

The role of teachers in improving students' discipline character during post covid-19 pandemic

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ABSTRACT

This research aims to examine the role of teachers in improving students' disciplinary character after the Covid-19 pandemic in a private high school in Yogyakarta. This research uses qualitative research with triangulation of data sources. The subjects in this research included the school principal, head of student affairs, guidance, and counseling teacher (BK), homeroom teacher for classes X and XI and 2 students. Collecting data, researchers used observation, interviews, and documentation methods. The research results show that, (1) there are four teacher roles, namely a) teacher as guide, b) teacher as educator, c) teacher as motivator, and d) teacher as role model. With the role of teachers, they can provide information about rules and advise perpetrators, thereby increasing student discipline. This increase in discipline is formed due to the habit of carrying out the rules given by the teacher both written and verbally. (2) supporting and inhibiting factors in improving students' disciplinary character after the Covid-19 pandemic at the research location, including supporting factors: a) the role of the family, because the role of the family has quite an important role in implementing discipline when children are in the home environment. b) the role of the educator, because in this case an educator is also important in implementing discipline when children are in the school environment. c) the role within oneself that has awareness and motivation. Meanwhile, the inhibiting factors are a) the role of the family, because in character formation the family plays a big role, and children are also the main priority. b) the role of peers, and c) the role of the environment, because in these two cases it is also very influential in the formation of disciplinary character.

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Introduction

During the Covid-19 pandemic, teachers had to adapt to conditions from face-to-face to online (Phanse, 2021). With this, a new policy has emerged in the world of education, because if you look at the conditions and situation, it cannot be forced to achieve targets that have been planned under normal conditions, so new policies must be introduced to become an alternative in achieving targets that have been technically planned. and different methods, according to the conditions at that time (Sukitman et al., 2020). In the era of the Covid-19

pandemic, education must continue so that children can continue to learn calmly and safely (Weiner et al., 2021). In order for the learning process to continue running well, the role of a teacher who is able to understand the learning situation and conditions is needed, so the ideal teacher in the post-covid-19 era should have roles that are really needed, including: teacher as a motivator, facilitator, transformer and evaluator (Sukitman et al., 2020).

Social activities in the current conditions of society are starting to return to normal after the Covid-19 pandemic, especially in the world of education. Currently, teachers can deepen learning to the maximum by providing lessons according to the minimum completeness that will be achieved (Nur, 2022). In this case, students can learn again by meeting their teachers and study friends. The effectiveness of this teaching and learning process can be carried out to the maximum, because this activity is to obtain maximum results by prioritizing quantity, quality and effective time (Nur, 2022). Character education is an effort to develop and educate a person's character both in terms of psychology, morals and manners so that they become better (Yudia et al., 2013).

This research is like several previous studies related to the role of teachers in improving students' disciplinary character after the Covid-19 pandemic. Muchtar and Suryani's research aims to find out what character education is meant by the Ministry of Education and Culture and the type of research used is library research. (Muchtar & Suryani, 2019). Juliani and Bastian's research aims to shape character through the profile of Pancasila students and the method used is descriptive analysis using the type of library research or literature study (Juliani & Bastian, 2021). Susilo and Isbandiyah's research aims to shape children's character through innovative learning and foster children's high creativity and the method used is qualitative data by direct synthesis (Susilo & Isbandiyah, 2019). Rantauwati's research aims to improve the discipline character and responsibility of students with the method used being the result of case study research (Rantauwati, 2020). Zulkarnain's research aims to show practical efforts that teachers can make in building student character with the method used is a descriptive method in the form of a survey study (Zulkarnain, 2019). Allah SWT says in QS Luqman verses 12-14:

وَلَقَدْ آتَيْنَا لُقْمَانَ الْحِكْمَةَ أَنْ اشْكُرْ لِلَّهِ وَمَنْ يَشْكُرْ فَإِنَّمَا يَشْكُرُ لِنَفْسِهِ وَمَنْ كَفَرَ فَإِنَّ اللَّهَ غَنِيٌّ حَمِيدٌ ۝ ١٢ وَإِذْ قَالَ لُقْمَانُ لِابْنِهِ وَهُوَ يَعِظُهُ يَا بُنَيَّ لَا تُشْرِكْ بِاللَّهِ إِنَّ الشِّرْكَ لَظُلْمٌ عَظِيمٌ ۝ ١٣ وَوَصَّيْنَا الْإِنْسَانَ بِوَالِدَيْهِ حَمَلَتْهُ أُمُّهُ وَهْنًا عَلَى وَهْنٍ وَفِصَالَهُ فِي عَامَيْنِ ۝ ١٤ أَنْ اشْكُرْ لِي وَلِوَالِدَيْكَ إِلَيَّ الْمَصِيرُ ۝ ١٤

