

THE ROLE OF TEACHERS IN IMPROVING STUDENT DISCIPLINE AT SMA 1 TENGGARONG SEBERANG

Hendri Setiawan¹, Marwiah², M. Bahzar³
¹²³⁾ Pancasila and Citizenship Education, Mulawarman University
 Email: hendrisetiawan@gmail.com

Informasi artikel	: ABSTRACT
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Keywords:	
Role, teacher, Discipline Improvement, Teaching and Learning Process	<i>The purpose of the study was to describe the role of teachers in improving student discipline at SMAN 1 Tenggarong Seberang. This type of research is descriptive qualitative by using the research focus, namely the role of teachers in improving student discipline at SMAN 1 Tenggarong Seberang, obstacles faced in improving student discipline at SMAN 1 Tenggarong Seberang, and efforts made by teachers in overcoming obstacles in improving the discipline of students of SMAN 1 Tenggarong Seberang. Data collection techniques include interviews, observations, and documentation. Data analysis techniques include: collection, data reduction, data display, and drawing conclusions. The results of the study concluded that the role of teachers in improving student discipline is very important, where teachers as mottovators and facilitators to direct, apply, and instill discipline itself, because it is in line with the school's goal of programming itself into every level of education, so that every student understands and has a disciplined attitude as a student. Attitudes such as punctual discipline, appearance discipline, learning discipline, and environmental discipline the role of the teacher is not only as teaching, but more than that the figure of the teacher sets an example and makes himself a role model figure for students.</i>

I. INTRODUCTION

A teacher has a very important role in the classroom, namely educating, teaching, guiding, directing, training, assessing, and evaluating learning. The teacher plays a role in conveying the knowledge he has to his students. The teacher is the source of learning for his students. It is from the teacher that students are taught to read, write and count. As well as from the teacher, students get new knowledge and character education.

The teacher in the teaching and learning process, the teacher is not limited to only conveying knowledge, but more than that, he is responsible for the overall development of the student's personality. He must be able to create such a learning process, so as to stimulate students to learn actively and dynamically in meeting needs and achieving goals. The learning process is a process of interaction between educators and students (Lukman, 2021; Wahyuni, 2021). Which means in this case that the teacher has a very important role in the world of education.

Education is a joint of life. Through education, human intelligence and skills are more honed and tested in the face of increasingly complex life dynamics. Education as a basis for increasing community capacity (Baniah et al., 2021; Hartanti, 2020). Education as an effort to increase knowledge, skills and positive attitudes (Goma et al., 2021; Mustangin, 2020; Saptadi, 2020; Widiastri, 2020). Educated people will be able to face various global challenges and have the confidence and sense to continue learning (Amaliah, 2020; Octavia, 2020; Safitri, 2020). This is related to national development that depends on its human resources (Suryaningsi & Sari, 2021).

A student in participating in learning activities at the educational level will not be separated from the various rules and regulations imposed in his school, and each student is required to be able to behave in accordance with the rules and regulations that apply in his school. Students' obedience and obedience to the various rules and regulations that apply in their schools is commonly called student discipline. Meanwhile, regulations, disciplines, and various other provisions that seek to regulate student behavior are called school discipline. Discipline is an effort by the school to maintain student behavior so that it does not deviate and can encourage students to behave in accordance with the norms, rules and regulations that apply in schools.

Research on the role of teachers in improving student discipline at SMA Negeri 1 Tenggarong Seberang has never been done before, so that it has not been able to answer the main problems that occur in students today. For this reason, this research was conducted to find out the role of teachers in improving the education of students at SMA Negeri 1 Tenggarong Seberang.

II. METHODS

The type of research here is descriptive qualitative which describes the management of learning media in supporting teaching and learning activities at SMPN 13 Samarinda. The focus of research that is the focus of this research is (1) Planning for

the procurement of learning media, (2) Procurement of learning media (3) Maintenance of learning media.

In this study, the author used respondents as a source of obtaining data for writing this thesis. The selection of respondents is based on subjects who have a lot of quality information with the problems to be studied. Primary data is data obtained directly from the field, namely by conducting direct interviews conducted by researchers on informants. So to represent, the researcher appointed several informants to be used as data sources. Secondary data is data contained in the research location in the form of documents, photos, archives, books, letters or other necessary data in the field.

III. RESULT AND DISCUSSION

1. The Planning of Media Learning In supporting Teaching and Learning Activities at SMP Negeri 13 Samarinda.

The existence of identification and analysis of school needs for recording and registering all the needs of facilities and infrastructure that can support the smooth teaching and learning process, both for current and future needs. The planning process is carried out in several stages to facilitate the implementation of education (Mustangin et al., 2021). The preparation of supporting materials such as learning modules, teaching aids and other supporting facilities remains a priority that needs to be prepared or planned (Dewi, 2020). Needs analysis becomes very important because it is the basis for the development of learning media and to avoid a bad implementation process (Azmi et al., 2020). Planning media activities is adjusted to the needs of students with the assumption that the teacher is the most important personality towards the media is the responsibility of the teachers, the teacher gets the flexibility to compile media programs and determine what media to use (Munisah, 2020). The school identifies the needs first before procuring learning media, by seeing what items are more needed. A media planning is based on needs One of the indicators of the existence of needs is the ability, skills and attitudes of students that we want students to master (Nurseto, 2012). The learning media planning step is related to the identification of all respondents answering that the school identifies the needs first, records the needs of learning media, considers funds according to the priority of teacher needs, sees each KD in learning and

troubles in the planning process in this school involving teachers and parts of facilities and infrastructure by conducting deliberations, sitting together and discussing what media needs will be held with the aim of improving the quality of education superior, more creative students are not passive. This illustrates that planning in the management of learning media is in accordance with the basic concepts in planning.

