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THE ROLE OF PPKn TEACHERS AS EVALUATORS IN IMPROVING STUDENT LEARNING DISCIPLINE

Riska Amanda Putra¹

¹Universitas Muhammadiyah Sumatera Utara

Email: riskaamandaputra@gmail.com

Abstract

This research aims to determine the role of PPKn teachers as evaluators in improving student learning discipline. This research uses the Literature review method where the data taken is data excerpts from several articles and journals accessed from Google. Research Results on the role of PPKn teachers as evaluators in improving learning discipline students, Pancasila and Citizenship Education (PPKn) teachers as evaluators carry out continuous learning evaluations to see student success in learning and can improve student learning discipline if the results of student learning evaluations have not shown success. Teachers can carry out their role well when teaching and strengthen and improve students' compliance with regulations regarding discipline at school. Teachers are expected to always pay attention to students' disciplinary behavior, especially during learning activities in the classroom. Students are expected to further improve their disciplinary behavior in obeying the rules at school or in the classroom when studying.

Keywords : Role of Civics Teachers, Discipline, Learning

Introduction

Education is the process of changing the attitudes and behavior of a person or group of people in an effort to mature humans through teaching and training efforts, processes, actions, ways of educating. It is hoped that good quality education will be able to produce quality future generations in the future. In Law no. 20 of 2003 concerning the national education system emphasizes that education is a process of knowledge, abilities and skills in the learning process so that students can actively develop their potential or character. According to Munib (2012) who states that: "Education in general means an effort to advance human resources so that the child's mindset (intellect) can be directed. In general, the teacher's role is as an educator, including educating, teaching and training. Educating means instilling, passing on and developing life values in students (religious and cultural values). Teaching means equipping students to have skills to equip them for life. Training means continuing and developing science and technology. Pancasila and Citizenship Education subjects emphasize the development of the behavior of diverse citizens so they can carry out their rights and obligations as intelligent, skilled and characterful Indonesian citizens. Susanto and Komalasari (2015) that: "Learning Pancasila and Citizenship Education by paying attention to a number of teaching and learning components appropriately, including objectives, learning materials, teaching and learning activities, methods, tools and resources as well as evaluation will support a learning atmosphere that always teaches the three basic competencies that students must have, namely: first, knowledge of citizenship. Second, citizenship skills. Third, the character of citizenship." Learning is a reciprocal activity between educators and students or students and lecturers. This reciprocal relationship can occur directly, namely in class (offline) or indirectly, namely offline (Zulhafizh, 2020). In learning activities, the interactions that occur between teachers and students or students and lecturers will run well and effectively. This is because effective interaction is a prerequisite and condition for the essence of learning Student success in learning can be seen from the results of student learning evaluations. The role of the teacher as an evaluator in the classroom is very necessary, because the

teacher can see students' achievements in learning through their role as an evaluator. The role of the teacher in the classroom as an evaluator is not only to provide assessments to students, but teachers can develop and improve student learning if the results of student evaluations have not shown success in learning by fostering students' disciplined behavior in learning and improving students' learning skills. Through the teacher's role as an evaluator in the classroom, students can improve learning discipline by making changes in learning so that students are more orderly when studying.

Research Methodology

This research uses the Literature review method where the data taken is data excerpts from several articles and journals accessed on Google. The selected articles are articles that have discussion topics that are in line with the themes that the author considers in this article. With less than a few days' time, the author carry out research from articles and journals which are then reprocessed into information that is easy to understand/understood and has useful value. Then next carry out article preparation and revision. The literature study carried out is reading, then writing, then processing the data into information that is relevant to the theme of the article. raised in this article, namely the title "The role of PPKn teachers as evaluators in improving student learning discipline".

Result & Discussion

Imron (2011: 173) states that student discipline is an orderly and orderly attitude possessed by students at school, without any violations that are detrimental either directly or indirectly to the students themselves and the school as a whole. Furthermore, Rahman (2011) explained several indicators of discipline that must be maintained by a student, namely: obedience to regulations, concern for the environment, obedience away from prohibitions, and participation in the teaching and learning process. This rationale is based on the role of the Citizenship Education teacher in the world of education, not only educating but also directing students to be able to behave, behave and be disciplined well. Student success in learning can be influenced by disciplined student behavior in learning. For this reason, the teacher's role as an evaluator is needed in improving student learning discipline to find out and achieve student success in learning. Pancasila and Citizenship Education teachers in improving student learning discipline through their role as evaluators carry out learning evaluations such as making summaries of learning outcomes, after that asking questions at the end of learning that encourage student activity in learning activities as a form of assessment carried out. In improving learning discipline, the role of Pancasila and Citizenship Education teachers as evaluators carries out assessments continuously and repeatedly to see student success in learning. If the results of the learning evaluation show that students have not achieved maximum learning outcomes, the Pancasila and Citizenship Education teacher makes efforts to continue to follow student developments in learning activities by improving students' disciplinary behavior through guidance and direction so that students can achieve the expected learning outcomes. In accordance with the theory explaining the role of teachers as evaluators found in Arifudin's research (2015), namely as follows: "The role of teachers as evaluators must be carried out continuously to see the level of success, effectiveness and efficiency in the learning process. "The results of the evaluation carried out will become a benchmark for improving student learning outcomes in every learning process carried out by teachers in the classroom." Apart from that, the theory that suggests the role of teachers as evaluators is found in Hamidah's (2018) research, namely as follows: "Teachers as evaluators provide assessments.

