The Role of Teachers in Instilling Student Discipline in 2013 Curriculum Based Learning

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Info Article	Abstract
	This research aims to determine the role of teachers in planting student discipline in learning the 2013 curriculum for class IVC at elementary school 112/1 Perumnas. The aspect studied is the teacher's efforts to instill values discipline for students at elementary school 112/1 Perumnas. This research uses a qualitative approach. The subject of this research is the principal and class IVC teacher. Data collection was carried out through observation, interviews and documentation. Data analysis techniques used is data reduction, displaying data and drawing conclusions. Researcher using triangulation techniques to obtain data validity. The results of this research indicate that the teacher's role is in improving student discipline has been implemented quite well, instilled discipline carried out by teachers through making rules, teaching habits, giving punishment, giving rewards, and setting an example. Based on the research results, it can be concluded that the teacher has instilling the value of discipline at elementary school 112/1 Perumnas. the planting includes; (1) elements of discipline; (2) teachers combine approaches authoritarian and democratic, (3) schools involve the school committee and parents in applying discipline, (4) steps in implementing discipline not yet implemented by all teachers. Keywords: Curriculum; discipline; elementary school

INTRODUCTION

Regulations are formalized guidelines in describing acceptable and unacceptable behavior. This regulation aims to guide and limit student behavior in a positive direction. Effort creating and enforcing rules is an internal school activity outline the action-limitations by informing participants educate what is expected and why it is necessary that way (Harahap, 2020; Ningsih, 2020). The activity of creating and enforcing these regulations is a process define clearly and specifically the teacher's expectations regarding students in school (Apriliyani, 2020; Roslinda, 2020). Know and understand the regulations that state what is acceptable and unacceptable is very important for students, in order to know what must be done and identify violations of these rules, with the participant's understanding there will be awareness and demonstrate compliance with regulations, obedience and The presence of students in complying with these rules is called discipline (Harun et al., 2020; Juita, 2020).

Discipline is something related to self-control someone towards forms of rules. Discipline is always demonstrated to people who always show up on time, obey the rules, behave in accordance with applicable norms (Almulla, 2020; Cole et al., 2018). On the contrary, attitude lack of discipline is

usually directed at people who cannot obey applicable rules and regulations, whether sourced from the government, society and schools.

Students will not be separated from participating in learning activities at school various rules and regulations are required in the school. Every student are required to be able to behave in accordance with the rules and regulations at school Student compliance and compliance with various rules and regulations applied in school is called student discipline (Juniwati, 2020; Kartina & Subani, 2020). Meanwhile, regulations, rules and regulations various other provisions that attempt to regulate student behavior are called discipline school. Maintaining discipline cannot be separated from fulfilling interests or needs of the parties (Azahara, 2020; Farmi, 2020). Students have many interests, teachers do there are many interests as well as schools, but the problem is how the interests of each party can be achieved fulfilled and can be harmonized to avoid clashes. If interest or if these needs are not met, it will disrupt the process learning (Desstya, 2016; Sukiminiandari et al., 2015). Teachers need to pay attention to the needs and interests of students in instilling discipline, by understanding the sources of violations discipline is carried out. The source of the disciplinary disturbance will be known It is also known how to deal with it (Fathema & Akanda, 2020; Fefer & Gordon, 2020). Good discipline is its incarnation activities that are able to regulate oneself towards the creation of personal and social potential based on his own experiences (Salma, 2020; Siregar, 2020). Instill discipline in its essence is to shape the child's attitude and personality to become a better person good, obedient to the rules and his behavior is acceptable in his social environment.

Rules and regulations are the main reference in disciplining students at elementary school 112/1 Perumnas. This code of conduct contains various regulations students and sanctions imposed on students who violate the rules school. School regulations cover student admission, student obligations, rights students, and student etiquette at school, and the sanctions imposed on them students as stated in the rules include warning sanctions, written warnings given to parents, calling parents, and returning to parent. However, the teacher's efforts have not been able to motivate students to carry out discipline towards regulations (Anggianita et al., 2020; Widodo et al., 2020). The lack of discipline problem above can be caused by the school's efforts in enforcing policies that are less than optimal, such as not giving sanctions regularly, teachers sometimes give sanctions, sometimes not for actions students who violate the rules, and the school has not given sanctions make students motivated to carry out discipline and school is lacking strive for ways to instill discipline that can motivate students carry out discipline in daily life at school (Farlina & Yusminar, 2020; Rahayu & Romadona, 2020). Internal problems instilling the value of discipline that has not been implemented properly above made researchers interested in finding out the extent of the school's efforts in instilling the value of discipline in students at elementary school 112/1 Perumnas. Researchers too wanted to examine more deeply the instilling of disciplinary values in the school.

