

SELF-EFFICACY OF CIVICS TEACHERS IN DEVELOPING DISCIPLINED CHARACTERS IN STUDENTS AT THE INTEGRATED ISLAMIC HIGH SCHOOL DAARUL HIKMAH BOARDING SCHOOL BONTANG

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ABSTRACT

The purpose of this study was to determine the Self-Efficacy of Civics Teachers in Developing Disciplined Characters in Students at the Islamic Integrated High School Daarul Hikmah Boarding School Bontang. This research uses a qualitative descriptive research type. This research was conducted from April to May 2022. The subjects of this study were PPKn teachers and students of class X and XI at the Islamic Senior High School in Daarul Hikmah Boarding School Bontang. Data collection techniques using observation, interviews and documentation. The data analysis technique uses the Miles and Huberman model. The validity of the data using data triangulation. The results of the study show that the Self-Efficacy of PPKn teachers in fostering student discipline is to become a professional teacher, then provide motivation and encourage students to behave according to the character of the discipline. External barriers are from parents and student awareness. Internal factors are difficulties in overall supervision. The efforts of PPKn teachers are to cooperate with school institutions in establishing school rules and providing sanctions. This research found that the PPKn teacher at the Islamic Senior High School in the Integrated Islamic Senior High School, Daarul Hikmah Boarding School, Bontang, had performed well in its role in cultivating the disciplined character of the students at the Islamic Senior High School, Daarul Hikmah Boarding School, Bontang

I. INTRODUCTION

Law number 20 of 2003 concerning the national education system article 3 states that the function of National Education is to "develop capabilities and shape the character and civilization of a dignified nation in the context of educating the nation's life, aiming at developing the potential of students to become human beings who believe and fear God. Education is an effort to improve knowledge and skills to live better (Azhari et al., 2022; Farahnaz et al., 2021; Nuarham et al., 2021; Setianoor et al., 2021; Setiawan et al., 2021; Suwandi et al., 2021; Warman et al., 2021; Zulfaidhah et al., 2018). Education is implemented for the formation of a better generation (Suryaningsi & Ramadhan, 2021). Education is carried out to form people with good values (Sari et al., 2021; Utami et al., 2017). Berdasarkan hal tersebut pendidikan merupakan upaya penting dalam menciptakan generasi yang berkualitas.

Pendidikan menjadi dasar untuk menginternalisasi nilai – nilai karakter yang baik bagi peserta didik. Good character will have an impact on acceptance in the social environment (Suryaningsi & Sari, 2021). Character education and moral education are the initial foundations for living in a social environment (Sefriyanto et al., 2022). Salah satu karakter yang wajib ada adalah karakter disiplin.

In previous research, regarding the role of Civics teachers in efforts to form student discipline characters. Teachers as one of the important factors in educational success need to develop themselves in order to be able to play a role in the learning process (Putri et al., 2021). Teacher has the ability to teach in that type of field of study so that they are given the responsibility to teach in that field of study (Mulawarman et al., 2021). How to teach teachers who are fun and teachers who are creative in delivering teaching material will make it easier for students to understand the material (Hong et al., 2022). As a Pancasila and Citizenship Education teacher, of course this cannot be underestimated. Because according to science,

Pancasila and Citizenship Education teachers have a big role in the formation of student character.

We should be at the forefront of this, because what we are planning now will affect the successors of this nation. All aspects must be considered and work together both between the teacher and the students themselves. Because no matter how big our efforts as teachers are to shape the character of student discipline, if there is no student involvement to work together then everything will be in vain.

Based on the literature described above, there is still a need for further research on the self-efficacy of citizenship education teachers, which are very necessary to help school institutions succeed in the formation of disciplined character for students to become qualified and obedient young generations. This study aims to examine more deeply about "Self-Efficacy of Civics Teachers to Form Student Discipline Characters at the Islamic Senior High School Terpadu Daarul Hikmah Boarding School Bontang".

II. METHODS

The research started from April to May 2022, with approximately 2 months. The place of this research was carried out at the Islamic Senior High School Daarul Hikmah Boarding School Bontang. The type of research that the author uses is a qualitative descriptive study. This method is used to obtain in-depth data by describing or explaining phenomena that occur now or in the past. In the research conducted, the authors use the method of interviews, observation and documentation while collecting data in the field. The author analyzes the data and summarizes it by choosing the main things and focusing on the things that want to be researched. In limiting the research, the authors set a focus to select relevant data and irrelevant data. In this study the authors make two research focuses, among others, as follows.

To get the right answer, the researcher will focus the research on:

1. How is the civics teacher's self-efficacy in cultivating the disciplined character of students

a. Teacher as educator

a. Understand the characteristics of students

b. Create a fun learning atmosphere in the classroom by utilizing technology

c. Give examples of behavior to students

b. Teacher as Motivator

a. Provide motivation and advice

b. Appreciating every student's achievement

c. The teacher as communicator and facilitator

a. Submission of material is delivered clearly and communicatively

b. Be open and responsive

2. Barriers to the Self-Efficacy of Civic Education teachers in growing students' disciplined character

a. External factors

b. Internal factors

3. What efforts do civic education teachers do in fostering students' disciplined character?

a. Provide motivation and advice

b. Carry out character building training

c. Giving Sanctions

III. RESULT AND DISCUSSION

a) The teacher as educator

The teacher as an educator is justifying that being a teacher is being an educator.

