



Analysis of Teachers' Difficulties in Instilling the Character of Discipline and Responsibility of Elementary School Students After Covid 19

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ABSTRACT

Learning that was originally carried out online, has now changed to face-to-face learning after previously being carried out online for more than a year during the Covid 19 pandemic. The implementation of online learning is very influential on the decline in the character of every elementary school student, especially in the character of discipline and responsibility. So teachers have difficulty instilling the character of discipline and responsibility of elementary school students after the pandemic. This study aims to explain what are the difficulties experienced by teachers and teacher solutions in instilling discipline and responsibility characters in students at SD Muhammadiyah 3 Surakarta after covid 19. The method used in this study is descriptive qualitative. Data collection is done through observation, interviews, and documentation. Data validity tests are performed using data source triangulation techniques and method triangulation. The data analysis techniques used are data reduction, data presentation, and conclusions. The results of this study show that there are several difficulty factors that hinder teachers in an effort to instill discipline character education and responsibility in students, including: 1) Lack of motivation of student learning, 2) Diverse student character, 3) The situation of new normal conditions, 4) Student absorption, and 5) Lack of cooperation between parents and educators. With these difficulties, the teacher's solution in instilling the character of discipline and responsibility is by carrying out activities including 1) Example, 2) Habituation, 3) Awareness, 4) Supervision and control.

Keywords: *Difficulty, Character, Discipline, Responsibility*

ABSTRAK

Pembelajaran yang awalnya dilakukan secara daring, sekarang berubah menjadi pembelajaran tatap muka setelah sebelumnya dilakukan secara online selama lebih dari satu tahun pada saat pandemi covid 19. Pelaksanaan pembelajaran yang dilakukan secara daring sangat berpengaruh terhadap menurunnya karakter yang dimiliki setiap siswa sekolah dasar, terutama pada karakter disiplin dan tanggung jawab. Sehingga guru mengalami kesulitan dalam menanamkan karakter disiplin dan tanggung jawab siswa sekolah dasar pasca pandemi. Penelitian ini bertujuan untuk menjelaskan apa saja kesulitan yang dialami guru dan solusi guru dalam menanamkan karakter disiplin dan tanggung jawab pada siswa di SD Muhammadiyah 3 Surakarta setelah covid 19. Metode yang digunakan dalam penelitian ini yaitu kualitatif deskriptif. Pengumpulan data dilakukan melalui observasi, wawancara, dan dokumentasi. Uji keabsahan data dilakukan dengan menggunakan teknik triangulasi sumber

data dan triangulasi metode. Teknik analisis data yang digunakan yaitu reduksi data, penyajian data, dan penarikan kesimpulan. Hasil penelitian ini menunjukkan bahwa terdapat beberapa faktor kesulitan yang menghambat guru dalam upaya menanamkan pendidikan karakter disiplin dan tanggung jawab pada siswa antara lain: 1) Kurangnya motivasi belajar peserta didik, 2) Karakter siswa yang beragam, 3) Situasi kondisi masa new normal, 4) Daya serap siswa, dan 5) Kurangnya kerjasama antara orangtua dan pendidik. Dengan adanya kesulitan tersebut solusi guru dalam menanamkan karakter disiplin dan tanggung jawab yaitu dengan melakukan kegiatan antara lain 1) Keteladanan, 2) Pembiasaan, 3) Penyadaran, 4) Pengawasan dan pengontrolan.

Kata Kunci: Kesulitan guru; Karakter; Disiplin; Tanggung Jawab

INTRODUCTION

In March 2019 in Indonesia and almost all parts of the country were attacked by the covid coronavirus (Tuwu, 2020). The Indonesian government has imposed social distancing, large-scale social distancing and physical distancing are made in several places to stop the spread of the coronavirus (Devi Herliandry et al., 2020). Various sectors around the world, especially education in Indonesia, are affected by government policies to limit the spread of COVID-19 (Dewantara & Nurgiansah, 2020). To prevent the spread of the COVID-19 virus, schools are closed and online education is used from lower levels to universities (Arni Wulandya, 2020).