2013 Curriculum based on the Ministry of Education's explanation and Culture has been implemented starting July 15 2013 with implementation gradually. The aim of the 2013 curriculum is definitely to improve quality education and educational services including the quality of graduates. 2013 Curriculum it is hoped that it can awaken students' reasoning abilities and creativity evenly (Ilham, 2019; Novitasari et al., 2019). Through this curriculum it is also hoped that students will be encouraged to be active in each learning material with standard assessment components the emphasis is on children's activeness in asking questions, the process and results of observations problems posed by the teacher, the ability to reason about a problem, and the ability to communicate through presentations on the themes discussed. This research highlights the importance of the teacher's role as the main agent in shaping student discipline in the 2013 Curriculum-based learning environment. By utilizing a teacher-centered approach, this research provides an in-depth understanding of strategies, techniques and approaches that are effective in instilling disciplinary values in students. student. The novelty of this research also lies in a more holistic understanding of how the use of technology, relevant curriculum development, and collaboration between teachers can strengthen the role of teachers in creating a learning environment that is conducive to the development of student discipline. Based on the background of the problem above, researchers are interested in research the role of teachers in

instilling student discipline in learning based on the 2013 class IVC curriculum at elementary school 112/1 Perumnas.

RESEARCH METHODS
Research Design
In this research, researchers used qualitative methods based on natural data. Qualitative method used to obtain in-depth data, data that is contains meaning (Creswell, 2014). In qualitative research this is often mentioned as a naturalistic research method because the research was conducted on natural conditions (Sugiyono, 2010). The objects in this research are also natural, objects what is natural is an object that is as it is, not manipulated by researchers so that the conditions when the researcher enters the object, after being in the object and after exiting the object remains relatively unchanged.

Research Target/Subject
The subjects of this research were class IVC teachers and principals of class IVC elementary school 112/1 Perumnas. This research will investigate the interaction between IVC class teachers and school principals in the context of the Perumnas 112/1 primary school educational environment. The main focus of the research is to understand the dynamics of communication, collaboration and decision making between teachers and school principals to improve the quality of learning and overall school management. The research methods used include direct observation, interviews, and documentation analysis to gain an in-depth understanding of the working relationship between teachers and school principals in achieving the desired educational goals.

Research Procedure
This research aims to explore the role of teachers in instilling student discipline in learning based on the 2013 Curriculum. The research procedure will begin with the data collection stage, which includes direct observation of teachers' teaching practices in the classroom, analysis of documents related to the implementation of the 2013 Curriculum in the school, and interviews with teachers involved in the learning process. Next, the collected data will be analyzed qualitatively to identify patterns, themes and the role played by teachers in instilling student discipline. The results of the analysis will be interpreted by taking into account theories related to education and discipline, so as to provide a deep understanding of the role of teachers in the 2013 Curriculum-based learning context as well as its practical application in improving student discipline in schools.

Instruments, and Data Collection Techniques
Data collection is an important stage in the research process which can be carried out through several methods, including observation, interviews and documentation. Observation allows researchers to directly observe the phenomenon under study in a real context, while interviews allow direct interaction between researchers and respondents to gain a deeper understanding of the research subject. Apart from that, documentation such as library studies, archives, or recordings are also valuable data sources to support analysis and research findings. With this combination of data collection methods, researchers can obtain comprehensive and relevant information to answer research questions accurately and comprehensively.

Data analysis technique
In the context of data analysis, the techniques used include three important stages: data reduction, data display, and drawing conclusions. Data reduction is an initial step that involves filtering, deleting irrelevant data, and shrinking the data to make it more focused. Data display involves presenting data that has been reduced in the form of graphs, tables, or other visualizations to facilitate understanding and further analysis. Lastly, inference is the stage where the results of the analysis are mapped back to the initial objectives, allowing researchers or analysts to make strong conclusions and valuable information.