According to the teacher at the Daarul Hikmah Boarding School Bontang Islamic Terpadu

High School, a teacher needs to know a broad knowledge in order to be able to provide lessons to his students. But the most important thing as an educator, according to the teachers at the Islamic Senior High School Daarul Hikmah Boarding School Bontang is being able to transfer behavioral values to their students, not just transferring knowledge. As an educator, it is necessary to provide examples of behavior to students, but the ethics of students in learning at school and in the classroom must still be considered.

b) Teacher as Motivator

In accordance with the interviews that have been carried out, a statement was obtained saying that the role of the teacher as a motivator has been felt by the students. According to students in class X Islamic Senior High School Daarul Hikmah Boarding School Bontang, they are getting more and more motivated from their teachers. This, too, after the interview, was confirmed by the PPKN teacher who teaches in class X who also said that as a teacher it is very necessary to provide advice and motivation to students so that students have a good learning orientation. Especially when learning online, as a teacher we must continue to motivate students by utilizing existing social media.

c) The teacher as facilitator and communicator

Another teacher's role is as a facilitator and communicator. To achieve this role, from the interview, it was found a statement from the PPKN teacher at the Integrated Islamic Senior High School Daarul Hikmah Boarding School Bontang if the school provided convenience to its teachers by providing supporting facilities and infrastructure so that teachers were able to deliver the material to the maximum so that the material was able to be understood. learners. The role as a facilitator carries out the task of encouraging the community or community group to implement the program (Hotimah et al., 2022). This is also felt by students when interviewed, they feel the material conveyed by the teachers is very easy to understand because the teachers have teaching aids and are able to use technology well so as to create a pleasant learning atmosphere.

b. Obstacles faced by civic education teachers in cultivating student discipline character

a) External Barriers

External barriers in the form of lack of support from the family of students such as parents who are too busy, less concerned with the development of children at school and so on. Then other external obstacles come from students, such as the lack of awareness and concern of students towards the applicable rules and regulations.

b) Internal barriers

Internal barriers are obstacles that come from within the Civics teacher itself. For example, there are difficulties in obtaining teacher certification, and the limitations of teachers in carrying out comprehensive supervision due to limited time and a very large number of teaching hours.

c. Efforts made by civic education teachers in fostering student discipline character

a) Providing Motivation and Advice

A teacher has an important role in educating students, including motivating and giving messages about positive things so that students understand and do what is good for themselves. From the results of research at the Islamic Senior High School Daarul Hikmah Boarding School Bontang, the disciplined character of students tends to be good, although there are some students who commit deviant actions, the character of good students at the Islamic High School Terpadu Daarul Hikmah Boarding School Bontang is due to the efforts of teachers who always do guidance to students every day when entering the classroom before doing learning the teacher first gives advice giving examples in everyday life, and the existence of sanctions in the form of warnings that are forced to change to students who commit deviant acts are the reasons why the character the discipline of students at the Islamic Senior High School Terpadu Daarul Hikmah Boarding School Bontang tends to be good.

b) Carry out character building training form a character of discipline by carrying out training on the formation of a character of discipline in the first way, namely, such as making a program whose purpose is to shape the personality of students to be more obedient, punctual, and disciplined. The program of school activities carried out in schools every year has various kinds of competitions that reflect the value of discipline. For example, a subject competition that requires students to work on questions with the allotted time, a group wall making competition that teaches students to be honest in creating creativity. In addition, through activities such as student council extracurricular activities, for example, in terms of committees.

IV. CONCLUSION

The PPKn teacher at the Integrated Islamic Senior High School Daarul Hikmah Boarding School Bontang uses a variety of lecture and discussion methods and in his explanations, he always relates it to everyday life. The legal behavior created after the PPKN teacher strengthens legal material is that students are more disciplined in obeying the rules that apply in the classroom and outside the classroom. External barriers faced by PPKn teachers are family factors/parents of students who pay less attention to their children and lack of awareness in students to comply with school rules. And differences in students' abilities in capturing the material being taught. Meanwhile, the internal obstacle is that Civics Teachers have not passed the certification test. However, this does not make PPKn teachers discouraged and remain professional in teaching. Efforts made by PPKn teachers in fostering student discipline to comply with school rules must get encouragement from school institutions. The role of school institutions is also very necessary in fostering student discipline such as providing adequate facilities and infrastructure can support the success of disciplinary development and make policies such as school rules that are mandatory to be

obeyed by the entire school community. Then give sanctions/punishments according to the severity or light of the violations committed by students and which are educational and provide benefits to students.

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