However, with today's technological advances, new problems arise and are often misused. There are deviations that occur among students, such as students easily skipping classes due to problematic signal networks and cheating (Septiana, 2022). Additional factors include breaking rules, submitting assignments unpunctually, lack of student motivation, lack of support from family and environment, inconsistent teachers in setting examples, and lack of teacher agreement on building character. In addition, it is difficult for students to accept change and make changes, which is how to become disciplined and responsible students (Yulianingrum & Mardiana, 2022). According to Nugroho et al., (2023) education plays a very important role in the formation of one's character. Character education is clearly a shared responsibility of everyone related to children's values and lives, from families, parents, teachers, to others (Sutopo et al., 2021). Overcoming the collapse of one's character is to eliminate or correct the causative factors (Faiz et al., 2021).

Based on the presentation of the results of the research above, it can be seen that the task of educators in schools is not only to give lessons; they should also assist children in developing their potential, increasing their faith and devotion, and shaping their personalities outwardly and inwardly, so that educators can instill the intelligence they learn (Amaliyah & Attadib, 2021). According to Sudarto & Awal (2023) stated that the implementation of character education cannot be separated from the role of teachers because teachers are people who are committed to providing examples of education or character to their students. Character education itself consists of nine pillars, which include: 1) religiosity; 2) independence and responsibility; 3) honesty and tact; 4) respect and courtesy; 5) generosity; 6) self-confidence, creativity, and hard work; 7) leadership and justice; 8) humility; 9) tolerance, justice, and unity (Aningsih et al., 2022).

This opinion is in line with the opinion of Nduru (2023) which states that a professional educator must teach students to have character by teaching disciplines and character, training character, and guiding students in the learning process. Education is expected to produce a generation that is intelligent and has good character. According to Sulaiman et al., (2018)

schools, teachers, families, and communities have a major influence on the formation of student character. Character education aims to improve nature, personality, mindset, behavior, and have character that is in line with moral norms and principles in society (Apriastuti & Utomo, 2023). As an educator, the teacher is someone who most often interacts with students and plays an important role for students in instilling these characters. However, there are many difficulties faced by teachers when implementing character education in schools (Amala & Kaltsum, 2021).

Based on Presidential Regulation (Perpres) Number: 87 of 2017 Artikel 3 concerning strengthening character education, hereinafter abbreviated as PPK. This Presidential Regulation states that strengthening character education is carried out by applying the values of Pancasila in character education, especially including religious values, honest, tolerant, discipline, hardworking, creative, independent, democratic, curiosity, national spirit, love of the country, respect for achievements, communicative, love of peace, love of reading, care for the environment, social care, and responsibility. The study of Afdhila et al., (2022) found a belief that the character of education has not been fully applied, especially to children who are at elementary school age, which is characterized by changes in children's moral values, including lack of discipline and lack of awareness of their moral responsibilities. The moral values referred to in this case are such as ideas, values, teachings, principles, or norms, but more concrete than that the morals referred to in this case can be behaviors, actions, attitudes, or characters based on the teachings of values, principles, or norms (Rosyida et al., 2023). In moral values in a child, they are basically influenced by habits faced from the external or internal environment, so that they have an important role in moral values in social life such as getting along, being responsible, attitude, honest, obedient, empathetic, and so on (Muryanti & Herman, 2021).

Fitriani's study (2023) states that discipline and moral responsibility are the basis for developing students' character so that they can respect each other and respect rules. The character of discipline is very important for learners. Because, these characters determine how students behave, especially during daily activities at school. Maulana et al., (2023) stated that there are several indicators of discipline, namely completing tasks on time, obeying existing rules, and using classroom facilities well. This opinion is also supported by Palupi & Sari (2023) who divide discipline indicators into completing tasks on time, obeying rules, and behaving well. According to Yulianingrum & Mardiana (2022) the nature of discipline can be broken down into various indicators, such as coming to school on time, obeying school rules and regulations, fulfilling tasks on time, wearing school uniforms, and picketing on schedule.