Meaning: "And indeed, we have given wisdom to Luqman, namely, "Be grateful to Allah! And whoever gives thanks (to Allah), then indeed he gives thanks to himself; and whoever is ungrateful (ungrateful), then indeed Allah is the Most Rich, the Most Praiseworthy. And (remember) when Luqman said to his son, when he taught him a lesson, "O my son! Do not associate partners with Allah, indeed, to associate partners with (Allah) is truly great injustice. And We commanded man (to do good) to his parents. His mother had conceived him in a state of increasing weakness and weaned him at the age of two years. Be grateful to Me and to your parents. Only to Me will your return be."

The verse above contains character values, including: first, Luqman and teachers must have the characteristic of wisdom, namely knowledge and knowledge. Second, it is recommended to be grateful people in the sense of not only saying Alhamdulillah but enjoying all of God's grace that triggers success. Third, make monotheism or *aqidah* the first

foundation for children before children learn another knowledge. Fourth, for educators to speak softly to their students. Fifth, a child's devotion to his parents, especially his mother. Sixth, whoever we are will return to Allah, and this includes the values of piety.

According to the Ministry of Education and Culture, there are 18 characters including: Religious, Honest, Tolerant, Disciplined, Hard Working, Creative, Independent, Democratic, Curiosity, National Spirit, Love of the Motherland, Respect for Achievement, Friendly or Commutative, Love of Peace, Love of Reading, Environmental Care, Social Care, and Responsibility (Juliani & Bastian, 2021). This research focuses on the character of discipline, where discipline is related to habits and actions that are consistent with all forms of rules or regulations that apply in the school environment.

Based on the results of an interview conducted with the teacher with the initials A on January 24 2023, the resource person said that it was very difficult to implement discipline, because during the Covid-19 period learning was carried out online and in addition teachers could not fully monitor teaching and learning activities, so In this post-Covid-19 era, teachers are trying to restore discipline in schools. Then for discipline in assessment, teachers cannot demand much because there are so many students who do not meet what the teacher expects. For example, in one semester the teacher gives 10 assignments, but at the end of the semester when they are asked to deposit the assessment results, it turns out there are not even 10 assignments, so the teacher gives a maximum of 7 assignments even though there should be 10 assignments from the teacher. And for prayer discipline, the teacher focuses on mentoring or is called a *laskar*, the meaning of this *laskar* is that the teacher does not participate in congregational prayers with the students, but this teacher will be on duty behind the students to observe who is still joking at the prayer and at the end of the prayer the students who are still joking will be asked to repeat.

If the character of discipline in high school is not implemented, it will certainly have a very negative impact (Yusuf et al., 2020), because it will really disturb the peace of learning, take up time, and not focus on studying (Ofori et al., 2018) and of course morning *tadarus* is also not optimal. Discipline in assessment is included in the rights and obligations of a student and discipline in carrying out prayers will be an indication of valid worship or not, but this is also included in the *adab* or manners of a student which is based on religious rules. (Altglas, 2018).

Method

This research uses qualitative research or what is usually called Qualitative research, which is a type of research that can produce discoveries that cannot be achieved using statistical procedures or other methods of quantification (Aspers & Corte, 2019). The aim of this qualitative research method is to gain an understanding of reality through an inductive thinking process (Azungah, 2018). The methods that will be used include Interview Method, Observation Method, Documentation Method. The research location is at a private high school in Yogyakarta. Participants in this research included: the principal, head of student affairs, guidance, and counseling (BK) teacher, class X and XI homeroom teacher and two students. This data collection technique uses the interview method, observation method and documentation method. In this research, researchers used data source triangulation techniques, namely the function of data sources to search for the truth of certain information (Natow, 2020). And for data analysis, researchers use Miller Huberman's theory, which has three stages, including: Data Condensation, Data Display, Drawing and Verifying Conclusions (Miles et al., 2014).

