



Teacher's Role in Developing Student Discipline Character during The New Normal Era at SDIT Al-Khairiyah Cilegon

Ajeng Mustika Dewi^{1✉}, Zerri Rahman Hakim² & Ujang Jamaludin³

^{1✉}Universitas Sultan Ageng Tirtayasa, ajengmustikadewi18@gmail.com, Orcid ID: [0009-0001-3799-7313](https://orcid.org/0009-0001-3799-7313)

²Universitas Sultan Ageng Tirtayasa, zerrirahmanhakim@untirta.ac.id, Orcid ID: [0009-0004-0353-518X](https://orcid.org/0009-0004-0353-518X)

³Universitas Sultan Ageng Tirtayasa, ujangjamaludin@untirta.ac.id, Orcid ID: [0000-0003-3698-8877](https://orcid.org/0000-0003-3698-8877)

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Abstract

Education is not only about academics but also about the development of character values, including in education. Given how essential character education is, efforts to develop character values continue to be carried out, where one of the characteristics that need to be fostered is the character of discipline even in the new normal era. This research was conducted to find out: 1) efforts to develop the discipline character of students, 2) the role of the teacher in implementing the discipline character of students, and 3) the discipline character of grade IV/B students in the new normal era at SDIT Al-Khairiyah Cilegon. The method employed in this research was qualitative, following the data and facts found, and then the data used in this study were obtained through non-participatory observations, which the researchers put into field notes, documents, and interviews with several sources. The results of this study highlighted that 1) teachers were firm in enforcing rules, applying exemplary habits, and setting good examples for students. 2) The grade IV/B homeroom teacher continuously attempted to set an example of discipline, one of which was by arriving on time. Then, the school provided support, such as improving school facilities and infrastructure and working with the surrounding health centers to provide socialization and vaccination to students to prevent the spread of the COVID-19 virus. 3) The disciplinary character of students has developed with the resumption of habituation activities in the new normal era, so the implication going forward is that students become more obedient to the applicable rules in everyday life.

Keywords:

Discipline Character, New Normal Era, Teacher's Role

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Abstrak

Pendidikan tidak hanya mengenai akademis saja tetapi pengembangan nilai-nilai karakter juga termasuk dalam pendidikan. Mengingat bagaimana pentingnya pendidikan karakter, maka upaya pengembangan nilai-nilai karakter terus dilakukan, salah satu karakter yang perlu dikembangkan yaitu karakter disiplin meskipun di era new normal. Penelitian ini dilakukan bertujuan untuk mengetahui: 1) Upaya pengembangan karakter disiplin peserta didik, 2) Peran guru dalam implementasi karakter disiplin peserta didik, 3) Karakter disiplin peserta didik kelas IV/B pada era new normal di SDIT Al-Khairiyah Cilegon. Metode yang digunakan dalam penelitian ini yaitu metode penelitian kualitatif sesuai dengan data dan fakta yang ditemukan, kemudian data yang digunakan dalam penelitian ini diperoleh melalui observasi nonpartisipatif yang peneliti tuangkan di dalam catatan lapangan, dekomendasi, dan wawancara dengan beberapa narasumber. Hasil dari penelitian ini menunjukkan bahwa: 1) Guru tegas dalam menegakkan peraturan, menerapkan pembiasaan keteladanan, dan memberikan contoh teladan yang baik kepada peserta didik, 2) Wali kelas IV/B selalu berusaha untuk memberikan contoh disiplin salah satunya dengan datang tepat waktu, kemudian pihak sekolah memberikan dukungan seperti meningkatkan sarana dan prasarana sekolah, bekerja sama dengan pihak puskesmas sekitar untuk memberikan sosialisasi serta vaksinasi kepada peserta didik dalam upaya pencegahan penyebaran virus COVID-19, 3) Karakter disiplin peserta didik mengalami perkembangan dengan dilakukannya kembali kegiatan pembiasaan pada era new normal, sehingga implikasi kedepannya yaitu peserta didik menjadi lebih mentaati aturan yang berlaku di kehidupan sehari-hari.

