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THE ROLE OF TEACHERS IN DEVELOPING DISCIPLINE ATTITUDES IN ELEMENTARY SCHOOL STUDENTS

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Abstract *Teachers have a strategic role in the world of education, not only delivering learning materials, teachers also play a role in providing good examples for students. In practice, teachers are expected to be good examples for students, especially in instilling the values of discipline. However, over time the discipline of elementary school students has decreased. This can be seen from the number of students who do not obey the rules at school. The purpose of this study is to explain the role of teachers in fostering a disciplined attitude in students at the elementary school level. The method used in this study is descriptive qualitative with data collection in the form of observation, interviews, and studies of relevant research literature. The results of this study indicate that teachers have a very important role in fostering a disciplined attitude in students. Through various methods such as giving examples, providing motivation, and implementing rewards and punishments. Thus, the role of teachers is very important in fostering a disciplined attitude in elementary school students.*

Keyword: *Teachers, Role Models, Rules, Discipline, and Elementary School*

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Abstrak *Guru memiliki peran strategis dalam dunia pendidikan, tidak hanya menyampaikan materi pembelajaran, guru juga berperan dalam memberikan teladan yang baik bagi siswa. Dalam praktiknya, guru diharapkan mampu menjadi contoh yang baik bagi siswa, khususnya dalam menanamkan nilai-nilai kedisiplinan. Namun, seiring berjalannya waktu kedisiplinan siswa sekolah dasar semakin menurun. Terlihat dari banyaknya siswa yang tidak mematuhi aturan di sekolah. Penelitian ini bertujuan untuk menjelaskan peran guru dalam menumbuhkan sikap disiplin siswa di jenjang sekolah dasar. Metode yang digunakan dalam penelitian ini adalah kualitatif deskriptif dengan pengumpulan datanya berupa observasi, wawancara, dan studi literatur penelitian yang relevan. Hasil penelitian ini menunjukan bahwa guru memiliki peran yang sangat penting dalam menumbuhkan sikap disiplin siswa. Melalui berbagai metode seperti pemberian contoh, pemberian motivasi, serta penerapan reward dan punishment. Dengan demikian, peran guru sangat menentukan dalam menumbuhkan sikap disiplin siswa sekolah dasar.*

Kata Kunci: *Peran Guru, Teladan, Aturan, Disiplin, dan Sekolah Dasar*

A. INTRODUCTION

Education is the main key in shaping the character and personality of students, especially at the elementary school level. The main focus of character education is to create a generation that is not only intelligent in knowledge, but also has a disciplined and responsible attitude. A disciplined attitude needs to be instilled early on because at elementary school age their character is easier to shape, influence, and direct. Students who have a disciplined attitude can learn to manage time effectively, respect others, and follow rules wherever they are.

Teachers play a central role in fostering a disciplined attitude in students, especially in the school environment. Teachers do not only deliver material in class, but also become role models for students through behavior, communication, and consistent obedience to rules (I Made Sila et al., 2023). When a teacher shows discipline such as coming to school on time, obeying the rules, and carrying out their responsibilities consistently, this indirectly teaches students to do the same.

In instilling the value of discipline, teachers can use various strategies, such as providing motivation, implementing a reward and punishment system, and familiarizing students with daily activities at school. The interaction between teachers and students is the main factor in building an orderly and conducive learning environment (Masrur et al., 2023). Positive interactions will foster a sense

of responsibility and internal awareness of students to obey the rules in the school environment.

However, in practice, there are still many problems related to low student discipline, such as being late for school, not completing assigned tasks, and violating school regulations. Based on research conducted by Djuanita (2024), the results of the study showed that out of a total of 18 students, 5 students (28%) were included in the high discipline category, 2 students (11%) were in the moderate discipline category, 8 students (44%) were included in the low discipline category, and 3 students (17%) were included in the very low discipline category (Pinta & Palopo, 2024). This shows that the discipline of elementary school students is still low.

Based on the results of the pre-research conducted by researchers at Budi Wanita Elementary School, the results of the researcher's interview with one of the teachers showed that there were still some students who were less disciplined, for example, coming to school late and not bringing textbooks or sports uniforms according to the schedule. The results of other observations in the pre-research at Setiabudi 01 Pagi Elementary School showed that there were students who paid less attention to their teachers during the learning process. Students were busy doing other activities themselves. This condition reflects that there is a change in behavior that is not in line with the values of discipline that should be instilled from an early age. In fact, discipline is one of the main foundations in character formation and achieving learning achievements. Weak discipline can have an impact on the low quality of learning and disorder in the school environment.

Based on the results of the study (Juliza et al., 2024), discipline and character education are still low in students at MIN 3 Bengkulu Selatan. The results of the interview indicated that low student discipline was influenced by a number of factors, including family background, peer relationships, school environment, social conditions, and exposure to mass media (Wulandari, 2023)

A number of previous studies tended to emphasize external factors, such as parental involvement and home environment conditions, in shaping students' disciplined behavior. On the other hand, discussions that specifically highlight the role of teachers in instilling discipline in the classroom are still relatively limited. This

is especially evident in the lack of research that uses a qualitative approach to explore teachers' direct experiences in the process (Sabir et al., 2022). In fact, teachers have a very strategic role because they interact directly with students for quite a long time every day.