Students must also have the nature of responsibility. Students must be able to take responsibility for their work and learning at school: produce good results in work, accept risks for actions committed, not blame or blame others without clear evidence, return loaned goods, fulfill promises, do not blame others for the mistakes of their actions, and do what was once said without orders or requests. Nurani et al., (2022) said, every one of the eight indicators of the character of responsibility is a problem that must be resolved to ensure its implementation in the field. According to Syifa et al., (2022) the four signs of responsibility are to use time effectively, prepare before learning, conduct a discussion process, and carefully solve problems or problems.

This research is different from previous studies, where this study focuses on analyzing the difficulties of teachers in instilling education, character, discipline and responsibility of elementary school students after the Covid 19 pandemic caused by various factors that influence it. By internalizing the character of discipline and responsibility, teachers are expected to be able to instill the character of discipline and responsibility in students. This study aims to describe what difficulties teachers experience in instilling character, discipline and responsibility education after covid 19. With this research, it is hoped that it can make a positive contribution to teachers, so that teachers can find solutions to overcome the difficulties of instilling discipline and responsibility characters in students after the Covid 19 pandemic.

METHODS

Type and Design

This research was conducted using qualitative descriptive methodology. Qualitative research is a method used to thoroughly study the natural conditions of an object. Researchers play an important role as the main instrument, using triangulation techniques for data collection. Then, the data in this study will be analyzed with inductive qualitative research, and the emphasis is placed on meaning rather than generalization. This research was conducted at SD Muhammadiyah 3 Surakarta located in Banjarsari District, Surakarta City Regency, Central Java.

Data and Data Sources

The subjects in this study came from Class II teachers of SD Muhammadiyah 3 Surakarta. The object of this study is the difficulty of teachers in instilling the character of discipline and responsibility of elementary school students after Covid 19. This research focuses on the character of discipline and responsibility of students. This is because in this dimension discipline and responsibility are important characters that must be instilled in every student from an early age.

Data collection technique

The data collection methods used in this study include interviews, observations and documentation to obtain the necessary data and information. Interview, where researchers conducted in-depth interviews with homeroom teachers in class II which aimed to explore information about the difficulties experienced by teachers in shaping the disciplinary character and responsibility of students after covid 19 at SD Muhammadiyah 3 Surakarta. Observation, in this study was carried out in a non-participatory way. Researchers collect data through direct observation in the field by going to the location to observe the teacher's interaction with students during class and in the school environment. Documentation, this research is used to collect information, especially documents needed to check the correctness of data, compare data, and complete research data.

Data analysis

Data analysis involves the steps of organizing data obtained from interviews. Technical data analysis uses three data acquisitions: a) Data reduction to simplify information, b) Presentation of data by grouping by category, c) Drawing conclusions to find explanatory meaning. Based on the research that has been done, data acquisition is carried out by interviews, observation, and documentation, then the data obtained are simplified and

adjusted to the research focus and research objectives. The reduced data is then presented by grouping the data to facilitate the mastery of information so that researchers can find out what happened to draw conclusions.

RESULTS AND DISCUSSION

The results of the study were based on data derived from interviews, observations, and documentation. Interviews were conducted with Homeroom Teachers II to obtain data on teacher difficulties and solutions in instilling discipline and responsibility characters during the learning process and outside the learning process, in the school environment after the COVID-19 pandemic. Observations were used by researchers in collecting data on the situation of how teachers shape character education, discipline and student responsibility, as well as how teachers have difficulty in instilling character education during the learning process and in the school environment of SD Muhammadiyah 3 Surakarta. Researchers use documentation to collect data that can provide information, especially documents related to the research subject. This document consists of important notes and photographs.

The aspect that became a study in this study was the difficulties and solutions of teachers in instilling the character of discipline and responsibility after the Covid-19 pandemic at SD Muhammadiyah 3 Surakarta.

Difficulties experienced by teachers in instilling disciplinary character

Table 1. The difficulty of teachers in instilling disciplinary character

Instilled characters	Influencing factors	Difficulties facing teachers
Discipline	1) Lack of motivation to learn	Students choose to play with their friends rather than participate in learning activities
	2) Diverse student character	Absence of student awareness in using recess
	3) The situation of the new normal period conditions	Students are lazy to arrive on time and unwilling to change
	4) Student absorption	Students are lazy to listen to the teacher's explanation during the learning process.
	5) Lack of cooperation of parents and educators	Students are often late for school because of the low awareness of parents to take their children to school on time.