Kata Kunci:

Karakter Disiplin, Era New Normal, Peran Guru

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INTRODUCTION

One of the epithets for the Indonesian State is the country of a thousand islands due to its 17,000 islands, so Indonesia has various ethnicities, cultures, religions, and traditions that characterize each of them. It makes Indonesian people have different characters depending on their culture, place of residence, and environment. Hence, education is required to develop a better individual character and become a quality person.

Education is not only about academics but also about developing character values, including in education. Given how crucial character education is, efforts to develop character values must be carried out. One characteristic that needs to be developed is the character of discipline (Damariswara et al., 2021). Judging from the educational phenomenon in Indonesia, teachers often assume their students are successful in education if their cognitive aspects are good. In fact, it is not certain that these students work on questions with their efforts, and many students still copy their friends when working on questions or assignments given by the teacher. In the process of learning activities, the teacher undoubtedly expects that each student has the character of discipline and good learning outcomes since the character of discipline leads to the values of order and obedience in his life and supports the success of student learning so that the character of discipline becomes one of the keys to achieving success (Wuryandani et al., 2014).

The character of discipline also plays an essential role in breaking the chain of the spread of the COVID-19 virus, which is currently sweeping the world, including Indonesia (Rajagukguk, 2022). The impact felt by the COVID-19 virus is not only in the economic and health sectors but also in the education sector. The COVID-19 virus has forced learning activities to be carried out online so that teachers cannot interact directly with students to observe, supervise, and identify the character of each student. Currently, learning activities at SDIT Al-Khairiyah have been carried out a full day, but students still apply health protocols, such as diligently washing their hands, wearing

masks if they have a cold, and carrying out vaccinations.

SDIT Al-Khairiyah is a private elementary school chosen to be one of the driving schools in the Citangkil Sub-district, focusing on developing student learning outcomes holistically that include competence (literacy and numeracy) and character. Thus, teachers at SDIT Al-Khairiyah continue to make firm efforts to develop students' character, one of which is the character of discipline. Hence, to develop the disciplinary character of students, SDIT Al-Khairiyah has rules that must be obeyed, and each class has different rules according to mutual agreement. In addition, there are several habituation activities, such as carrying out various activities every Friday: healthy Friday, clean Friday, and Friday *ta'lim*.

Based on the results of pre-observations conducted by the researchers, the disciplinary character of students has not been 100% embedded, but schools are still trying to facilitate students whose disciplinary character is still lacking. For instance, if students arrive late, the school takes the initiative to place one of the teachers as the picket teacher in the lobby. Thus, these students continue to carry out habituation activities before learning like the others, and teachers are required to arrive earlier than students. In addition, teachers are disciplined in implementing health protocols, especially when they have a cold, both in class and the school environment, by providing masks in the school medical room. Therefore, students not only get academic knowledge but also put forward the character of discipline so that they are expected to build the mentality of students as a learner (Fitriani et al., 2022).

The researchers believe the research carried out for several months has originality and novelty with previous research. It can be seen from the research results of Pangastutik and Paksi (2022), which focused on teaching strategies and supporting and inhibiting factors in forming disciplinary character. Then, a study conducted by Lestari and Ulum (2020) emphasized analyzing forms of discipline on student learning motivation.

From the two studies, differences exist in terms of research focus and subject matter. To the researchers' knowledge, at SDIT Al-

Khairiyah, Citangkil Sub-district, Cilegon City, similar research has never been conducted, where the research that researchers have conducted focused more on the teacher's role in developing the disciplinary character of students in the new normal era so that the sub-focus studied to obtain information is regarding efforts to develop the disciplinary character of students, the teacher's role in implementing the disciplinary character, and the disciplinary character of students in grade IV/B in the new normal era at SDIT Al-Khairiyah Cilegon.

