



TEACHER STRATEGIES IN IMPLEMENTING MORAL EDUCATION TO BUILD STUDENT DISCIPLINE IN ELEMENTARY SCHOOLS

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Abstract

This study aims to identify and analyze the strategies used by teachers in implementing moral education to build student discipline in elementary schools. Discipline is one of the important aspects in the formation of student character, which can be supported through effective moral education. The research method used is a qualitative approach with data collection techniques through literature review. The subjects of the study were students in elementary schools. The results of the study showed that teachers used various strategies such as preparing learning plans and tools, taking a value approach, making school regulations, taking a value clarification approach in the form of punishment and reward. These strategies have proven effective in improving student discipline, which can be seen from changes in student behavior, such as compliance with rules, punctuality, and increased responsibility. This study concludes that discipline is not just about obeying rules, but also reflects students' ability to control themselves and behave in accordance with applicable norms. In this context, teachers act as role models and directors who guide students to understand and internalize the values of discipline. The recommendation from this study is the importance of training for teachers to improve skills in implementing moral education and parental involvement in building student discipline at home.

Keywords : Strategy, Teachers, Moral Education, Discipline, Elementary School Students

Introduction

School is basically a second home for gaining knowledge. In general, schools are included in the category of having high discipline. The purpose of discipline itself is to shape behavior in such a way that the behavior is in accordance with the roles that have been determined by the cultural group where the individual lives (Hurlock in Anggraini Arum 2015). In addition, discipline is a way to help children build their self-control, and not make children follow and obey the orders of adults. Children who want to follow a certain education at a school must of course follow the rules that apply at the school, especially the rules that apply in the classroom. Following the rules that apply is closely related to discipline. Implementation of discipline becomes an important character value to be developed in schools, disciplined character is formed based on values and norms in society, as well as sanctions given to students. If violating the disciplinary rules in the school or those that have been agreed upon, the punishment given is counseling guidance to calling parents. Wuryandani, et al. (2014) stated that there are three dimensions of disciplinary attitudes, namely to prevent a problem from occurring, to solve problems so that conditions improve, and to prevent activities outside of ethics. The indicators of disciplinary character according to Patmawati (2018) are

1. Arrive on time
2. Obey the rules or regulations of the school/community
3. Complete/collect assignments according to the specified time
4. Follow good and correct language rules

Meanwhile, behavioral discipline includes:

1. Arrive on time
2. Obey the rules
3. Behave according to existing norms
4. Enforcing the rules

The habit of moral education for elementary school children is very important to be implemented before students become adults, because moral education has a great impact on the process of growth and development, to the process of student socialization towards their living environment. According to Mustoip (2007:1.28) The development of morals and ethics in elementary school children can be directed at recognizing personal life in relation to others, recognizing and appreciating differences in the environment where children live, introducing the role of other types and people, and developing awareness of their rights and responsibilities. The rapid development of globalization makes it very important to instill morals and character in children from an early age. Character formation can be carried out on students in elementary school, because at this stage the development of human attitudes and cognition is easier to form (Nugroho, 2020). Robiansyah (2019) stated that character means how someone applies good values in the form of actions. This is because moral education is the basis for self-discipline and an internal control tool in behaving that always obeys morals. The development of children's moral ethics is evidenced by the child's potential to understand applicable regulations, norms and ethics. The implementation of moral education at each stage of early childhood is carried out through different methods, meaning that stimulation is provided for the growth and development of children according to the age stage and abilities of the child at that age (Khaironi, 2017). Thus, children can become someone who is tough, strong, and responsible for themselves and others.

Wiyani (2016) the role of teachers as trainers in improving student discipline is by providing training for students to be independent, orderly in implementing existing rules/regulations such as throwing garbage in its place, putting shoes on the shoe rack, washing hands before and after doing activities. Character education emphasizes that if discipline is to work, it must motivate children to change the way they think, feel and act. A student needs to have a disciplined attitude by doing exercises that strengthen themselves to always be able to obey and comply with school regulations. A disciplined attitude that starts from their own awareness will be more encouraging and long-lasting, compared to a disciplined attitude that arises because of supervision from others. Based on the observations collected, it can be concluded that teachers have attempted to implement moral education to build discipline in children. Disciplined attitudes carried out by students. Disciplined attitudes carried out by students have grown on their own in family circles. The formation of discipline that teachers provide is beneficial for students to live with habits that are in accordance with the environment around them, positive and beneficial for themselves, society and the environment around them.