From the results of the research in Table 1 above, there are several factors that influence the difficulties faced by teachers in instilling disciplinary character, namely:

1) Lack of motivation to learn

It will not be easy for students to learn, both at school and at home, if they do not have motivation. Cognitive development and student achievement will be achieved by lack of

learning motivation (Syahdan Sa, 2021). In terms of learning motivation, students have no discipline in learning, prefer to play with their friends rather than follow lessons, and are not responsible for the tasks given by the teacher. Students experience obstacles in their learning motivation, such as lack of enthusiasm when studying because they do not listen well to the material given by the teacher and do assignments carelessly. As a result, it encourages their enthusiasm when asked to ask and answer questions that are lacking and copy their friends' answers. Factors in the child's body (internal) and external (external) affect his learning motivation (Bramantha et al., 2021).

Researchers found reasons why students do not have the motivation to learn in learning. This is due to the fact that when participating in online learning students are not serious and no one is watching them. This causes become accustomed to not studying at home and only playing electronic devices all day long. This is what causes students not to be interested in learning. Teachers have the ability to increase students' desire to learn in elementary school, as shown by learning motivation metrics (Leonangung et al., 2021).

2) Diverse student character

Student character, traits, preferences, and intelligence levels can be a source of differences in student character (Mizani, 2021). According to Widodo (2020) teachers are responsible for ensuring that the learning process runs smoothly with diverse students. Students who are diverse and happy to learn will easily accept the lessons given by the teacher. However, not with students who are unwilling and slow learners. The teacher must of course pay additional attention to these two groups of students.

Talking about rules cannot be separated from talking about discipline. According to Manshur et al., (2019) classroom and school rules are very important to discipline students. School rules cover a wide range of matters related to the way students interact daily at school. By having rules in school and in the classroom, students will have a clear understanding of what can and cannot be done, as well as the consequences and penalties for breaking them.

3) Situations and conditions of the new normal period

Different situations and conditions during the new normal period when learning begins greatly affect the formation of student character (Afdhila et al., 2022). Processing the body, mind, heart, and feelings and charities of individuals or groups of people causes these characters to appear (Hantika & Rohana, 2022). Student character building can be applied in various activities, such as intracurricular activities, external activities, and classroom activities, as well as the involvement of students, families, and communities (Ahmadi et al., 2020).

Thus, the differences in situations and conditions felt by teachers and students when learning begins are very influential on the formation of student character. Of course, there are differences and challenges faced by teachers during new normal learning. New normal learning is easier to form character than online learning, because strong traits can shape a person to make changes for himself and his environment.

4) Student absorption

Student learning absorption is the ability of students to understand the subject matter, read, listen, and learn from the material provided by the teacher (Kumalasari, I. 2019). Student learning absorption varies, with some students easy to remember, others medium, and others slow to understand the material. Students who cannot absorb many diverse student

differences have lower levels of discipline. It also results in students being less eager to abide by school rules and learn. Due to the fact that most of the students in the class are difficult to accept the teacher's instructions, the absorption of students in the class that is the location of this study is very low.

It is clear that efforts must be made to improve the educational success of students in schools, and one of them is of course by studying the criteria for student absorption in understanding the teaching materials delivered (Ni Kadek Setyawati et al., 2022). Absorption has a huge influence on the learning process, because if a student's absorption is low then he will find it difficult to follow the teaching and learning process so that it will affect his academic performance and achievement. Absorption has a huge impact on the learning process, so it is important to pay attention to improving student achievement and academic achievement (Haryani et al., 2021).