Based on the description, the researchers conducted an in-depth study to investigate the role of the teacher in developing student discipline character during the new normal era at SDIT Al-Khairiyah, Cilegon.

METHODS

This study used a qualitative method. Qualitative research aims to understand an event descriptively in a natural context by using very flexible research strategies and procedures to determine the teacher's role in developing the character of student discipline in the new normal era at SDIT Al-Khairiyah, Cilegon City. For this reason, the researchers collected data in a triangulation manner (resulting from observations, interviews, and documentation) to gain understanding and answers from the research conducted.

Observation is to find out directly what was happening in the field regarding the teacher's role in shaping the disciplinary character of students in the new normal era at SDIT Al-Khairiyah, Cilegon. The researchers used the observation method in this study. The type of observation carried out by the researchers was non-participatory, in which the researchers only had the role of observing, so they were not involved in the activity. The data collected by the researchers were by observing the homeroom teacher and grade IV/B students during the learning process from before teaching and learning activities began and during teaching and learning activities in the school environment.

The interview method is to obtain in-depth data from people directly involved in the problem under study. It made it possible to discover how people interpreted situations

and phenomena that occurred, which cannot be done with the observation method. In this study, the researchers conducted structured interviews equipped with interview guidelines. Then, the researchers listened carefully and recorded what was conveyed by the informants (source persons): school principals, grade IV/B teachers, student affairs teachers, and picket teachers. In addition, the researchers recorded the interview activities utilizing a device.

The researchers also used the documentation method as valid and relevant evidence in accordance with what was happening in the field. This documentation can be in the form of photos or drawings and writing, such as diaries, letters, and activity journals, thus helping researchers to carry out observation and interview activities.

Data in qualitative research can be obtained from two sources: primary and secondary data. In this study, 1) primary data were obtained directly from the first source, namely the principal, teachers, school staff, and students, through interviews, observations outlined in the form of field notes and document analysis. Meanwhile, 2) secondary data were obtained from a secondary source supporting primary data. The secondary data used by researchers comprised a document comprising the school's vision and mission, organizational structure, teacher and student data, and data on facilities and infrastructure at SDIT Al-Khairiyah Cilegon. Then, the researchers also conducted documentation through photographs related to this research so that the data obtained could strengthen its truth.

In the opinion of Miles and Huberman, activities in qualitative data analysis take place continuously until they are complete so that the data are saturated. Activities in data analysis in this study consisted of data reduction, data presentation, and verification or drawing conclusion. The illustration is provided in Figure 1.

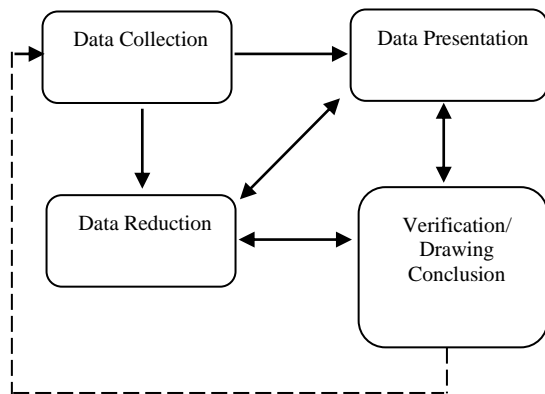


Figure 1. Miles & Huberman Model of Analysis

RESULTS AND DISCUSSION

Academics are simply one aspect of education; it also focuses on fostering moral principles. Given how crucial character education is, attempts are still being made to instill character values in students' lives (Hasanah, 2016). According to Maswardi Muhammad Amin, character education functions as an effort to develop the basic abilities of students to think intelligently, behave with morals, be moral, and do something good that benefits themselves, their families, and society (cognitive, affective, and psychomotor domains), build a multicultural nation's life and an intelligent, noble-cultured nation's civilization, contribute to the development of human life, and build the attitude of citizens who love peace, are creative, independent, and live side by side with other nations (Pawitasari et al., 2015; Marzuki, 2017).