Results and Discussion

1. The Role of Teachers in Improving Students' Disciplinary Character After the Covid-19 Pandemic.

The role of the teacher is very important because the teacher is a figure who is idolized in the learning process, as well as being a source of inspiration and motivation for his students. The attitude and behavior of a teacher really makes an impression on a student, so that the teacher's personality becomes a reflection of the student (Zulkarnain, 2019).

A teacher is a person who teaches knowledge to children or students. However, in general it can be interpreted that a teacher is an educator and teacher of early childhood through school or formal, primary, and secondary education. Teachers at school are also examples or role models, especially for children and society in general. Apart from that, teachers also have a role in playing a very strategic role, especially in forming character and developing students' potential, especially in examining students' anger management. Educators must be able to develop experience which will later be able to take part in trying to form human resources which may later be in the field of improvement, because educators are one of the areas of schooling who must take part in their function and position themselves as experts (Arniah et al., 2022).

In an educational institution, a teacher is our second parent at school. Apart from that, the teacher also has a very clear role, because the teacher is a figure who must be admired and imitated and is a source of knowledge for students. Character is the values of human behavior related to God Almighty, oneself, fellow humans, the environment and the nation which are manifested in thoughts, attitudes, feelings, words and actions based on religious norms, law, etiquette, culture and customs (Suwartini, 2017). Character is also a conscious effort to change and develop a person's behavior for the better, so that later they can live in society and play a role in life, so that students are not influenced by negative things in the future (Suriadi et al., 2021). In short, character education is a conscious and planned effort to internalize character values so that these characters can be understood, internalized, and implemented in everyday life. Basically, character

education is really needed, because character education can optimize the development of all dimensions of children, both in terms of physical cognitive, social-emotional, creative, and spiritual.

Discipline is obedience and obedience to written and unwritten rules where in the process of changing behavior this can persist because of practice in the form of experience, observing, reading, imitating, copying, listening and following directions. Discipline is also a supporter of student learning success, because discipline directs activities in a directed, orderly, and neat manner. In this case, regularity is one way to determine success in achieving learning goals. The formation of this disciplined character can be applied using the habituation method, because this habituation will indirectly be carried out repeatedly so that students will get used to it (Utami, 2019).

Apart from that, discipline is also very important in the development of students so that they are successful in achieving a happy life, can adapt well in the social environment, including in the school environment, so that this situation is achieved, therefore this disciplined character needs to be instilled from the beginning of a student's life. Basically, this discipline is something that can be trained which can later develop self-control, character or orderliness and efficiency. In short, discipline is related to self-control so that you can differentiate between what is right and what is wrong so that in the long term it is hoped that it can foster responsible behavior.

The role of teachers in schools is very important and primary, because after interacting with their friends, students will establish communication with their teachers, so the teacher's role here is strategic. In this case, the teacher will also try to enter the world of children so that we as teachers can also provide messages or motivation to students more easily. The roles of teachers implemented in this school include teacher as educator, teacher as role model, teacher as motivator, and teacher as guide. Teachers as educators who are tasked with teaching, educating and training students have the aim that these students can have knowledge, skills, noble morals and can also think intelligently. Teachers as motivators to build students' learning motivation require application of several techniques or methods according to the conditions and circumstances as well as the characteristics of the learning material being taught. The teacher is a guide because students are unique individuals, this uniqueness can be seen from the existence of every difference, which means that no two people are the same. Although physically individuals may hate each other, they are fundamentally not the same in terms of talents, interests, and abilities.

From the description above, we can draw the basic conclusion that the role of the teacher must be able to help students develop their behavior patterns, increase their standards of behavior, and implement rules as a means of enforcing discipline. Apart from that, the teacher's role in character education is also as a role model for students and is carried out by continuously trying to improve strategies in the teaching process so that they can face the challenges of character education. Meanwhile, the character of discipline in schools is carried out to shape them to be disciplined, and this character of discipline is not only a formality at school, but this discipline is very important in our lives. This discipline is also related to responsibility and that is also the most important point for us.

The teacher's efforts to improve the disciplinary character of students at this school include Providing a re-understanding to the teachers that children need extra assistance, Confirming the socialization of rules, carrying out verbal approaches and approaches through parents, Optimizing the performance of picket teachers and disciplinary team, taking a personal approach, collaborating with the homeroom teacher, school committee and guidance counseling, Carrying out habituation.

