

DISCIPLINE CHARACTER ANALYSIS OF CLASS IX STUDENTS OF JUNIOR HIGH SCHOOL 5 SAMARINDA POST LEARNING PANDEMI COVID-19

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ABSTRACT

This study aims to determine the Disciplinary Character of Junior High school 5 Samarinda Students After Learning the Covid-19 Pandemic. This type of research is descriptive qualitative research. The conceptual definition of this study is the Disciplinary Character of Students as a condition where students in the world of education are happy to comply with the regulations that have been made with the hope of being able to become intellectual candidates to become the next generation of the nation. As well as the next Conceptual Definition is the post-pandemic Covid-19 learning system which is one of the learning processes carried out after online learning and after limited face-to-face learning. This learning between educators or teachers and students directly so as to enable the occurrence of relationships or collaboration between one another which is arranged using steps in a systematic manner. Data collection techniques namely Observation, Interview and Documentation. Data analysis techniques include data reduction, data display and conclusion drawing/verification. The results of this study indicate that the Disciplinary Character of Class IX Students of unior High school 5 Samarinda after the pandemic learning, has been disciplined in the relationship of discipline to time. However, students lack discipline towards learning places and norms and rules at school. The obstacles and obstacles in the formation of this disciplinary character are due to a lack of self-awareness to self-discipline as a student, then a lack of support for encouragement from the role of parents towards students. With these obstacles and obstacles, teachers and schools do not stop trying, providing encouragement, teaching students to follow the rules, and giving the best things by being someone their students can emulate

I. INTRODUCTION

Discipline is closely related to rules. In socializing and interacting in society, rules become a link that can unite because there is mutual respect and obedience to all existing rules. Discipline is an attitude/behavior that is definitely expected by every educator so that learning activities carried out both inside and outside the classroom can run as expected. The character of discipline needs to be applied in the learning process, because it can help learning activities, can create a sense of joy in learning and improve social relations. Good character will have an impact on acceptance in the social environment (Suryaningsi & Sari, 2021). In this regard, efforts to cultivate character can be carried out by means of education. Education as an effort to improve knowledge and skills (Azhari et al., 2022; Farahnaz et al., 2021; Nuarham et al., 2021; Setianoor et al., 2021; Setiawan et al., 2021; Suryaningsi & Asikin, 2020; Suwandi et al., 2021; Warman et al., 2021; Zulfaidhah et al., 2018). Education is implemented to produce a better generation (Suryaningsi & Ramadhan, 2021). Education is carried out to provide good value for students (Sari et al., 2021; Utami et al., 2017). Character education and moral education are the initial foundations for living in a social environment (Sefriyanto et al., 2022).

The Coronavirus Disease (Covid-19) outbreak which is currently hitting almost all over the world at the end of 2019. Medical quarantine is carried out in an effort to prevent the spread of this virus. This disease has become a world problem. On March 24, 2020, the Minister of Education and Culture of the Republic of Indonesia issued circular letter Number 4 of 2020 concerning the implementation of educational policies during the emergency period of the spread of Covid-19, in the circular letter it was explained that the learning process was carried out at home through online or online learning. This was done to prevent the spread of the corona virus. To strengthen this circular, the Ministry of Education and Culture of the Republic of Indonesia issued Circular Number 15 of 2020 concerning guidelines for implementing learning from home during the emergency period of the spread of Covid-19.

Online learning systems are the most likely alternative so that the education process continues well, so that online learning can reduce and prevent transmission of the Corona Virus Disease (Covid-19) Outbreak, this condition also guides how teachers can not only transfer knowledge but are goal-oriented the beginning of education itself which is mandated in Law number 20 of 2003 article 3 concerning the national education system, namely developing the potential of students to become human beings who believe and fear God Almighty, have noble character, are healthy, knowledgeable, capable, creative,

Being independent, and being a democratic and responsible citizen, from the mandate of the law on the national education system is expected to shape the character of the students themselves. This condition was not easy for the teacher, because at that time the education or learning process was only taking place online, the teacher could not directly monitor student behavior the same as when they were in the school environment.

In an open audience, campus students taught independently on March 22, 2020, with the Head of the Samarinda City Education Office, Dr. H. Asli Nuryadin, S.Pd., M.M. Stating that in response to the Joint Decree (SKB) of 4 Ministers, the East Kalimantan Education and Culture Office (Disdikbud) had designed a limited face-to-face learning concept. Then in September 2021, the Samarinda City Education Office has finalized this limited face-to-face learning (PTM) concept in 85 schools with strict health protocols. Until January 2022 to be precise, referring to the Joint Decree (SKB) of 4 Ministers, the Office of Education and Culture (Disdikbud) of East Kalimantan 2022, stipulates that face-to-face learning (PTM) is limited to high schools, vocational schools and special schools in all districts/cities of East Kalimantan.

