



MANAGEMENT OF PANCASILA AND CITIZENSHIP EDUCATION CLASSES IN IMPROVING LEARNING DISCIPLINE

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Abstract

The purpose of this study is to understand how the role of Pancasila and Citizenship Education Teachers (PPKn) as classroom managers in improving student learning discipline and for students to learn the attitude of discipline is necessary for strengthening the character of learning discipline so that students can be organized and sustainable in learning. This study uses a qualitative approach to the method of library research. Library research is a technique of collecting data by reviewing books, articles or quality papers and other documentation that can support to complement the materials of the study that became the focus in this discussion. The results of this study are to improve student learning discipline, Pancasila and Citizenship Education Teachers (PPKn) as class managers make efforts to organize classes to be orderly, apply rules of Conduct for discipline in learning and provide sanctions to students who are not disciplined in learning. It can be concluded that discipline is a process to train and educate one's behavior in accordance with the rules or rules that apply both arising from self-awareness and because of sanctions or punishments given with a sense of responsibility and wholeheartedly, if he makes mistakes again he will feel guilty, embarrassed, and afraid to do his actions again.

Keywords : Classroom management, Educational Learning, and discipline learning.

Introduction

Education is something that is very important and very influential on human life, through education the nation's next generation is created with character and is able to bring progress to the nation itself. As stated in Law Number 20 of 2003 concerning the National Education System article 3, which reads: "National education functions to develop abilities and shape the character and civilization of a dignified nation in order to make the nation's life more intelligent, aimed at developing the potential of students to become worthy human beings. have faith and devotion to God Almighty, have noble character, be healthy, knowledgeable, capable, creative, independent, and be democratic and responsible citizens" 3 The implementation of education cannot be separated from the various components of education. One of the most important components of educational implementation is the teacher. In the process of implementing teaching and learning, teachers have an important role whose task is to help students achieve their own development. In the Teacher Lecturer Law Number 14 of 2005 (chapter 1 and article 1): Teachers are professional education with the main task of educating, teaching, guiding, directing, training, assessing and evaluating students in early childhood education through formal basic education channels and secondary education. Character education can be implemented through formal education and non-formal education. In learning, discipline is really needed because without awareness of obeying the rules made and agreed upon previously, learning will not run smoothly and optimally (Handayani, 2019). The aim of PPKn is to develop quality and responsible participation from the community and citizens in political life at the local and national level (Cholisin, 2004). Civics learning is a way to achieve learning goals in the form of changes in behavior in students' self-awareness. These changes occur in teachers, students and each other. The PPKn learning process is carried out consciously to develop a sense of nationality and love for the country which is imbued with the values of Pancasila,

the 1945 Constitution (Aisyah, 2019). According to Wibowo (2012: 100), essentially a disciplined attitude is an attitude that shows obedient and orderly behavior regarding all existing rules and regulations. The attitude of learning discipline is already ingrained in students, however, it is necessary to strengthen the character of learning discipline so that students can study regularly and continuously. In the teacher's strategy to strengthen students' disciplined learning character, classroom management is needed to create an effective and efficient learning process for students. Student learning discipline can support student success in learning achievement because teacher strategies are needed in strengthening the character of learning discipline, that strengthening the character of learning discipline is part of success in student learning achievement. One study by Anggita (2021) found that in strengthening the character of discipline, students do not feel deterred and repeat the same mistakes, teachers have tried to remind and reprimand students because of students' lack of awareness of discipline. However, the sudden change in learning from face-to-face to online has given rise to various kinds of responses and obstacles for the world of education in Indonesia, including teachers who are the spearheads of education who directly deal with students. A number of teachers experience problems experienced by teachers when implementing online learning, including applications, learning, internet networks, learning management (Henry, 2020). Based on the background of the problem stated above, this prompted researchers to conduct research with the title "PPKn Teacher Strategy in Strengthening Students' Disciplinary Character in Learning Pancasila and Citizenship Education". The researcher conducted this research because it has relevance to the Civics Study Program, especially in citizenship courses and as a prospective Civics teacher. The aim of this research is to describe the strategies carried out by PPKn teachers in strengthening students' disciplined learning character. Obstacles faced by PPKn teachers in strengthening the character of student learning discipline and the solutions implemented by Civics teachers in strengthening the character of learning discipline.