Research Methodology

The research techniques and methods used are qualitative data collection or descriptive approach. Researchers focus on theoretical sources which are then analyzed and interpreted to make conclusions. This research method is based on the opinions and theories of experts and the results of previous research obtained from the results of literature studies. The references used are related to research and problems that discuss civic education in character formation.

Result & Discussion

In order to form students' disciplined character, teachers need strategies both when teaching in class and outside of learning. The teacher's strategy to instill students' disciplined character in education can be integrated through learning and habituation. The strategies used by teachers in forming students' disciplined character are as follows.

a) Developing Learning Plans and Tools

Preparing a learning implementation plan and learning tools that contain character values, especially discipline, as well as the use of methods that encourage the formation of student character, carrying out evaluations and follow-ups are one of the teacher's strategies in forming students' disciplined character.

b) Taking a Value Approach

Preparing a learning implementation plan and learning tools that contain character values, especially discipline, and the use of methods that encourage the formation of student character, carrying out evaluations and follow-ups are one of the teacher's strategies in forming students' disciplined character. Disciplined character must also be accompanied by examples and role models by all school residents, both

the principal, teachers and employees. Furthermore, in instilling students' disciplined character, teachers also provide guidance by directing students to follow school regulations and regulations that have been agreed upon in class. Through guidance, students slowly gain the benefits and uses of discipline.

c) **Making School Rules**

The principal and teachers must create and establish their own rules in the teaching and learning process so that classroom learning can run effectively and conducive. Not only the rules made by each teacher, but also the rules made by the school in the form of school regulations must be obeyed and enforced firmly by all students in elementary school. In instilling discipline in students, namely through regulations that have been made by the school and regulations in the classroom made by the class teacher together with students, these regulations are actually made to be obeyed and implemented as one of the steps of the class teacher and school in instilling discipline in students.

d) **Taking a Value Clarification Approach in the Form of Punishment and Reward**

In learning activities, if there are students who violate the rules, they will be subject to sanctions with the aim of deterring them and not repeating it again. During the observation, the researcher found that there were still some students who violated the rules in the class. The forms of violations committed by students include not tucking in their clothes, not carrying out class duty properly, arriving late and other forms of violations. When such violations occur, the class teacher gives punishment by ordering students to come to the front of the class to work on questions given by the teacher on the board, giving additional assignments to students who violate, and picking up trash in the classroom or outside the classroom. If there is no change in students in terms of discipline, the teacher can call their parents. In addition to giving punishment to students who are not disciplined, the class teacher always gives rewards in the form of awards and praise to students, these awards and praise are given so that students always compete to improve and maintain discipline.

Discipline is something that relates to a person's self-control over rules (Anggara, 2015). Discipline is a mental attitude possessed by an individual and essentially reflects a sense of obedience and compliance supported by awareness in explaining their duties and obligations to achieve certain tasks (Munawaroh, 2016: 114). One of the moral values that must be instilled in children from an early age is the value of discipline. Discipline comes from the word disciple which means learning voluntarily to follow a leader who aims to achieve optimal growth and development (Handayani, 2015). One of the moral values that must be instilled in children from an early age is the value of discipline. Discipline comes from the word disciple which means learning voluntarily to follow a leader who aims to achieve optimal growth and development (Munawaroh, 2016: 115). The main point of discipline is regulation. Meanwhile, according to Sari (2017: 6), regulation is a pattern of certain rules that are applied and established to regulate a person's behavior. Effective regulations for children are regulations that can be easily remembered, understood and accepted.

Function of Discipline

1. Building personality
2. Training personality
3. Creating a conducive environment
4. Organizing life

Purpose of Discipline

The purpose of discipline according to Munawaroh (2016:55) is to teach obedience. Meanwhile, according to Rachmawati (2015:41) explains that the purpose of school discipline is as follows:

- a. provide support so that deviations do not occur in students
- b. encourage students to do good and right things and not violate existing and established rules or norms
- c. help students understand and adapt to the school environment and avoid things prohibited by the school.

