



## THE ROLE OF A TEACHER AS AN EVALUATOR IN IMPROVING DISCIPLINE FOR ELEMENTARY STUDENTS

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### Abstract

The purpose of this research is to describe the role of teachers as improving discipline evaluators for SD Negeri 1 students. The method used in this research is the literature review method in a descriptive research type using a qualitative approach. The data sources in this research are several articles sourced from national journals which discuss the role of a teacher towards students. The results of the research suggest that the role played by teachers in instilling discipline in children is quite good, where teachers increase the type of discipline in certain activities, the methods used are varied. Teachers carry out roles starting from the activity of coming to school, preparing equipment that supports disciplinary activities, motivating children, and providing exemplary attitudes for children. The results of research conducted at SDN 1 showed that what the six teachers carried out had a great influence on the children's discipline so that they complied with the applicable rules. The conclusion from the research is that the role of teachers as evaluators in improving discipline in children aged 6-7 years at SDN 1 is quite good.

**Keywords :** Role of teacher, evaluator, discipline

### Introduction

The role of a teacher as an evaluator in improving discipline towards elementary school students is very important. Teachers can use evaluation as a tool to identify students' difficulties in receiving lessons and help them improve discipline. Evaluation can be carried out using various techniques, such as formative evaluation (evaluation carried out at the end of each presentation of a lesson or model) and summative evaluation (evaluation carried out at the end of each presentation of a lesson or model) and summative evaluation (evaluation carried out after a series of lesson programs completed given). Evaluation can be a tool to improve the teaching and learning process, help teachers understand whether students have mastered the material or material being taught, and help teachers improve effective and efficient education. Teachers can expand evaluations at the end of each lesson, using test and non-test techniques, as well as effective and psychomotor evaluations. The teacher's role as an evaluator can also help students understand their difficulties in receiving lessons, help them understand learning objectives, and help them improve discipline. With effective evaluation, teachers can help students increase discipline and improve learning outcomes. Discipline is also a very important character to instill in children. Discipline in early childhood does not appear suddenly, but begins through routines that are carried out consistently every day. Teaching children to be disciplined at this age is still relatively easy. Where at this age, children become more obedient and can be collaborated with. In order to avoid parental punishment, children can accept other people's views and respect adult authority and are happy to complain about naughty friends. Elizabeth B. Hurlock (1978: 84) revealed that there are several elements in cultivating discipline, namely; 1) rules, 2) punishment, 3) rewards, and 4) consistency. John Pearce (1999:48-59) revealed that there are various discipline methods that can be applied to children, namely: (1) providing rewards and praise; (2) giving attention; (3) providing special treatment and privileges; (4) committing bribery; (5) providing love and affection; (6) giving punishment; (7) hit;

(8) shouting; (9) nagging; (10) distract the child's attention; (11) impose loss of rights on children; and (12) scolding children.

Based on the results of observations carried out at SD Negeri 1 Lawe Dua, researchers found that children aged 6-7 years still did not show discipline in various things such as throwing away rubbish, putting their shoes on when going to class, queuing to wash their hands, coming to school on time. Awareness of the importance of discipline must still be instilled in children aged 6-7 years at SDN 1 Lawe Dua. This is proven when children finish their break time activities, eat and drink empty plastic bottles and snacks and leave them on the table without any sense of initiative to throw them in the trash. There were also several children who deliberately threw trash at the window. Even though the class teacher has reminded and given an example to throw rubbish in the trash. However, children still have the habit of throwing rubbish carelessly. Some children also seemed undisciplined after playing in the yard. They put their shoes anywhere, even though there is a shoe rack in front of the class. During hand washing activities before eating, children are accustomed to queuing. However, there are also some children who deliberately rush forward to wash their hands first. There are also some children who come late even though the teacher has reminded them and told them to come on time. Based on previous research, namely research conducted by Noly Agustin (2014) regarding factors that influence discipline in children aged 5-6 years, it was found that there are several factors that influence children's discipline. These factors are divided into two, namely internal factors and external factors. Internal factors are factors that come from within the child himself. According to Wiyani, quoted by Noly Agustin (2014: 17), "There are two factors that influence discipline in early childhood, namely physiological conditions and psychological conditions." Physiological factors that influence children's discipline can include body condition and physical health. According to Moh. Shochib (2000: 4), there are several factors that cause children to be undisciplined, namely: (1) peer group interactions; (2) the influence of mass media; (3) community environment; (4) family environment; and (5) loss of ideal figure. According to Rusman (2014: 62), teachers play a role as a very dominant determining factor in education in general which includes teachers as demonstrators, teachers as class managers, teachers as mediators and facilitators, teachers as evaluators. Not only that, teachers also act as models and role models who must be able to display every good behavior so that children can emulate and copy every good attitude from the teacher.