Based on the description that has been presented, this study aims to examine and understand the role of teachers in fostering a disciplined attitude in elementary school students using a qualitative approach. This approach was chosen so that researchers can capture the meaning, strategies, and challenges faced by teachers in the process of forming student discipline comprehensively. This research is expected to provide practical benefits for the field of education, especially in supporting the creation of an orderly, supportive, and effective learning environment at the elementary school level.

B. METHOD

This study uses a qualitative approach with a descriptive method, which aims to deeply understand the role of teachers in fostering discipline in elementary school students. Qualitative research is an approach in educational studies that emphasizes understanding the perspectives of participants or informants. In the process, researchers ask in-depth open-ended questions to obtain broad information (Safrudin et al., 2023). The data collected is generally in the form of narratives or texts obtained directly from participants. This research is subjective, where researchers are actively involved in the information gathering process and can raise further questions during the interaction. The data collection procedure in this study was carried out through observation methods, in-depth interviews, and literature studies to obtain relevant information. The data analysis technique according to Miles and Huberman (Dr. Umar Sidiq, M.Ag Dr. Moh. Miftachul Choiri, 2019) there are 3 stages that will be used, namely data reduction, data presentation, and drawing conclusions.

C. RESULTS AND DISCUSSION

Teachers are a central element in the education process in schools. Based on Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System, teachers are part of the education staff who have certain qualifications and play an important role in the implementation of educational activities (Mustafa, 2024). The role of teachers is not only limited to teaching in delivering material, but also includes character building, instilling values, and developing positive attitudes in students.

Another role of teachers is that teachers are also role models for students in behaving. According to the Big Indonesian Dictionary, a role model refers to something that is worthy of being an example, both in actions, behavior, attitudes, and other traits. Teachers are figures who must be trusted and be good examples for students. All their words and actions will be used as role models, so it is important for teachers to demonstrate an attitude that is worthy of being emulated.

Being a role model in a disciplined attitude can be fostered by the role of teachers in schools. Most students spend their time at school, teachers are the figures who interact most often with students. This situation provides a great opportunity for teachers to form and foster a disciplined attitude in students. Teachers are parents of students at school, of course every parent wants their children to behave well, be polite to others, and have a disciplined attitude.

Discipline can be interpreted as an attitude of obedience or submission to applicable rules, regulations, or provisions, as explained in the Great Dictionary of the Indonesian Language. Tu'u (2004) states that discipline is a form of personal awareness that arises from within to comply with the provisions, regulations, and regulations applied in an environment (Esmiati et al., 2020).

In the book Educational Discipline in Learning and Teaching (Ulum et al., 2023) discipline basically functions as a mechanism for controlling the behavior of individuals and groups in society. By implementing sanctions or punishments, the purpose of discipline is to form compliance with the system that regulates various decisions, orders, and rules in an environment (Mulyasa, 2009; Naim in Ngainun, 2012).

From the various definitions of discipline that have been explained previously, it can be concluded that discipline is a form of a person's obedience to the regulations that apply in a particular environment. This discipline can be developed and trained to become accustomed to obeying the rules. The forms of student discipline include coming to school on time, doing schoolwork, carrying out class duty, and wearing school uniforms according to schedule. Along with the development of the times, students' discipline has decreased. The main focus of this study is the role of teachers in fostering students' discipline.

Researchers conducted four studies on relevant research. Research conducted by Nurul Sakinah, Amir Pada, Hikmawati Usman in 2024 found that in class IV SDN 19 Pacikombaja, the formation of student character, teachers have an important role in it. This role includes various functions, including as educators who deliver learning materials, advisors who guide students in behaving, mediators in resolving conflicts, providers of learning facilities, and assessors of student attitude and behavior development. These roles have been carried out in accordance with relevant theories. However, the level of student discipline is still relatively low, as indicated by the habit of arriving late, being late in submitting assignments, and cheating on exams. To overcome this, teachers take various approaches, such as providing examples, getting used to positive behavior, providing constructive advice, and applying educational sanctions, in order to foster a disciplined attitude in students (Sakinah et al., 2024). Research conducted by Nur Fajriea et al. in 2023 found that teachers have a major contribution in shaping and improving student discipline. In their role as teachers, educators, and mentors, teachers provide examples and set clear expectations regarding disciplined behavior. Teachers also have a responsibility to build a conducive learning environment and maintain order during the learning process in the classroom. These efforts are made through student involvement in formulating rules, providing consistent rewards or sanctions, and individual assistance when needed (Fajrie et al., 2023)

Research conducted by Muhaimin, Hari Witono, Ilham Syahrul Jiwandono in 2021 obtained results that the character of discipline instilled in students at SDN 42 Ampenan includes discipline in managing time, obeying regulations, behaving, and in carrying out worship. Grade V teachers play various roles in shaping students'

character, from educating, teaching, guiding, training, to conducting assessments. Changes in students' attitudes and behavior show positive progress, this can be seen from students' habits of obeying applicable school regulations (Muhaimin et al., 2021).