RESULTS AND DISCUSSION

The known research results show that class IVC teachers at Elementary Schools 112/1 Perumnas, they have instilled the value of discipline with good. This is one way that teachers have implemented various things elements of discipline such as rules, punishment habits, rewards, giving examples and consistency. However, there are several elements of discipline that has been implemented by the teacher but its implementation has not been optimal. The elements of discipline that have been implemented well by the teacher are: teaching habits, and giving rewards, while the elements discipline such as rules, punishments and consistency is not implemented properly good. The regulations that have been made by the school are not well socialized and not all rules are implemented by teachers in class IVC. This is also true plus the regulations that are made are not applied consistently, such as students are not allowed to eat in the classroom. Students are prohibited from buying food outside school.

The application of punishments given by teachers to students who break the rules has also not been implemented properly. Class IVC teacher at Elementary Schools 112/1 Perumnas has implemented punishments as a result of students who do not discipline. There are penalties imposed by teachers at Elementary Schools 112/1 Perumnas there are two types, namely the punishment given by the school and the punishment that applies at home class. The types of punishment given by the school are in the form of reprimands, warnings, and report to the student's parents. Based on the results of observations made at Elementary Schools 112/1 Perumnas both in class and out of class penalties given by teachers to students who behave less disciplined in the form of reprimands and warnings, the punishment given by the school above is almost the same.

The school has also implemented habits to encourage students to participate behave in a disciplined manner. This habit is an obligation for students every day carried out both in class and outside of class. Instilling discipline values through this element of habit has been implemented well by the school (Almulla, 2020; Gonsalves et al., 2016). It is known also, the habits that have been taught by teachers have been carried out consistently regularly by students, for example praying before starting lessons, lining up before enter class, familiarize students with permission when they want to leave class, greet each other the teacher throws rubbish in its place and shakes hands with the teacher when new enter the school environment (Fathema & Akanda, 2020; Wang & Kuo, 2019).

Teacher consistency in instilling discipline values at Elementary Schools 112/1 it is known that Perumnas enforces regulations and imposes penalties lacking consistent. This is shown by a lack of implementation and socialization the rules that have been made and the behaviour of students who violate the rules are not always given sanctions or punishment by the school. Consistency also refers to the teacher's consistency in giving punishment. If today's students violate rules and are given punishment the next day if the student violates or repeating the same act should also be punished (Hamid et al., 2018; Sari & Puspita, 2019). Lack of consistency when teachers give punishment, it will cause students' desires to break the rules will be higher and the motivation to behave discipline will decline. Consistency in implementing rules, giving punishments, and rewards will increase children's respect for rules and regulations the party who enforces the rules (Su et al., 2019). Instead, the rules are enforced being inconsistent will reduce trust and respect children against the rules themselves. As a result the child will become ill concerned about regulations that are implemented inconsistently.

Teachers at Elementary Schools 112/1 Perumnas have implemented the steps cultivation of discipline. However, it is still not optimal. During interviews with class IVC teacher at Elementary Schools 112/1 Perumnas, researchers found that the teacher has carried out identification or analysis of student bad behaviour in class. Teacher who carries out real identification by doing identification of student bad behaviour will make it easier to deal with student behaviour that lacks discipline

CONCLUSION

Based on the results of the research and discussion in the previous chapter, you can the following conclusions are drawn: The role of teachers in instilling student discipline has shown that class IVC teacher at Elementary Schools 112/1 Perumnas has instilled values disciplined well. This shows that

teachers apply various elements of discipline such as rules, habits, punishments, rewards, gifts role model and consistency. The main elements of discipline applied by teachers in State Elementary Schools 112/1 Perumnas includes, making regulations, teaching habits, punish, reward, and set an example, but deep enforcing regulations and punishments have not been implemented consistently, so that students are not deterred by their undisciplined behaviour. Teachers combine authoritarian and democratic approaches in still discipline, but there are still many authoritarian approaches that teachers use. Not all steps for cultivating discipline have been implemented in their entirety, so that many students still commit violations due to behaviour the bad thing is lack of identification and lack of socialization.

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