### Research Methodology

The research method used is the literature review method . According to Rusmawan (2019), it is a series of activities related to methods of collecting library data and information by exploring knowledge or science from sources such as books, written works, lecture notes and several other sources that are related to the research object. This literature research is used as a descriptive research type with a qualitative approach. The data source for this research comes from several articles in national journals which discuss a teacher's attitude towards student discipline. This research uses a library study method. With data collection techniques carried out using a study of books, notes and various reports related to the role of teachers as evaluators in improving discipline towards elementary school students.

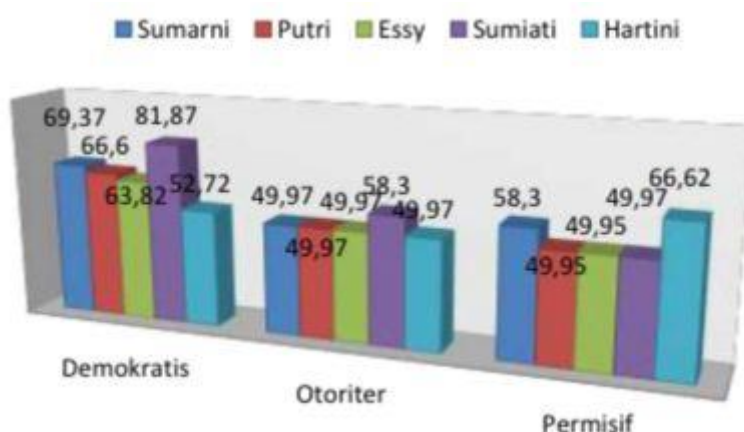
No	Author and year	Title
1	Dias khairina sabila (2016)	"The role of teachers in instilling discipline in early childhood"
2	Erni Novianti, Yudi Firmansyah, Erwin Susanto (2020)	"The role of civics teachers as evaluators in improving student learning discipline"
3	Nurul Sakinah, Amir Pada, Hikmawati Usman (2024)	"The role of teachers in instilling discipline in elementary school students in Pangkep Regency"
4	Hafzah Harja (2020)	"The role of the teacher as an Evaluator"

### Result & Discussion

This research was carried out at SDN 1 Lawe Dua, with a sample of 6 teachers who taught in class 1. These six teachers were given observation sheets in the form of a checklist to determine the increase in the type of discipline, the methods used, and the role that teachers have played in increase discipline in children. Meanwhile, to find out the factors that cause children's indiscipline, interviews were conducted with the 6 teachers. From the results of this research, it is known that the six teachers applied certain types of discipline to improve discipline in children. This type of democratic discipline is used when the teacher has made an agreement with the child, but