Types of Discipline

According to Ma'sumah (2015), he also stated the various types of discipline, namely as follows:

1. **Authoritative Discipline**

In authoritarian discipline, parents and other caregivers set rules and tell the child that he or she must obey those rules.

2. **Democratic Discipline**

It is carried out in terms of time (time, volume, method), disciplined attitude in prayer (time and movement), discipline in resting, discipline in waking up, discipline in crossing the road.

Discipline is basically self-control in obeying rules made by oneself or outside of family, educational institutions, society, state, or religion. In addition, without good discipline, the classroom and school atmosphere becomes less conducive because with discipline a calm and orderly learning environment will be formed for the learning process. Students who are disciplined because of their self-awareness will succeed in obtaining their learning outcomes. Conversely, students who are not disciplined and often violate school regulations will be hampered in optimizing their potential and achievements. As educators, teachers must meet certain personal quality standards, including being responsible, authoritative, mature and independent in making decisions and being disciplined. Before giving students a disciplined character, teachers must first discipline themselves or set an example for students, for example, teachers come to school early, invite students to clean the classroom or school environment together so that the teaching and learning process runs smoothly. What the class teacher does is one of the strategies for instilling a disciplined character through exemplary elements. Exemplary behavior is the most absolute element for making changes in life behavior in preparing and shaping students' spiritual and social morals. Direct examples given by teachers to their students have a more meaningful influence than just words without actions shown (Harapan et al., 2022; Subahti et al. , 2021). Therefore, the best example in the eyes of students will be imitated in their actions of submission and politeness. Elementary school students have the nature of imitating without thinking about right or wrong because what is more important for students is a figure or role model who provides an example for students (Efendi, 2019; Tola, 2018). This is supported by the opinion of a quote stating that exemplary behavior is related to the words, actions, attitudes, and behavior of a person that can be imitated or emulated by students (Akbar, 2019; Yumni, 2019).

Conclusion

One of the main points is that discipline is not just about obeying the rules, but also reflects the ability of students to control themselves and behave in accordance with applicable norms . In this context, teachers act as role models and directors who guide students to understand and internalize the values of discipline. Various strategies identified include preparing learning plans and tools, taking a value approach, making school regulations, taking a value clarification approach in the form of punishment and reward. This article also emphasizes that the family environment greatly influences student discipline. Cooperation between teachers and parents is essential in creating consistency in the application of disciplinary values. With support from the family, students are more likely to adopt disciplined behavior in their daily lives. Overall, the conclusion of this article emphasizes the importance of cooperation between schools, teachers, and parents in creating an environment that supports the development of student discipline in elementary schools. The formation of discipline from an early age is expected to have a long-term positive impact, both in academic and social aspects, which will be beneficial for the development of students' character in the future. In order to improve student discipline in elementary schools, it is important for teachers to implement effective and sustainable moral education strategies. One of the main suggestions is the need for training for teachers in implementing moral education.

This training can include an in-depth understanding of the values of discipline, as well as creative ways to integrate them into daily learning. For example, teachers can be trained to design lesson plans that focus not only on academics, but also on developing a disciplined attitude through interactive and fun methods. In addition, collaboration between teachers and parents is also very important. Building good communication between the two parties can create consistency in the application of discipline values, both at school and at home. Parent involvement programs, such as seminars or workshops on the importance of moral education, can be the first step to increase parental awareness and participation in supporting children's discipline. Another strategy that can be implemented is to create a conducive learning environment. Teachers need to be role models by implementing discipline in their daily behavior. This is important because students tend to imitate the behavior they see. The example of teachers and school staff will have a more significant impact than just delivering verbal messages about the importance of discipline. Finally, the use of a proportional *reward* and *punishment approach* needs to be continued. Rewarding good behavior and applying educational sanctions for violations can help students understand the consequences of their actions. However, it is important to ensure that punishment is not degrading or traumatic, but rather educational and constructive. By implementing these suggestions, it is hoped that student discipline can be built effectively, providing long-term benefits in the development of their character and behavior in the future.

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