Efforts to Develop the Disciplinary Character

The teacher's effort in developing the disciplinary character of grade IV/B students was through enforcing rules since discipline is usually associated with punishment. Punishments or sanctions here are the consequences of actions taken for disciplinary violations. Discipline like this is vital, considering that humans sometimes need to be forced (Rahmawati & Hasanah, 2021).

Then, regarding the application of exemplary discipline, according to Hasnida, exemplary discipline includes teaching, guidance (Jaga & Arifin, 2019), or

encouragement by adults, and efforts in exemplary giving (Ihsani et al., 2018).

Consistent with Gunawan's opinion, strategies for forming disciplined attitudes in students can be carried out by providing exemplary habituation, awareness efforts, supervision and control, disseminating regulations, giving punishment to students who are not disciplined, and giving gifts or rewards to students with good discipline at school (Noviana & Rahman, 2021).

Based on a study that researchers conducted at SDIT Al-Khairiyah regarding efforts to enforce regulations, on Tuesdays, Thursdays, and Fridays, researchers observed the homeroom teacher of grade IV/B admonishing students who were busy writing, scribbling on tables, and daydreaming while doing a prayer before studying. The homeroom teacher reprimanded them in good language and took the pencil that students used to scribble on the table. However, in the observations on Friday and Monday, the researchers did not see the homeroom teacher giving a reprimand because the students prayed before studying seriously. Then, on Tuesday and Thursday, the researchers again saw the homeroom teacher reprimanding and providing follow-up in memorizing hadith and writing Surah Yasin 1-10 in notebooks for students who did not bring one of the books scheduled. Then, the next day, no grade IV/B students did not bring books anymore. Furthermore, on Thursday, the researchers found male students who were not serious when carrying out the *Dhuha* prayer habituation, so the homeroom teacher immediately reprimanded these students.

During the learning activities on Tuesday, male students were chatting, and then the homeroom teacher rebuked and asked the students to come forward to re-explain the material that the teacher had delivered.



Figure 2. The teacher sanctions students who do not pay attention when the teacher explains

A few minutes later, a student said harshly to his friend, and then the homeroom teacher reprimanded the student and asked him to say *istighfar* three times out loud. Meanwhile, several students were busy drawing on Monday, so they did not notice the teacher explaining the material. The homeroom teacher also rebuked him firmly and took pictures of the students, and then he returned to paying attention to the explanation of the material that the homeroom teacher conveyed. On Thursday, because it was noon and the air conditioning in the class was not working properly, the students' focus was reduced, so the class atmosphere was a little rowdy. Then, the teacher rebuked the students firmly, and the learning atmosphere became conducive again. During the research, the researchers did not find grade IV/B students arriving late and wearing uniforms not on the schedule. Researchers also saw that students carried them out orderly during midday and Friday prayers.

Undoubtedly, enforcing school disciplinary regulations is very important because student discipline is vital to their lives. Therefore, the teacher must provide follow-up in the form of a firm warning and sanctions to students who commit violations to create good learning activities. If the results of observations made by researchers regarding the enforcement of regulations are associated with Prijodarminto's opinion that said that "In enforcing discipline, threats or violence are not the main point but firmness in implementing regulations. However, discipline is related to the consequences of punishment for actions committed against

disciplinary violations. Discipline is important, considering that humans sometimes need to be forced. The punishment given is, of course, educational.

Based on the research that the researchers have done regarding the application of exemplary discipline, the researchers saw that the homeroom teacher for grades IV/B constantly tried to get students used to saying greetings during learning activities in class and reading prayers before and after learning. Then, the researchers observed that the homeroom teacher often reminded students to dispose of trash in its place and carried out school habituation activities properly. After the Friday *ta'lim* activities, it was found that one of the students had the flu but did not use a mask, and then the homeroom teacher gave masks provided by the school. On the next day, these students were wearing masks from home, and in grade IV/B, it was seen that some students were diligent in wearing masks in class even though they did not have the flu. Every day, the homeroom teacher did not forget to remind students to wash their hands diligently and carry out pickets according to the schedule.