After being able to get through learning during the Covid-19 pandemic, schools are slowly returning to improve to carry out learning (face to face / offline) on a limited basis. Various things began to be prepared, cleaning the school environment by spraying disinfectants and little by little school activities began to be reactivated. The learning process begins in stages, the learning process is carried out by involving students 50%. The other half are doing online learning. This hybrid learning process is carried out for approximately three months.

Dr. H. Asli Nuryadin, S.Pd., M.M. Also said that when face-to-face learning is limited in schools, schools are not required to complete learning material in the curriculum. Schools are expected to be able to refresh or restore the spiritual atmosphere of students with teachers and focus on schools being able to improve changes in student behavior.

Until January 2022, the covid 19 pandemic began to subside. The Ministry of Education and Culture has started giving permission for the implementation of offline (face-to-face) learning in full according to lesson hours in the curriculum in areas with covid green zone conditions. This was responded with joy by the school. because learning activities can be carried out as usual, while still paying attention to health protocols.

At the time of online learning, schools throughout East Kalimantan have taken advantage of the convenience of technology in the teaching and learning process. However, this convenience is not balanced with the formation of student behavior. It is difficult for teachers to form the character of student discipline with indirect supervision

during online learning. Head of the Samarinda City Education Office Dr. H. Asli Nuryadin, S.Pd., M.M. Said that during the pandemic learning period (Online) as well as during limited face-to-face learning (PTM), there was a change in student behavior, especially student discipline in the teaching and learning process which was different from before the Covid-19 pandemic. Therefore, even though learning can be carried out offline, there are several things that become new problems, namely shaping the character of children, especially the character of discipline.

Student discipline experienced a shift when carrying out online learning at that time. If we look at the world of student education before the Covid-19 pandemic, of course the process of forming this disciplinary character was generally carried out by direct supervision in an orderly manner according to the existing school rules by the school (teacher). Due to the presence of the Covid-19 pandemic, supervision and the process of forming disciplinary character are only carried out indirectly (online).

However, after going through a limited period of online and face-to-face learning, the school returned to instilling character education, especially this disciplinary attitude. Supervision carried out by the teacher no longer needs to be done online but can be carried out directly face to face. Because the school environment plays an important role in the process of forming this character, especially discipline. The existence of this research is to see, the discipline behavior of students after learning the Covid-19 pandemic as outlined in the form of a research title: **Discipline Character Analysis Of Class IX Students Of unior High school 5 Samarinda Post Learning Pandemi Covid-19.**

II. METHODS

This research started in September 2022 and the research started with observation until it was finished. Based on the understanding of the research above, the research used is descriptive qualitative research, namely a study whose purpose is to describe in a systematic and orderly manner, facts and accuracy about the characteristics, these facts the researcher tries to describe about Discipline Character Analysis of Class IX Students of SMP Negeri 5 Samarinda After Studying the Covid-19 Pandemic.

The research focus shows the main points that occur and are the center of attention of the research that will be examined by researchers such as:

- a. The character of discipline possessed by Class IX students of SMP Negeri 5 Samarinda after learning about the Covid-19 pandemic

- b. Obstacles that affect the process of forming the disciplinary character of Class IX students of SMP Negeri 5 Samarinda after the Covid-19 pandemic.
- c. Efforts that can be made by the teacher in improving the disciplinary character of Class IX students at SMP Negeri 5 Samarinda after learning about the Covid-19 pandemic.

III. RESULTS AND DISCUSSION

A. The character of discipline possessed by Class IX students of SMP Negeri 5 Samarinda after learning about the Covid-19 pandemic

1. Discipline in relation to study time

students have been disciplined in submitting assignments on time because students realize that if they are not disciplined in this matter, students will receive consequences from the school and teachers such as getting additional assignments. Student discipline to collect assignments on time is a form of student discipline in relation to study time.

The conclusion from Discipline in relation to student time has been seen by the number of students who have been disciplined in submitting assignments according to the time of assignment collection because they realize that if they are not disciplined in this matter, students will receive consequences from the school and teachers such as getting additional assignments.