5) Lack of cooperation between parents and educators

Parental participation is a form of role given by parents in improving the achievement of children's competencies. With the participation of parents, it is the main key to student success in the process of learning activities, especially at home (Deodora Siten, 2023). Parents initially played a role in guiding basic attitudes and skills, such as religious education, teaching children to obey rules and for good habituation, but their role has expanded to be as a companion for academic education (Hamida & Putra, 2021). There is no special consultation to help with children's character education if there is talk to parents who are not related to the child's character. However, if the school cannot deal with the new problem, parents are contacted by the school to ask for their help in education and pay special attention to their children.

Difficulties experienced by teachers in instilling the character of responsibility

Table 2. Teachers' difficulties in instilling the character of responsibility

Instilled characters	Influencing factors	Difficulties facing teachers
Responsibility	1) Lack of motivation to learn	Students are not responsible for the tasks assigned by the teacher.
	2) Diverse student character	Students like littering, cheating on tests, disrespecting teachers, school staff and elders.
	3) The situation of the new normal period conditions	Students are less responsible in using existing facilities and infrastructure at school.
	4) Student absorption	Lack of awareness of students' responsibilities in obeying school rules.
	5) Lack of cooperation of parents and educators	Students are less responsible in maintaining the good name of the school. Like, like to ridicule other school students.

From the results of the research in Table 2 above, there are several factors that influence the difficulties faced by teachers in instilling the character of responsibility, namely:

1) Lack of motivation to learn

Oktaviani (2020) found that the following factors can cause students to be unmotivated to learn. This includes students who have no desire for themselves, students who don't like certain subjects, students who have problems, students who don't receive parental attention at home, and students who don't like the way teachers teach them. If students do not have the motivation to learn, they are also not responsible for the tasks their teachers are given. Students often neglect tasks they should have completed both at school and at home.

Teachers can use a variety of learning approaches during the learning process. This will prevent students from getting bored and increase their motivation if teachers create an innovative, creative, and fun learning environment. Students will definitely achieve better academic results if they are passionate about learning mathematics. To make students more motivated to learn, teachers must always motivate them during the learning process (Syofyan et al., 2019).

Students in this situation answer the researcher's questions after the lesson. They stated that the lessons were boring and made them addicted and lazy (Kustyamegasari & Setyawan, 2020). Moreover, during the learning process, there is no visible interaction between students and teachers; None of the students asked the teacher or gave his opinion. As a result, this can indicate a lack of communication between students and educators.

If there is no motivation, learning will be difficult to achieve ideal learning outcomes. Experiences and observations with students on a daily basis with various characteristics will definitely allow various hypotheses (Sururuddin & Prihatini, 2018). The teacher will track the student's success in achieving learning objectives in this situation. Students with a high desire to learn are usually more active while studying, while students with low learning motivation are usually passive.

2) Diverse student character

In the classroom, of course, there are not only students in uniform, but also different characters. Taking into account the different backgrounds of students, there is a clear connection with the cultivation of different student characters. Differences in student character can be in the form of student character, student character, student preferences, and children's intelligence level. With these different characters, so is the character of responsibility that each student in the class has.

Students who are responsible when in class, for example in doing pickets, cleaning the classroom will feel less happy with their friends who are not responsible for carrying out pickets. The environment affects a child's character significantly (Silkyanti et al., 2019). The characteristics of students will greatly affect the selection of management strategies that pay attention to how learning is organized, and especially the elements of learning strategies, to be adjusted to the individual characteristics of students (Khansa et al., 2020).

3) Situations and conditions of the new normal period

The difference between normal, new, and previous learning circumstances and conditions greatly affects the character development of a student (Afdhila et al., 2022). Of course, there are differences and challenges that teachers face in learning normal learning. New normal

learning is easier to build character than dare learning. Therefore, having a strong nature can make a person an agent of change for himself and his environment. Teachers have to work harder to teach character values, especially this task to students. This value is very important for every aspect of school activities.

4) Student absorption

The ability of students to read, listen, and learn what is taught is called learning absorption (Kumalasari, I. 2019). Student absorption varies. Some students are easy to remember, others are medium, and others are slow to understand the material. Having a lower absorption of diverse student differences makes students less accountable for their efforts to learn and abide by school rules. Students do not perform the responsibilities assigned by the educator because they do not understand the material taught by the educator. This shows that students have no responsibility.