According to the results of observations made by researchers regarding the application of exemplary discipline, teachers continually attempted to familiarize students with greetings and leading learning activities that began and ended with reading prayers. The teacher also familiarized students with disposing of trash in its place, wearing a mask when they had a cold, washing hands, carrying out school habituation activities properly, and not forgetting to remind students to carry out pickets.



Figure 3. Students are carrying out pickets



Figure 4. Students carrying out *dhuha* prayer habituation activities



Figure 5. Students carry out clean Friday habituation activities



Figure 6. Students carry out Friday *ta'lim* habituation activities

If the findings of observations made by researchers regarding the application of exemplary disciplinary habits are associated with Tu'u's opinion, it can be understood that school disciplinary habituation activities positively impact students' lives. Developing discipline takes a long time and is felt as something that curbs freedom, but if these rules are deemed something that should be consciously obeyed for the good of oneself and others, it will become a good habit for self-discipline (Rusmiatiwi, 2018).

This opinion also aligns with Feblyna & Wirman (2020), stating that this habituation can instill good behavior in forming self-discipline in students to carry out activities independently without coercion. Habituation in applying the character of discipline is very good for students who are accustomed to discipline, not only at school but wherever they are, both at home and community (Putra & Fathoni, 2022).

According to Megawanty & Hanita (2021), continuing to try to break the chain of COVID-19 virus transmission consistently is by starting to adopt new habits; in which one way to stop the spread of the COVID-19 virus is by implementing the three M's (*Mencuci tangan, Memakai masker, Menjaga jarak*): washing hands, wearing masks, and keeping a safe distance.



Figure 7. Students are washing their hands and wearing masks

Furthermore, researchers also observed the teacher's efforts in giving exemplary. As is well known, the teacher is a figure who must be looked up to and imitated by students. Thus, the example of a teacher that students must imitate is that the teacher has a good attitude in various ways. During the observation, the researchers saw that the teacher always came to school on time, said hello when entering or leaving the room, wore the uniform according to the schedule neatly and politely, and used good language when interacting with or admonishing students. Then, the researchers saw the teacher ending the learning activities on time, namely when the bell rang, but in the first observation, he ended the lesson more than ten minutes before the scheduled time.



Figure 8. The teacher arrives early and wears the uniform according to the schedule neatly and politely



Figure 9. Students are praying before and after learning

Based on the results of observations made by researchers regarding efforts to provide exemplary homeroom by the teacher in accordance with the opinion of Ilahi et al. (2022), deeds and actions often have a stronger impact than words. Therefore, the exemplary and disciplinary behavior of superiors, principals, teachers, and administrators greatly influences the discipline of their students. For them, it is easier to imitate what they often see than hear. Hence, according to Kristiawan, the school environment (teachers and students) has a strong role in shaping children's character (Rahmat et al., 2017).

This theory is reinforced by the opinion of the Ministry of Education and Culture, which emphasizes that the role of a teacher is vital for the successful development of character education, as taught by Ki Hajar Dewantara, "*ing ngarso sung tuladho, ing madyo mbangun karso, tut wuri handayani*"; in this case, a teacher has a close relationship with his students, which includes not only

intellectual development but also the personality of each student (Sari et al., 2019).

Moreover, Tu'u argued that through training, education, habituation, and example, discipline can be fostered and will grow and develop properly through coaching since childhood (Febrianti et al., 2022).

The Role of The Teacher in Implementing the Disciplinary Character

As is surely known, an educator has a big responsibility, specifically in attitude. An educator must have good disciplinary character and be able to implement this disciplinary character in his students through existing habituation activities. Therefore, educators aim to develop the discipline character for their students to be disciplined and behave well everywhere.