Research Methodology

In preparing this scientific article the author used a qualitative approach with the library research method. Library research is a data collection technique by examining quality books, articles or papers as well as other documentation that can support completing discussion materials for the studies that are the focus of this discussion. As stated by Punaji Setyosari, a literature review is a description of literature that is relevant to a particular field or topic. 3 Therefore, the library research method in research is by collecting relevant materials or data from books, articles and papers. contained in the library.

Result & Discussion

In terms of discipline, we divide enforcement of discipline into two: inside and outside the classroom, and the data we obtained that enforces discipline, both inside or outside, both are worrying. Of the 3,727 respondents, there were 891 people (24%) stated that the disciplinary model that occurs in the classroom is not using violence and/or degrading, while the rest stated the opposite. We asked whether students who stated they had never experienced violence following: the teacher always brings up mistakes, is punished by standing outside the classroom or to the side blackboard, hit with a broomstick, eraser, or ruler, shouted at or teased friends when they are being punished and the teacher does not forbid them, and the teacher shouts at them with the words words in public (Figure 2) In terms of discipline, we divide enforcement of discipline into two: inside and outside the classroom, and the data we obtained that enforces discipline, both inside or outside, both are worrying. Of the 3,727 respondents, there were 891 people (24%) stated that the disciplinary model that occurs in the classroom is not using violence and/or degrading, while the rest stated the opposite. We asked whether students who stated they had never experienced violence following: the teacher always brings up mistakes, is punished by standing outside the classroom or to the side blackboard, hit with a broomstick, eraser, or ruler, shouted at or teased friends when they are being punished and the teacher does not forbid them, and the teacher shouts at them with the words words in public (Figure 2) As a professional, a teacher is required to be able to manage the class, namely creating and maintaining optimal learning conditions for achieving learning goals. Classroom management is an effort of Chemistry Learning Strategy | 2 carried out by teachers in creating, maintaining and developing learning motivation to achieve the goals that have been set (Rofiq, 2009). Meanwhile, according to Usman (2003), effective classroom management is an absolute prerequisite for an effective learning process. Learning is the process of student interaction with educators and learning resources in a learning environment. Learning is assistance provided by educators so that the process of acquiring knowledge and knowledge, mastering skills and habits, as well as forming attitudes and beliefs in students can occur. In other words, learning is a process to help students learn well. One definition of learning put forward by Gagne (1977) is that learning is a set of external events designed to support several internal learning processes. Furthermore, Gagne (1985) put forward his theory more completely by saying that learning is intended

to produce learning, external situations must be designed in such a way as to activate, support and maintain the internal processes contained in every learning event disciplinary actions carried out by educators at school still use, both physical violence such as standing punishment, being hit with a broom handle, running on the field, or verbal violence such as are always brought up until the teacher doesn't forbid his classmates bullying children who are punished either with teasing or harsh words. In interviews with students, it was discovered that many educators often when angry in class, they often bring up students' mistakes, such as students who are always late present, students are lazy about making assignments, or students always don't hear orders given .