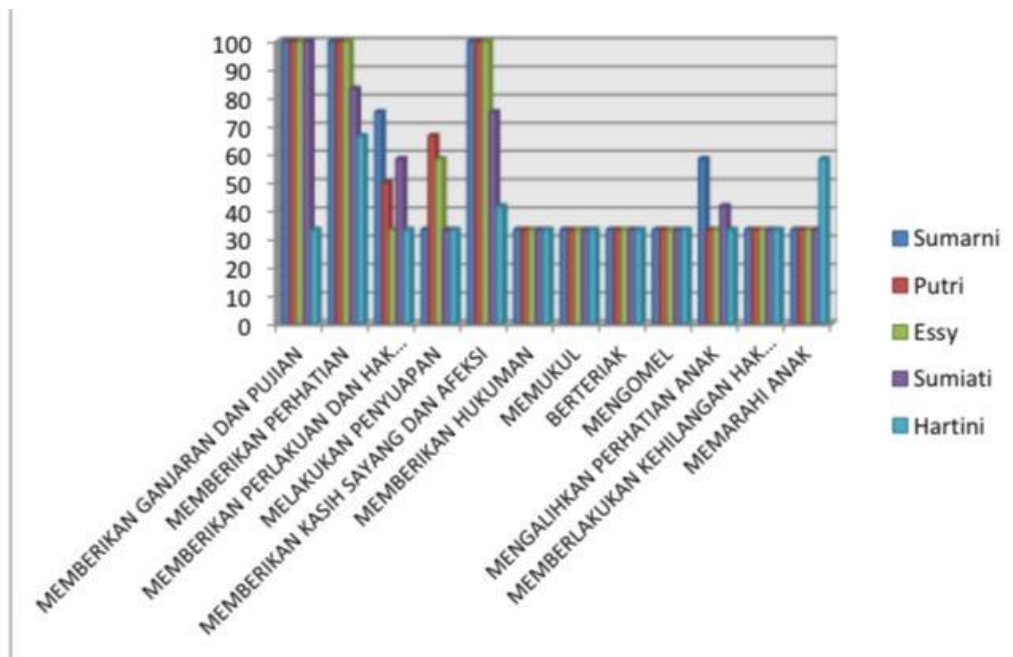
some agreements are not carried out, such as allowing children who are late to stay outside and asking children to come in after their friends have finished praying. Using this type of authoritarian discipline, teachers never punish children because they feel sorry for them. Teachers only advise children to obey the disciplinary rules in elementary school. Using a permissive type of discipline, if it is felt that the child is used to doing activities on his own, the teacher will let him. But if you are still not biased, we will help you. Like queuing to wash your hands, being neat in a row, sitting neatly when starting lessons. Based on the types of discipline, all teachers instill a type of discipline that always adapts to circumstances and situations. The following is a diagram of the results of observations to find out what types of discipline are improved in children aged 6-7 years at SDN 1 Lawe Dua.

### *Types of Discipline*



**Diagram 1**Types of Discipline Applied by Teachers to Elementary School Children

There are several methods used by teachers to improve discipline in children aged 6-7 years at SDN 1 Lawe Dua. The method of providing rewards and praise is given when children are used to throwing away their own rubbish or there are children who throw rubbish carelessly. If there are children who are used to storing shoes on the shoe rack, the teacher sometimes gives praise and if there are children who don't store their shoes on the rack, the teacher will reward the child. When children are queuing to wash their hands, teachers sometimes give praise to children who are able to queue and will reward those who are not queuing orderly. If a child comes to school on time, the teacher sometimes praises the child to motivate other friends. Teachers never give punishment if children come late to school. The next method used is to pay attention to the child. Teachers always try to pay attention to children when they come to school. The teacher always welcomes the child, asking how the child is doing that day. When children store shoes on the shelf the teacher always supervises and guides the child. During the hand washing queue activity, the teacher always calls the children one by one and tries to always focus their attention on the children. Likewise, when children throw rubbish, teachers supervise the children as much as possible, but this is difficult because there are quite a lot of children in one class. Next, the teacher gives love and affection to the child. When children come to school, teachers always welcome the child and give love to the child and make parents feel confident that the teacher can guide the child at school. During the activity of storing shoes on a shelf, teachers sometimes stroke the heads of children who are able to store shoes neatly in their place. Teachers also always give awards in the form of motivational words if there are children who can queue to wash their hands and throw away rubbish in the right place. Below the researchers show the results of their observations. To find out the methods that teachers often use to instill discipline in children aged 6-7 years at SDN 1 Lawedua