Based on the researchers' interview results with (IS.W2) as the homeroom teacher for grade IV/B, (IS.W1.03), it was conveyed that currently, students already reflect the character of discipline well. According to (IS.W1.01), the character of discipline is crucial since it is the main thing in education. Thus, likening values to the order of so many, the children's character comes first, from manners, arriving on time, and wearing the uniform according to the schedule so that learning goals can also be achieved properly and shape the attitude and behavior of children.

His opinion regarding the importance of discipline is that it can shape the attitude and behavior of children. It agrees with Tu'u (in Hidayatulloh & Dwihartanti, 2018), which reveals that every student needs to respect discipline. Discipline is a prerequisite for developing attitudes, behavior, and discipline, which will help a student succeed in school and later when working.

The importance of strengthening disciplinary character values is based on the reason that now, many deviant behaviors are contrary to disciplinary norms, so disciplinary character is an essential thing to pay attention to in order to build one's character. Armed with the character values of discipline will encourage the growth of other good character values, such as responsibility, honesty,

cooperation, and others (Wuryandani et al., 2014).

Then, the effort (IS.W1.04 and 07) in developing the character of discipline in students was to try to model good behavior and speech and then optimize themselves first to become teachers who did not only teach science. It corroborates with Efendi (2018) that deeds and actions in the model often have a stronger impact than words, so the exemplary and disciplinary behavior of superiors, principals, teachers, and administrators greatly influences the discipline of their students.

Furthermore, regarding the questions that the researchers asked several informants: (IS.W1.06), (RL.W4.06), (TA.W2.06), and (MA.W3.05) regarding the teacher's attitude in giving examples of discipline, it was conveyed that the teacher is a figure who must be looked up to and imitated in every speech, behavior, way of dressing. (IS.W1.06) gave an example: when he was writing on the blackboard, grade IV/B students liked to imitate him; then, students also occasionally liked to repeat what IS said. This opinion agrees with Masrum (2017) that teachers as educators must have individual quality standards, such as responsibility, authority, independence, and discipline. The teacher is also obliged to seek students' behavior, character, values, morals, and conscience as human beings who believe in God Almighty and have noble character through education (Muspawi, 2021).

Additionally, the researchers asked several informants questions about the school's support for developing disciplinary character. (IS.W1.08), (RL.W4.08), (TA.W2.08), and (MA.W3.07) explained that school facilities had provided good support for student activities in the new normal era by improving facilities and infrastructure, preparing hand sanitizers in every class, masks, and hand washing soap, and working with the public health center to carry out outreach and vaccinations.

Some of these opinions agree with Istiatin et al. (2021) who said that the new normal is often used when entering new conditions, implementing new habits after being free from an epidemic or facing situations that require adapting to new habits

or behavior. In this case, one way to prevent the spread of the virus is to get vaccinated.

Then, (TA.W2.09) stated that the habituation activities at SDIT Al-Khairiyah consisted of the habituation of *dhuha* and *tadarus* prayers before learning activities, congregational midday prayers, and various Friday activities (clean Friday, Friday *taklim*, and healthy Friday). (MA.W3.09 and 10) also emphasized that students had complied with the rules properly, even though to arrive on time, some children still came late. The reasons that students often gave included that they wake up late so that these students get a warning and sanction in the form of carrying out the *dhuha* prayer habit in front of the picket room, where their names were then recorded in a special book, so they did not repeat it. In addition, when students did not pay attention to the teacher explaining, the teacher would give sanctions.



Figure 10. Students who arrive late are given sanctions to carry out *dhuha* prayers in the lobby

Some of these opinions are consistent with Soengeng Prijodarminto's opinion quoted by Tu'u in *Peran Disiplin pada Perilaku dan Prestasi Siswa [The Role of Discipline in Student Behavior and Achievement]*, that in enforcing discipline, threats or violence are not the main point, but firmness in implementing. In addition, according to Hadisubrata, to inform and educate students regarding the unpleasant consequences of the actions committed, punishment is needed to control disciplinary behavior. However, a child or student can be disciplined in various ways (Prabowo, 2021).