This function is intended so that the teacher knows whether the objectives that have been formulated have been achieved or not, and whether the material that has been taught is appropriate enough. By conducting an assessment, teachers will be able to determine the success of achieving goals, students' mastery of lessons and the effectiveness of teaching methods. In this role, the teacher concludes data or information about the success of the learning that has been carried out." According to Sadirma, Abidin et al, (2015), the role of teachers in teaching and learning activities includes: 1) As a facilitator, who provides facilities for students to carry out learning activities. An unpleasant learning environment, a stuffy classroom atmosphere, messy desks and chairs, inadequate learning facilities, cause students to be lazy about studying. 2) As a guide, who helps students overcome difficulties in the learning process. Guiding students to become capable adults. Without guidance, students experience difficulties in dealing with their own development. 3) As an environment provider, who strives to create an environment that challenges students to carry out learning activities. 4) As a communicator, who communicates with students and the community. 5) As a model, who is able to provide a good example for his students to behave well. 6) As an evaluator, who assesses student learning progress. Teachers are required to be good and honest educators, by providing assessments that touch on extrinsic and intrinsic aspects. 7) As an innovator, who helps disseminate

reform efforts to society. 8) As a moral agent, who helps build the morals of society, students, and supports development patterns. 9) As a cognitive agent, which brings knowledge to students and society.

Teacher as evaluator

The teacher as an evaluator is a teacher who assesses students. Assessments are carried out with the aim of determining the level of effectiveness, success and efficiency of the learning process. As assessors, teachers should continue to pay attention to student learning outcomes until optimal learning outcomes are achieved (Irjus et al, 2020: 91). Student success in learning can be seen from the results of student learning evaluations (Novianti et al, 2020). Educators can see and observe their students' achievements in learning through their role as evaluators, which is why the teacher's role as an evaluator is very important and very necessary.

Evaluator Function for Teachers

In the learning process, a teacher must act as a teacher evaluator, not only can he collect information regarding various weaknesses and the learning process, but the teacher can also see to what extent his students are able to achieve a learning goal. Various things are very important to do in carrying out the evaluator function. Evaluation will be carried out on all perspectives of student development, such as effectiveness, psychomotor and cognitive. The culmination of the learning process is the achievements that have been made. Evaluation can not only collect various information related to student learning outcomes but can also find out how students learn. Most teachers assume that evaluation is equivalent to a test, even though it is not the same, because a test is another tool used to gather information related to the process of implementing the learning process.

The Role of the Teacher as an Evaluator in Teaching and Learning Interactions

As an evaluator, teachers want to understand several principles related to assessment of program illustrations, program implementation and assessment of learning outcomes used to understand the level of achievement and mastery of learning material. In connection with improving the program design because the learning outcomes are not in accordance with the teaching and learning situation that will be created, it is necessary to provide study guidance, personal guidance and identify further functions and uses. Design a measuring instrument that will be used in assessing the learning program design, then develop a test design that is comparable to the predetermined test description and in line with the learning goals and experience of the students. The discipline experienced by Citizenship Education teachers in handling student discipline generally occurs due to lack of support and attention from parents and influence from peers (Taufiqrianto, 2012). So the obstacles experienced by citizenship education teachers in improving student discipline are more due to external factors. In fact, in instilling discipline in schools, environmental factors that are conducive to the academic field, both physically and non-physically, are very necessary. A school environment that is safe, comfortable, orderly, combined with optimism and high expectations from all school members is the key to improving the discipline of school members. In order to improve students' discipline, they must provide regular and integrated guidance and coaching between leaders, teachers and students. Teachers as assessors of student learning outcomes, must consistently follow the student learning outcomes that they have achieved from time to time. The information obtained through this evaluation will become feedback on the teaching and learning process. In this way, after knowing the learning outcomes of students, teachers can take constructive action, for students who achieve well and those who achieve low achievement.

Conclusion

Based on the results and discussion, it can be concluded that the role of Pancasila and Citizenship Education teachers as evaluators carries out continuous learning evaluations to see students' success in learning and can improve students' learning discipline if the results of student learning evaluations show that they have not achieved maximum learning outcomes. The obstacles in handling participant discipline generally occur due to lack of support and attention from parents and the influence of their peers.

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