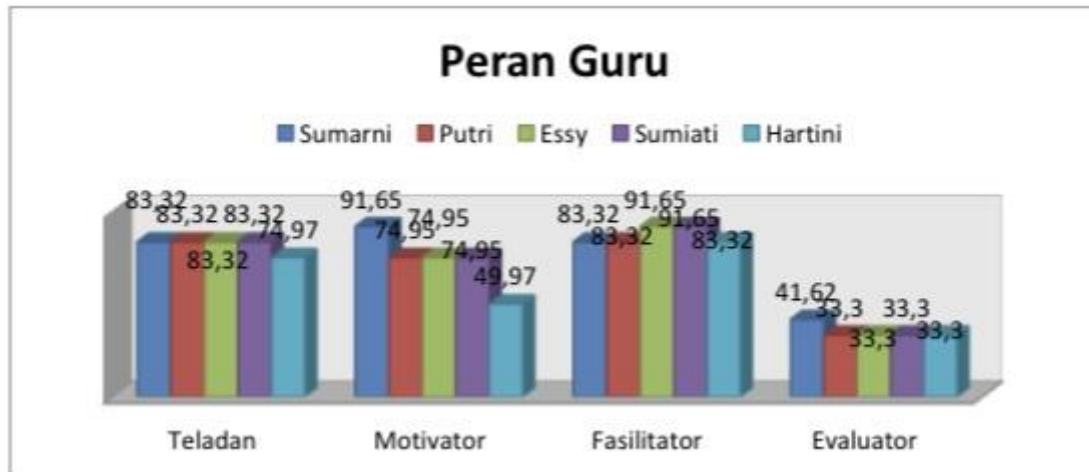


**Diagram 2 Methods used by teachers to improve discipline**

In this section, we discuss the factors that cause indiscipline in children aged 6-7 years at SDN 1 Lawe Dua. The factors that cause children to become undisciplined are as follows.:

1. Lack of habituation Children who are often undisciplined are caused by a lack of habituation both at home and at school. At school, teachers do not accustom children to discipline and one of the reasons is because teachers are inconsistent and often feel sorry for children
2. Lack of practice The second factor causing children's indiscipline is lack of practice. When at school it is very rare for children to focus on activities to train discipline, which causes children to lack discipline
3. Children do not yet understand the importance of discipline. To be able to give children an understanding of the importance of discipline is not an easy thing. To provide an explanation to children about the importance of discipline through daily activities and the teacher explains why children have to do this
4. Interaction with peers. The next factor that influences children's indiscipline is interaction with peers. Early childhood is in a period of imitation from interactions with peers. Early childhood is in a period of imitation where everything the people around them do will always get the child's attention. It is very easy for children to imitate and act, especially negative things.
5. Children often pay attention to bad examples and role models when they are in the home environment. Children imitate bad behavior such as throwing rubbish carelessly, not queuing, storing shoes in all places.
6. Teachers don't feel like they have the heart for children. For certain activities, teachers say that they don't have the heart to apply discipline to children. When a child comes late to school, the teacher and the child have an agreement that the child who is late is not allowed to enter class until his other friends have finished praying. But apparently, the teacher always allows children who are late to enter class even though the other children have not finished praying. The teacher did this out of pity and did not have the heart for the child.