5) Lack of cooperation between parents and educators

Parental guidance is critical to a student's success in school. This is due to the fact that parents who know what their children need will help their children learn and provide them with supervision and learning support facilities (Zahranisa et al., 2023). In addition, parents should try to make the family environment a fun place to learn, because this greatly affects the enthusiasm of learning students. Therefore, to ensure that children can learn on their own, parents and teachers must always communicate with each other (Aspreliha et al., 2022).

Teacher solutions in instilling the character of discipline and responsibility of elementary school students after the pandemic

1) Exemplary

Based on the findings of the interview said "Teachers are role models for their students, as educators I always provide good examples to students. In setting an example, I as a homeroom teacher must obey the rules in the school and model them to students". I have already pointed out that I arrived at school early, arrived at school on time, and wore a uniform politely and neatly. not only shows discipline but also responsibility.

According to Supriadi et al., (2023) the main task of an educator is as an educator. They must also have moral qualities. Students will emulate and emulate strong educators. Student success depends on the teacher's personality, or in other words, the teacher influences student behavior. The teacher is the one who must be treated, that is, followed by advice, statements, or following his orders, and following his attitude and behavior.

2) Habituation

The interview findings said, "As a homeroom teacher, I am responsible for keeping an eye on habits both inside and outside the classroom. This is a step to instill discipline and responsibility to teach students to follow school rules, namely always obeying and obeying the applicable rules. For example, in habituating disciplinary character, I ask learners to warn neatly before entering the classroom and are obliged to shake hands and kiss the teacher's hand. In habituating the character of responsibility, I ask students to picket classes according to the schedule of the day that has been set before leaving class".

According to Kusumawardani et al., 2021 habituation is an activity that is carried out repeatedly and has the aim of making someone become accustomed to doing things ranging

from behaving, behaving, acting and thinking better in accordance with goals. The application of good habits also makes an important component in the process of forming students' discipline and responsibility Supriadi et al., (2023).

3) Awareness

Based on the results of the interview said, "All I do is reprimand students and give direction to students." Students who have responsibilities, such as not doing homework, are asked to do it at home and are collected again next week. This is done so that students can follow today's lesson. In the case of discipline, if a student arrives late in class, I tell them not to come back late again so that they don't miss the material.

According to Manshur et al., (2019), for the child. So, Children learn that both commandments and prohibitions must be followed. So that the existence of school discipline rules regarding action against students who violate the rules of order at school can build students' mentality and behavior to be more responsible for every behavior for their actions, of course, negative or positive behavior in their actions (Hasibuan & Toni, 2023). Teachers in providing an understanding of self-awareness as students of existing rules such as arriving on time, doing assignments, not noisy during the learning process and so on. The teacher also does not stop reprimanding students who make mistakes in violating the rules, so the student is called to be given guidance by the homeroom teacher (Zendrato & Lase, 2022).

4) Supervision and Control

The results of the interview said, "For students who lack discipline and responsibility, the supervisory and control solution carried out by teachers by checking student assignments, nail hygiene, completeness of attributes, and controlling students in the learning process so that they do not make noise and do assignments properly and correctly". In his journal, Manshur et al., (2019) stated that child obedience is important to prevent things that can affect children's character. This is due to the fact that children often make mistakes or do not obey the rules, which require intensive supervision and control in order to avoid unfavorable circumstances.

CONCLUSION

Based on data analysis and research results that have been obtained from researchers at SD Muhammadiyah 3 Surakarta, online learning gives a fairly significant impression on changes in student character, especially in the character of discipline and responsibility. So it can be concluded that teachers have difficulty in instilling the character of discipline and responsibility of elementary school students after the Covid-19 pandemic due to inhibiting factors, including: lack of student learning motivation, diverse student characters, situations and conditions of the new normal period, student absorption, and lack of cooperation between parents and educators. With these difficulties, teachers can find solutions to overcome the difficulties of instilling discipline and responsibility characters in students after the Covid-19 pandemic by carrying out activities such as example, habituation, awareness, supervision and control to students.

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