Research conducted by Hasan Bisri and Maria Ulfa in 2021 found that teachers have an important role in instilling disciplined behavior in students. This role includes several aspects, including: (1) As a teacher, for example by giving assignments to students as a form of responsibility; (2) As an educator who guides the development of attitudes and values; (3) As an assessor or evaluator of student progress and behavior; and (4) As a role model, such as coming to school on time, dressing neatly, achieving, and using polite language in communicating (Bisri & Ulfa, 2021). Research conducted by Sabina Huik, Banun Havifah Cahyo Khosiyono, and Berliana Henu Cahyani in 2024 showed that teachers at Santa Theresia Catholic Elementary School had carried out their role effectively in shaping students' disciplined character. The teachers provide real examples of being disciplined and consistently demonstrate behavior that is worthy of imitation, so that they are able to encourage students to build a disciplined attitude in their daily lives.

In order to strengthen the data sources from the literature, the researcher also conducted observations and interviews to collect data. The interview was conducted at Budi Wanita Elementary School, the results of the interview with the teacher are as follows. Discipline means being responsible for what is done. In fostering this disciplined attitude, teachers have an important role because teachers are role models for children at school. Every action taken by the teacher will definitely get the attention of students and will be followed.

To foster this disciplined attitude, methods or strategies are also needed. One of them is the use of rewards and punishments. This is in accordance with the theory of behaviorism, where implementing rewards and punishments is to shape and direct individual behavior in a more positive direction. Its application is expected to be able to encourage students to participate in implementing disciplined behavior. This is also expressed in the background of this study according to Masrur in

instilling the value of discipline, teachers can use various strategies, one of which is implementing a reward and punishment system.

The form of reward in the class taught by the resource person is watching a movie with the teacher or giving gifts such as books and stationery. This activity is fun for students so it is used as a reward if they are disciplined. For the form of punishment such as additional duty and being prohibited from entering the class when arriving late, especially if the class is praying. Then it is allowed to enter after finishing praying. The late child must also apologize to his friends. Although it looks simple, in fact this can make students more disciplined.

There is a difference in fostering a disciplined attitude in lower and upper classes. In lower classes, punishment is rarely given. However, they are more often invited to chat about the causes of their indiscipline. More focus on providing motivation for lower class children. It can also be given in the form of star stickers for students who have been disciplined, so as to motivate students to be disciplined in order to get the star stickers. And in higher classes, a reward and punishment system has been implemented because upper class students already know the good and bad for themselves.

The role of the resource person in fostering a disciplined attitude is to try to come to school on time. In the learning process, as much as possible, provide examples to students first. For example, making a diorama of the solar system, the resource person will provide an example to students first. Elementary school students really need examples, they cannot just be given direct assignments without any examples that they can see in real life. This statement is in line with Piaget's theory which states that students at the elementary school level are in the concrete operational cognitive development phase.

The resource person in fostering a disciplined attitude in students did not experience any major challenges, it was just that the factor of parents who took their children to school influenced whether students came to school on time or not. The longest delay in students coming to school was also only 10 to 15 minutes. According to the resource person, there was also an influence of family background on students' disciplined attitudes. Children whose parents do not work tend to

understand better what their role at school should be like. This is because they get more attention than children whose parents are busy working.

As for evaluating students' disciplined attitudes, the resource person did it at the beginning of the learning process by attaching photos of students on a media of students who came on schedule, came late, or did not participate in learning activities that day. Over time, this method became effective and there were changes. Previously, students who were five minutes late became more punctual in coming to school. Another example is if there is a student who misses a textbook, the resource person does not allow the student to contact his/her parents to bring the book. This is an evaluation of the students so that in the future they will be more disciplined in preparing textbooks for the next day. Including students who do not bring sports clothes during class hours. These students will only join in the warm-up later, not participating in the main activities.

Based on the interview results, it was also said that the most effective factor in fostering students' discipline is for teachers to provide examples. According to him, elementary school children still really need concrete direct examples. So the role of the teacher is to show real examples of how good discipline is, because students tend to imitate this behavior.

D. CONCLUSION

Based on the research that has been conducted, it was found that teachers have a very influential role in fostering students' discipline. Their role is not limited to just delivering learning materials in the classroom, but also as a figure who is a role model at school. Through the attitudes, words, and actions displayed by teachers, students indirectly learn about the values of discipline. Thus, teachers need to maintain behavior and be good examples in terms of discipline, such as being on time, obeying existing school regulations, and consistently implementing rules in the classroom.

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