The role that the teacher has played in improving discipline in children aged 6-7 years is the teacher as a facilitator, role model and motivator. The teacher acts as a facilitator and facilitates all the equipment used in discipline activities. The teacher provides hand washing equipment every morning, provides a shoe rack and a bag cupboard, providing cleaning equipment and trash cans. The next role that teachers play is to be a role model. The teacher always comes early every morning, welcomes the children in front of the class, keeps shoes neatly in their place, cleans the classroom, throws rubbish into the trash, tidies up stationery after use. Teachers also always remind children to maintain cleanliness by cutting their nails every Monday. In instilling discipline, teachers also act as motivators. Teachers always motivate children to carry out disciplined activities. Giving words that build children's interest is always done when the teacher sees that the child is not as enthusiastic as his other friends. As much as possible the teacher gives attention to the child even though the teacher says it is difficult to focus attention on just one child. Below the researcher presents a diagram regarding the role of the teacher as an evaluator in improving discipline in children at SDN 1 Lawe Dua.



**Diagram 3** The role of a teacher evaluator in improving elementary school student discipline

To overcome indiscipline in children, teachers make various efforts. Efforts made by teachers to overcome the factor of indiscipline in children are to reprimand the child first, if it still cannot be resolved then it will be discussed with the school principal and other teachers. Efforts made by teachers to overcome factors that influence children's indiscipline are by reprimanding children and asking them to carry out disciplinary activities the same as other children, always reminding children and providing good examples for children, informing parents, telling children things that can restore the child's enthusiasm. Teachers always try to overcome children's undisciplined behavior by reprimanding children repeatedly until children listen. Teachers also always remind children to be disciplined, and advise children.

This research was carried out from March 15 2023 to April 2 2024 in class 1 at SDN1 Lawe Dua. The role of teachers as evaluators in improving discipline in elementary school students. Based on the results of observations and interviews conducted with six grade 1 teachers, both class teachers and accompanying teachers, it can be seen that teachers have carried out their proper role in instilling certain discipline in children, namely covering 3 types of discipline. The types of discipline are democratic, authoritarian and permissive. These three types of discipline are used interchangeably according to the conditions and situations at that time. Teachers apply these three types of discipline in accordance with the opinion of Elizabeth B. Hurlock (1978: 93) who says that democratic discipline uses explanation, discussion and reasoning to help children understand why certain behavior is expected. When children are still small, they are given an explanation of the rules that must be obeyed in understandable words. Authoritarian discipline, namely harsh rules and regulations to enforce desired behavior. Permissive Discipline, which means little discipline or no discipline. In this case, children are often not given boundaries or constraints that regulate what they can do. From the results of observations and interviews, it is known that teachers only use a few methods to improve discipline in children aged 6-7 years, namely, giving rewards and praise, giving attention, giving love and effect, diverting the child's attention, scolding the child. It's just that the use of these methods must be adjusted to the conditions and circumstances at that time. Is it possible or not to use this method. The use of these methods is also appropriate if linked to the opinion of John Pearce (1995: 48-59) who expressed these methods as follows, (1) providing rewards and praise; (2) giving attention; (3) providing special treatment and privileges; (4) committing bribery; (5) providing love and affection; (6) giving punishment; (7) hit; (8) shouting; (9) nagging; (10) distract the child's attention; (11) impose loss of rights on children; and (12) scolding children.

Based on the results of interviews conducted with teachers, there are factors that cause children to become undisciplined. Factors that cause indiscipline in children aged 6-7 years at SDN 1lawedua (Kutacane) include laziness, the child's desire to do something, lack of practice, lack of motivation, lack of habituation, interaction with peers, large number of family members. Efforts made by teachers to overcome these factors are by advising children and paying more attention to children. If you pay attention to these factors, it is in line with the opinion expressed by Noly Agustin in his previous research. Noly Agustin (2014:17) suggests that there are 2 factors that cause children to be undisciplined, namely internal and external factors. Internal factors are in the form of the child's physiology, while external factors come from outside such as the environment around where they live, the school environment, and the social environment. Based on the results of interviews, observations and field notes that the author collected while in the field, it can be seen that all teachers always try to be role models for children, this can be seen when teachers come early before children come to school, teachers always pick up rubbish. those in the yard and throw them in the trash, don't store shoes anywhere, clean up children's food marks that are



