenna ONUH, Juliana Uzonna UMEOZOR, Anthonia Nwabugo Amarachukwu ANI, and Chimauche Mary EMMASIEGBU. 2022. "Teacher'S Classroom Management Practices and Student'S Academic Performance in Secondary Schools in Nnewi Education Zone." *Journal Plus Education* 31(2/2022):144–54. doi: 10.24250/jpe/2/2022/eca/buo/iuu/ana/cm
- Brown, douglas H. (2000). "Principles\_of\_Language\_Learning\_and\_Teac.Pdf." 354.
- Cihak, David F., and Tammy Bowlin. 2021. "Classroom Management." *Best Practices for the Inclusive Classroom: Scientifically Based Strategies for Success* (May):111–34. doi: 10.4324/9781003233237-5.
- Cresswel, John W. (2012). *Educational research Planning, Conducting and Evaluating Quantitative and Qualitative Research*. Fourth Edi. University of Nebraska-Lincoln.
- Djamarah, Zain. (2006). *Strategi Belajar Mengajar*. Jakarta: Rineka Cipta.
- Gay, L. R., Geoffrey E. Mills, and Peter Airasian. (2016). *Educational research Competencies for Analysis and Applications*. Tenth edit. edited by J. W. Johnston. Boston Columbus Indianapolis New York San Francisco Upper: Library of Congress Cataloging.
- Gay, L. R., Mills, G. E., & Airasian, P. (2016). *Educational research competencies for Analysis and Applications*. In J. W. Johnston (Ed.), *Pearson Education* (Tenth edit). Library of Congress Cataloging. [https://www.researchgate.net/publication/269107473\\_What\\_is\\_governance/link/548173090cf22525dcb61443/download%0Ahttp://www.econ.upf.edu/~reynal/Civilwars\\_12December2010.pdf%0Ahttps://thinkasia.org/handle/11540/8282%0Ahttps://www.jstor.org/stable/41857625](https://www.researchgate.net/publication/269107473_What_is_governance/link/548173090cf22525dcb61443/download%0Ahttp://www.econ.upf.edu/~reynal/Civilwars_12December2010.pdf%0Ahttps://thinkasia.org/handle/11540/8282%0Ahttps://www.jstor.org/stable/41857625)
- Gay, LR and Peter, Airasian. (2000). *Educational Research Competence for Analysis and Application*. New Jersey: Prentice-Hall Company.
- Harden, R. M., and Joy Crosby. (2000). "AMEE Guide No 20: The Good Teacher Is More than a Lecturer - The Twelve Roles of the Teacher." *Medical Teacher* 22(4):334–47 doi: 10.1080/014215900409429Harmer, Jeremi. (2007). *How to teach English*. In *Scientific Bulletin* (Vol. 4).
- Harmer, Jeremi. (2001). *The Practice of English Language*. Cambridge, UK: logman.

- Henri. 2018. *Classroom Management Used By English Teachers' in Teaching English at SMA N 1 Bantaeng*.
- Hidayat, Rahmat. (2014). "Peran Guru Dalam Mengembangkan Perilaku Asertif Pada Anak Usia Dini." *Paper Knowledge . Toward a Media History of Documents* 1(2):200.  
<https://doi.org/10.54414/mzlv3216>
- Lambert, Tuyishime.( 2017). "assertive discipline management approach and students ' academic performance in secondary schools in rwanda : a case study of nine years basic education in nyanza district med / 2015 / 24861 A Research Project Submitted in Partial Fulfillment of the Requi." (April).
- Lunenberg, Mieke, Jurriën Dengerink, and Fred Korthagen. (2014). "The Professional Teacher Educator." *The Professional Teacher Educator* (June). doi: 10.1007/978-94-6209-518-2.
- MacRoberts, .M, and .M MacRoberts. (1986). "From the SAGE Social Science Collections . Rights Reserved ." *The ANNALS of the American Academy of Political and Social Science* 503(1):122–36.
- Martelia, et al. (2012). *Comprehensive Behavior Management*. California: Sage Publication, Inc.
- Munawar, Muniroh, and Nia Lailin Nisfah. (2020). "The Effect of Assertive Discipline on Early-Aged Children's Gadget Addiction." *Journal of Early Childhood Care and Education* 2(2):64. doi: 10.26555/jecce.v2i2.1002.
- Petrovich, E. (2020). "Encyclopedia of Knowledge Organization." *Isko* 15(August):1–13.
- Sturge-Apple, Melissa L., Debrielle T. Jacques, Patrick T. Davies, and Dante Cicchetti. (2022). "Maternal Power Assertive Discipline and Children's Adjustment in High-Risk Families: A Social Domain Theory Approach." *Journal of Child and Family Studies* 31(9):2319–30. doi: 10.1007/s10826-021-02127-7.
- Tavakoli, Hossein.( 2012). *A Dictionary of Research Methodology and Statistic in Applies Linguistics*. Rahmana Press.
- Taylor, George R. (2004). *Practical application of classroom management theories into strategies*. Lanham: University Press of America inc.
- Thilagaratnam, Jeya Sarkunan Jaya, and Hamidah Yamat.( 2021). "Teachers' Perception of Students' Misbehavior and Assertive Discipline in English Classroom." *International Journal of English Language Studies* 3(3):07–15. doi: 10.32996/ijels.2021.3.3.2.
- Zevin, Jack. (2010). *Teaching on a Tightrope*. newyork: Education, Rowman & Littlefield.