Moreover, regarding the existence of peer support, because humans are social

beings, everyone must have friends in their lives. While the researchers were conducting research in grade IV/B, it was seen that students liked to share with their friends, and the researchers never saw students in grade IV/B fighting. In the full-day learning activity, (IS.W1.12) said he still encountered several students who did not bring one of the books on schedule. Then, the follow-up was that the students were asked to record in another book, and then they copied it into the book according to the subject at home. If so, it was shown to the teacher as proof that he had indeed copied it in the next lesson. In addition, (IS.W1.12) stated that students who had the flu sometimes did not wear masks because they saw their friends who had the flu also did not wear masks either. That way, (IS.W1.12), as the homeroom teacher for grade IV/B, immediately reprimanded and gave the students masks.

According to (TA.W2.15), as a student teacher, social friendships affect a person's character, and there is a saying that if someone befriends a perfume seller, he can smell good too. Thus, indeed, friendship can color a person's character. Therefore, it is hoped that the students here will all have good character so that all of them are friends and no one transmits bad character.

The results of interviews with (IS.W1) as a homeroom teacher of IV/B and (TA.W2) as a student teacher agree with the result of Fernandez et al. (2021) that the environment can also influence a person. When a person is disciplined, he can be influenced by that environment. It is also reinforced by Soegeng Prijodarminto's theory that discipline can be developed in the smallest groups, organizations, or individuals (Rahayu & Haryanto, 2017).

Discipline Character of Students during the New Normal Era at SDIT Al-Khairiyah, Cilegon City

After the researchers observed the efforts to develop the disciplinary character of students and the teacher's role in implementing the disciplinary character of students in the new normal era, the researchers then used two data collection techniques to look at the development of the disciplinary character of students in the new

normal era: interviews with homeroom teachers of grade IV/B and observations of grade IV/B students during and outside of learning activities.

Based on the results of interviews with the homeroom teacher of grade IV/B regarding the development of students' disciplinary character through habituation activities, (RL.W4.14) explained that at SDIT Al-Khairiyah, there are rules; if schools do not have rules, learning activities will be difficult to carry out properly. However, (IS.W1.17) and (MA.W3.14) said that some students still committed violations, but more still obeyed the rules. Similar to what the researchers saw when making observations, grade IV/B students always arrived on time, but there were still other students who were late, did not bring one of the books on schedule, and did not wear a mask when they had a cold. The opinions of (IS.W1) and (MA.W3) align with the theory of Tu'u (in Rauqillah et al., 2018) that when the rules that apply in schools are strictly implemented properly, there are bound to be students who commit violations, whether purposely or accidentally.

Then, (TA.W2.19) said that not all violations were immediately sanctioned; thus, it was in the form of a warning first, but if a student violated it three times in a row, he would be given a sanction. (RL.W4.18) also stated that for students who arrived late, they would perform *dhuha* prayers separately with friends, i.e., in front of the picket room, supervised and recorded by the picket teacher.

Meanwhile, (IS.W1.20) said that students who did not bring one of the books according to schedule would be penalized for writing Arabic. Giving these sanctions impacted students so they did not repeat the violations committed. Several sanctions that some informants gave to students are in line with the theory of Tu'u (in Rauqillah, 2018), i.e., when school rules usually contain positive things that students must do, without consistent and consequential disciplinary sanctions, it will be confusing and give rise to dissatisfaction and a sense of unfairness for those who are already disciplined. Sanctions are expected to have educational value, where students realize that wrong actions will bring

unpleasant consequences and must be borne by them.

The punishment implementation in terms of giving educational punishments is necessary to form a disciplinary character for students. Punishment is also an educative act in the form of an educator's actions carried out consciously by their students for the violations they have committed in accordance with the principles and values of education. Hence, students are aware of and avoid unwanted violations and mistakes or be careful in doing something (Fadilah & Nasirudin, 2021). Thus, it is hoped that there will be no more of the same or other violations.