Several students said that educators often said sentences dirty, saying that children's laziness is the result of parental upbringing who are incompetent in taking care of children, to the point of stigmatizing children as naughty children. In a few cases, when educators are no longer able to control their anger, what happens is they take action beating students in the classroom. Several other cases, students reported to BP/BK, especially if it has been repeated, but bias is still found by BP/BK in handling cases, especially if the person reporting is an educator concerned . There is a relationship between the cause of punishment and the type of punishment given. The most common cause is that students do not listen to the presentation of the material, noisy in class, sleepy, chatting with friends, not doing assignments, skipping class hours , to cheating on exams. In interviews with educators and heads the school is known that for students who do nt listen or are noisy, usually the punishment is only to be warned or read the material in front, while students who don't doing assignments and skipping classes will usually be reported to the homeroom teacher and BP/BK. However there are many stories of how students were punished by educators by being made to stand outside class or next to the blackboard during class hours because they are noisy and sleepy, to being hit with a broom handle or running around the field because they didn't carry out a task. The violent discipline model is also found outside the classroom . The disciplinary enforcement model that still focuses on the application of physical sanctions is violation of Child Friendly School rules, where explained, that enforcement Non-violent discipline must be carried out through three things, namely the application of discipline positive, monitoring, supervising, and restoring the implementation of positive discipline, and replacing punishment by providing academic assignments or additional skills. For points Firstly , there is a fundamental difference in perception between students and schools, where the school is In fact, seeing the form of physical punishment they carry out is part of the implementation positive discipline , because for schools, and it is stated in the regulations, that it is given

Physical sanctions are inevitable for students who repeatedly commit violations regulation . Indeed, there are several schools that have changed their punishment models, for example by changing the color of the headscarves of punished female students to red or green, which indicates that the student is currently under punishment, but not yet determine whether the model is positive or not. Another interesting thing, the PPPA Ministerial Regulation stipulates that sentences can be converted with academic assignments or additional skills, but in fact this is not the case done a lot . The majority of students stated that the replacement of punishment with assignments academic and/or additional skills as intended in the Ministerial Regulation never implemented. When we confirmed this to the school, several schools recognizes that the decision to change the sentence is within the authority of which he is vested in the hands of study teachers and/or BP/BK. So we interviewed several teachers field of study that states that they very rarely change sentences to additional academic assignments for two reasons: first, that the academic assignments themselves are already takes more than 40% of the teaching load in class, so giving new assignments becomes not possible. Second, with such a heavy teaching load, many teachers feel a can no longer add to the burden by supervising the implementation of additional tasks as intended in the policy. Ultimately, when a student does violation, then a form of discipline is given immediately, or if necessary delegated to BP/BK, generally the additional task is in the form of memorizing the obligation to participate in spiritual activities at school. So every form of discipline must aim at forming the child's character and making the child a complete entity. Not a single school has stated explicitly what mechanisms students have to provide clarification and provide them with the right to answer as part of efforts to make students fully human. The majority of respondents who had been accused of violating school rules were never given the right to answer and correct the mistakes they had committed. In many interviews, there were many stories of how students were punished without ever being given the opportunity to explain what happened, at least from their perspective. In several cases, for example , students were punished for being involved in a brawl, even though according to them the brawlers were their upperclassmen, but they were also punished. Or, for example, the school finds a sharp weapon in the bag or trunk of one of the students' vehicle, so when the student is punished he mentions the name of another student, then the names of all these students are punished by the school.

Conclusion

Discipline is the process of training and educating a person's behavior in accordance with the rules or regulations that apply, whether they arise from self-awareness or because of sanctions or punishments that apply with a full sense of responsibility and whole heart, so that if he commits a violation, a feeling will arise. guilty, ashamed, afraid and not wanting to do the action again. Student discipline is the attitude or behavior of students who are obedient and obedient to be able to carry out their obligations to study, whether studying at school or studying at home. Enforcing discipline in schools is not only related to issues regarding attendance or not, tardiness or not. This refers more to the formation of an environment in which there are shared rules that are respected, and anyone who violates them must have the courage to take responsibility for their actions. Every violation of the public interest in the school must be punished with educational punishment so that students are able to understand that the value of discipline is not valuable for the sake of the discipline itself, but for the sake of another, broader goal, namely for the stability and peace of living together. School discipline is the overall measure for actions that guarantee the necessary moral conditions, so that the educational process runs smoothly and is not disrupted. Discipline can be a kind of preventive action and get rid of things that endanger the lives of students. A school without discipline is like a mill without water.

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