2. Discipline in relation to the place of learning.

Based on the results of in-depth information exploration through interviews with 8 respondents, there were 12%, namely students very often taking care of school facilities and environment, and 25% of students often taking care of school facilities and environment, and 62%, namely students sometimes taking care of school facilities and environment. Based on the description above, it can be discussed that students lack discipline in relation to the place of study, as many as 62% of students only occasionally take care of the school's facilities and environment. Students are aware of their obligation to obey the care of the school's facilities and environment as well as with the supervision and warnings of the school and teachers, but there are still many students who cross out and dirty their desks in class.

For this reason, schools must provide education to students in building student character. Such as the formation of character to care for and care for the environment and school facilities. The conclusion from Discipline in relation to where students

study is less disciplined because there are still many students who only occasionally take care of the school's facilities and environment. Even though the teacher has given warnings or advice to students, students still do not take care of school facilities.

3. Discipline In Norms And Regulations.

Based on the results of in-depth information exploration through interviews with 8 respondents, there were 37% of students who often disciplined in dress, and 63% of students who sometimes disciplined in dress. Students are aware of their obligation to comply with school norms and regulations, but there are still many students wearing uniforms that are not in accordance with school rules. Students think that the school will excuse themselves because they wear a school uniform that is not in accordance with the rules for certain personal reasons. Some say that school uniforms are a form of discipline, but this discipline tends to be militaristic, bureaucratic and formal in nature, which is often rejected by the students themselves. Uniforms only succeed in disciplining students to dress in class or school, so many students lack discipline in learning. They feel the need to study only in full uniform or before exams.

Conclusion from Discipline in relation to norms and regulations at school, students lack discipline because there are still many students only occasionally Caring for school facilities and environment, students do not wear school uniforms which should be in accordance with school regulations. The school has made rules in the school rules and the consequences for these violations, in supervising students, the school has carried out supervision through the picket program for teachers and school staff, but violations of discipline in student dress are still often carried out due to a lack of self-awareness by students.

B. Obstacles Faced By Teachers In Improving Student Disciplinary Character After The Covid-19 Pandemic Learning.

1. Internal: Mental Attitude

Based on the results of extracting in-depth information through interviews with 8 respondents and 1 informant that the obstacles to building student character have been optimally pursued by the school and teachers as directions and rule makers for students to continue to behave in a disciplined manner, namely in this study such as submitting assignments on time, take care of the facilities and the environment, and wear a school uniform in accordance with existing regulations. However, in

practice students often do not carry out these disciplinary behaviors such as caring for the facilities and the environment, and wearing school uniforms in accordance with the existing provisions because of the lack of supervision by schools and teachers during the past online learning period which led to the continuation of this undisciplined behavior so that students are less strive for self-awareness to continue to be disciplined. As a form of behavioral training in discipline, it is necessary for students to carry out inner control and disciplined behavior for a long time.

The conclusion from the internal factors that influence, that discipline constraints are very closely related to self-awareness. Students realize that discipline is a must. However, students do not carry out this requirement optimally because of a lack of self-accustomed during the pandemic learning period which causes this attitude to continue.

2. External: The Role of Teachers, Schools, and Parents

Based on the results of observations and interviews conducted, the obstacles to the formation of student discipline character are actually heavily influenced by the school, teachers, parents, and their environment. Ki Hadjar Dewantara views the existence of three educational centers (Tri Education Centers) the big role of the family environment is the first and most important center of education. Since the emergence of human civilization until now, family life has always influenced the character and development of everyone's character. During the last Pandemic Learning Period, optimal discipline formation only expected the role of parents. Now in post-pandemic face-to-face learning, it can be seen that the character of student discipline has decreased due to pandemic learning, which only expects the role of the student's parents. This happened because during pandemic learning, there was a lack of habituation of students in carrying out discipline.

The conclusion from the external factors that affect student discipline is that the external factors of student discipline are very closely related to the habituation of students through the roles of teachers, schools, parents, and the environment. This lack of habituation is due to the lack of effort by the environment and parents of students during online learning.

IV. CONCLUSION

The Character of Discipline Class IX students of SMP Negeri 5 Samarinda after this pandemic learning, are already disciplined in the relationship of discipline to time. However, students are not disciplined about the place of study and the norms and

rules at school. The obstacles and obstacles in the formation of this disciplinary character are due to a lack of self-awareness to self-discipline as a student, then a lack of support for encouragement from the role of parents towards students. With these obstacles and obstacles, teachers and schools do not stop trying, providing encouragement, teaching students to follow the rules, and giving the best things by being someone their students can emulate.

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