Additionally, the results of interviews with the homeroom teacher for grade IV/B were related to creating conducive learning activities. (IS.W4.22) stated that the problem often experienced in the classroom was that students found it difficult to pay attention or were engrossed in playing alone and chatting during learning. What was conveyed by (IS.W4.22) is in harmony with what the researchers saw when making observations, where students made noise in the classroom atmosphere since the air conditioner was not working properly, said harshly to their friends, and chatted, so they did not pay attention to the teacher explaining the material. What was stated by (IS.W4.22) also agrees with Tu'u's theory (in Rauqillah et al., 2018) that without good learning discipline, it will make the classroom atmosphere is unpleasant for carrying out learning activities because good learning discipline can create a calm and orderly learning atmosphere.

For the method used by the homeroom teacher to overcome existing problems, (IS.W1.24) asked questions about the material just presented to students who were not focused and chatting and did not pay attention to the teacher, where it could restore the children's learning focus. In addition, using various methods was also more innovative so that students became interested in paying attention to the teacher's explanation. What was conveyed by (IS.W4.24) concurs with T D. Marimba's theory quoted by Helmawati in *Pendidik adalah Model [Educators as Models]*, believing that educators have the responsibility to guide and understand the

needs or abilities of students, create a conducive environment for the educational process to take place, add and improve the knowledge they have to be transformed to students. One of the teacher's duties is instructional, where the teacher designs and implements the teaching program that has been prepared and ends with evaluation activities after the program implementation.

Furthermore, while the researchers were making observations in grade IV/B regarding the formation of an exemplary attitude towards students, the researchers saw that students always arrived on time, wore uniforms, brought books according to schedule, disposed of trash in its place, washed their hands diligently, said hello when entering or leaving class, did assignments given by the teacher, carried out pickets, were orderly when praying and carrying out habituation activities, and followed the applicable rules at school. Even though two or three children still did not practice them, it was not every day.



Figure 11. Students throw trash in its place



Figure 12. Students are working on a given task

If the results of observations made by researchers regarding the formation of exemplary attitudes in students are associated with the opinion of Maman Rachman, students learn how to live with good habits for themselves and the environment (Putri & Mufidah, 2020).

CONCLUSION

Based on the results of the discussion of research conducted using data from observation and interview collection techniques that the researchers described regarding the teacher's role in developing the disciplinary character of students in the new normal era at SDIT Al-Khairiyah Cilegon City, it can be concluded:

Efforts to develop the character of discipline in grade IV/B students in the new normal era at SDIT Al-Khairiyah carried out by teachers included enforcing the agreed rules by reprimanding and imposing sanctions on students who violated the rules; applying exemplary habits, such as saying greetings, reading prayers before and after learning, washing hands, disposing of trash in its place, praying *dhuha* and midday prayers in congregation, and carrying out pickets according to schedule; setting a good example for students by greeting, arriving on time, dressing neatly and politely, wearing the determined uniform, using good language, and supervising the progress of students in the school environment.

Efforts to develop the disciplined character of students certainly could not be separated from the teacher's role since the teacher is a role model for their students. Hence, the teacher continuously attempted to set an example of discipline, one of which was by arriving on time. Then, the school provided support, such as improving school facilities and infrastructure, working with public health centers to provide socialization and vaccination to students to prevent the spread of the COVID-19 virus, and the existence of support from friends in developing students' disciplinary character.

Therefore, students could develop the character of discipline in the new normal era by re-doing the habituation activities found at SDIT Al-Khairiyah to routine these habituation activities in their daily lives. It

could be seen that students had performed *dhuha* and midday prayers in congregation, *tadarus*, disposed of trash in its place, washed their hands, wore masks when they had a cold, said greetings when entering the room, read prayers before and after learning, and carried out pickets according to the schedule.

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