Activities include analyzing the existing situation, anticipating future conditions, setting goals, establishing the type of organization or school desired, choosing ways in associations and businesses, and establishing the resources needed to achieve organizational goals. Good learning requires systematic planning. Choosing media in the teaching and learning process also requires good planning so that utilization can be effective. Teachers often choose and use media without prior planning and the use of learning media is often based solely on habits and the availability of tools, without considering their effectiveness.

One of the reasons for the use of learning media is related to the benefits of these learning media for the success of teaching and learning in the classroom. One aspect of success in teaching and learning is the selection of the right learning media. The right learning media can generate motivation, desire for interest, and stimulation to students. So that it can help understanding presenting data interestingly and reliably.

In the planning of learning media and the planning process, the school identifies the media by recording what media is prioritized to be carried out with the needs of teachers by adjusting the curriculum and material. By disciplining by the school to attend teacher meetings, deliberations that later these goals can be felt by students to be superior, improve the quality of graduation, make students more creative, active and not passive. In an interview excerpt to the principal, this school has identified the needs of the field of study and the school also made a selection with the preparation of RKS which was in but with limited funds available, what things were needed would be prioritized. In terms of planning things that are considered in planning learning media looking at the situation of students, each student has a different way of thinking in capturing a material in the lesson, and makes students to think more broadly about this condition of the student who is the target. In this case, to improve superior education, students are not easily bored in the learning process, and are also considered by adjusting existing funds / limited funds.

2. The Implementation of The Procurement of Learning Media in Supporting Teaching and Learning Activities at SMP N 13 Samarinda.

In the procurement of learning media to meet the needs and shortages of media available at SMP Negeri 13 Samarinda, it has been carried out with certain efforts and alternative ways of procurement of this school are by purchasing and by making learning media held by schools, teachers and students. To overcome the limitations of schools in terms of funding and Meeting the needs of students media that do not yet exist is important to hold. Procurement of media is carried out carefully so that the fulfillment of the media can be in accordance with planning and meet learning needs. Procurement is adjusted to funding, sources of procurement of learning media through BOSDA and BOSNAS funds. In the procurement of media in accordance with the potential that schools have in this case in the procurement of media is not up to standard or insufficient with the number of classes such as LCD which is still lacking with the number of classes and students, so if in learning LCD has been used by other teachers then the teacher is more creatively themselves, there is a lack of LCD power.

So to meet the needs of students or media that are not complete using materials that are easy or simple and are found in the school environment and can be customized by themselves, the teacher can make the media. In the way of procurement of media by purchasing there are other alternatives for the smooth running of teaching and learning and supporting student teaching and learning activities, by involving students in the procurement of these media with school assignments starting from individual assignments and group assignments after completion of use will be saved for further learning. In this case, the procurement of learning media aimed at requiring students to be more broad-minded, active, creative and innovative. and students who have certain weaknesses in order to think broadly and openly.

3. Maintenance of Learning Media in Supporting Teaching and Learning Activities at SMP Negeri 13 Samarinda.

The next management process after planning, holding the next step is with maintenance. Of course, it is important in maintaining learning media so that the media can be used for a long time. The media provided by the school is certainly in the form of equipment, for example (LCD, laptop, speaker and many others). These media must receive proper maintenance both after use and when not in use, to ensure that the media can be used at any time if needed and avoid the risk of damage. In the results of

interviews with related parties at SMP Negeri 13 Samarinda, routine maintenance has been carried out by storing it in a closet according to the type of media that exists. Maintenance is carried out by teachers who after the use of media and parts of facilities and infrastructure also carry out maintenance by checking the condition of what media is still good or has been damaged. In the event that school maintenance does not involve students in the maintenance of learning media, the school should include students in useful maintenance as follows:

1. Train students to take responsibility for the items they use.
2. Educate students to feel belonging to school items.
3. Students become more aware of the tools they use in learning activities.

IV. CONCLUSION

In the planning of learning media and the planning process, the school identifies the media by recording what media is prioritized to be carried out with the needs of teachers by adjusting the curriculum and material. By disciplining by the school to attend teacher meetings, deliberations that later these goals can be felt by students to be superior, improve the quality of graduation, make students more creative, active and not passive. In the procurement of learning media to meet the needs and shortages of media available at SMP Negeri 13 Samarinda, it has been carried out with certain efforts and alternative ways of procurement of this school are by purchasing and by means of making learning media held by schools, teachers and students. Maintenance is carried out by teachers who after the use of media and parts of facilities and infrastructure also carry out maintenance by checking the condition of what media is still good or has been damaged.

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