Aspects and indicators of discipline found in this school include a) Compliance with school rules with indicators: student attendance, use of school uniforms, ethics, manners, school administration, extracurricular activities, and carrying out picket duties according to schedule. b) Obedience in learning activities at school with indicators: participating in teaching and learning activities well, not cheating on tests, and being active in teaching and learning activities. c) Obedience in carrying out learning tasks with indicators: carrying out the tasks given and submitting them on time. d) Obedience in learning activities at home with indicators: studying when you have free time, doing homework, being smart in dividing your time, and always repeating lessons taught by teachers at school.

2. Supporting and Inhibiting Factors in Improving Students' Disciplinary Character After the Covid-19 Pandemic.

In research activities, there are several factors that emerge in improving students' disciplinary character after the Covid-19 pandemic. These factors are divided into two groups, namely supporting factors and inhibiting factors.

a. Supporting factors

Supporting factors in improving student character include: first, factors within oneself that have self-awareness and motivation. In this case, it is a good allowance for living life, because many students often commit violations so that this will add points and will later have fatal consequences such as being expelled from school. Second, parental factors, where parents have quite an important role in implementing discipline when children are in the environment and at home (Bali & Naim, 2020). Thus, it can be concluded that parents have a big role in character formation and children are also a top priority, because the role of parents is the initial foundation for the intellectual formation and moral formation of children. Apart from that, character is formed because of habits that are influenced by parents, both in positive and negative ways.

Supporting factors that can have a big influence on improving students' disciplinary character after the Covid-19 pandemic in schools are families, educators, and students. Based on the results of the researcher's observations, those who really try to improve the character of discipline here are parents when at home, and educators when at school. Educators in schools always try to provide moral cultivation to their students. The success of implementing disciplinary character in the post-pandemic period, namely students' awareness of actions inside and outside the classroom, the media used and the communication that exists between teachers, students and parents are factors in the success of implementing post-pandemic disciplinary character, with this it will be possible to implement well (Aryani & Febrianti, 2023). With the efforts made by educators to improve students' disciplined character, of course there will be obstacles that will be encountered, including the method of acceptance or delivery process to develop students which is usually not immediately accepted by students, and it even takes time to form a disciplined character. where everyone has a different character, therefore requires patience in coaching and directing students at school.

b. Obstacle factors

Factors inhibiting student discipline during the pandemic are of course teachers will experience problems during online learning, because this will have an impact on student learning discipline, including in student conditioning, changes in student behavior patterns and also the busyness of parents and guardians (Kasim et al.,

2023). The first inhibiting factor is the lack of role of parents in instilling character values in students and sometimes parents also apply wrong parenting patterns, so that wrong parenting patterns will certainly have a negative impact on the child or individual themselves (Faiz et al., 2021).

Inhibiting factors that can have a big influence on improving students' disciplinary character after the Covid-19 pandemic at this school include a) family from an economic perspective. Parents who live in low financial and economic conditions tend to have authoritarian parenting and experience depression. Thus, causing arguments and even violence in the family which has a negative impact on the child's character. b) peers, because if the role of peers leads to negative things, it is possible that individuals belonging to that group may also carry out negative behavior. c) the environment in terms of habits that use violence, because there is still a lot of news in the form of electronic and print media that reports about people who commit acts of violence such as: fights, brawls, attacks and so on. The motives are of course different, but what needs to be underlined is that some of the violence occurs to resolve problems or revenge against other groups. Based on the results of the researcher's observations, what is very influential are these three things, because students have a lot of time at home, but only a matter of hours at school.

Conclusion

Based on the results of research data analysis and discussion in the previous chapter, it can be concluded that: The role of teachers in improving students' disciplinary character after the Covid-19 pandemic in schools is very important and this disciplinary character is also a point related to responsibility. Apart from that, the teacher's role is also the main resource in the school environment, so this is very good and needs to be implemented in the school environment. The roles of teachers applied in schools include teacher as educator, teacher as role model, teacher as motivator, and teacher as guide. Supporting and inhibiting factors in improving students' disciplinary character after the Covid-19 pandemic at school, supporting factors: family, educators, and students. Meanwhile, the inhibiting factors are family, peers, and the environment. Thanks are given to the Educational Institution at the school which has provided the opportunity to conduct research there as well as all parties who have helped make this activity run smoothly.

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