scattered on the floor. According to Mulyasa (2013: 45), teachers act as role models for students. As a role model, everything a teacher does will get attention from students and people around him as a teacher. In instilling discipline, teachers must be good role models for children, especially as stated by Bredecam and Copple, Brener, and Kellough quoted by Burhan Elfanany 2013: 9-10), some of the characteristics of early childhood are that children have a strong curiosity and enthusiasm. for many things, the period with the most potential for learning. For this reason, the role of teachers is needed in educating children so that they become good individuals and can discipline children. A teacher must be able to facilitate children in learning at school, including instilling discipline. What teachers can do is provide facilities such as shoe racks outside the classroom, cupboards for storing bags, trash cans inside and outside the classroom, play equipment, cleaning tools, and other facilities that can support children's development in discipline.

The role of teachers as evaluators at SDN 1 Lawe Dua it's good enough. This can be proven by the provision of facilities such as shoe racks placed one by one in each class, bag cupboards, trash cans in each class, outside the classroom there are also two large trash cans, cleaning equipment in each class, a washing area. hands in every class. However, it would be better if teachers not only provide facilities, but also provide learning media that are useful in instilling discipline in children with the aim of attracting more children's interest in learning discipline. According to Muhammad Fadlillah and Lilif Mualifatu Khorida (2013: 18), teachers must act as facilitators who guide and direct the development of their students. Education must lead to the development of students; Students are used as learning subjects rather than learning objects. The teacher always gives praise if the child is able to carry out disciplinary activities, for example throwing rubbish in its place. If a child violates it, the teacher will give sanctions to that child. This is a little less effective if done too often. If someone is not orderly or violates the rules, the teacher will ask the child slowly and the child will listen to the teacher's words. If there are children who can already be disciplined, the teacher takes advantage of this opportunity to show the other children that their friends can do it, why other children can't. According to Jamal Ma'mur Asmani (2011:77) "Teachers should be able to encourage students to be more enthusiastic and active in learning. Motivation will be more effective if it is done by paying attention to the needs of students." Teachers lack consideration in determining the methods that will be used to instill discipline in children. Supposedly, if one method doesn't work, try again with another method. All teachers must be united in using appropriate methods to instill discipline in children. The next role is that of the teacher as an evaluator. According to Jamal Ma'mur Asmani (2011: 82) teachers act as evaluators who must always evaluate the learning methods that have been used. Evaluation is a vehicle for reviewing the effectiveness, efficiency and productivity of a program.

## Conclusion

From the research that has been carried out, researchers can draw conclusions, namely, the role of teachers as evaluators in improving discipline in children aged 6-7 years at SDN1 Lawe Dua is quite good. This is proven by the facts that researchers found in the field regarding the teacher role indicators that researchers had previously determined. The type of discipline that teachers instill in children is quite good. Teachers always adapt the use of the type of discipline to the situation and conditions when disciplinary activities are being carried out. There are 3 methods used by teachers to instill discipline in children. These methods are giving rewards and praise, giving attention, and giving love and affection. There are 2 factors that cause children to become undisciplined, namely internal factors and external factors. Internal factors arise from within the child himself while external factors originate from outside the child. External factors are, lack of habituation from teachers and parents, the number of family members, peer group interactions, community environment, family environment, loss of ideal figure or figures. The role that has been played in instilling discipline in children is quite good. The roles that teachers have played include 3 roles, namely teachers as facilitators, role models and motivators. Teachers try to overcome the factors that cause children to become undisciplined. Efforts made 9 12 include, reprimanding children, giving praise and rewards to children, motivating children, discussing problem solving with other teachers, discussing with parents about children's behavior.

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