

ANALYSIS OF TEACHER'S AUTHORITY TO DISCIPLINE VB CLASS PARTICIPANTS AT SDN 3 MONUMENT TASIKMALAYA

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Abstract

Discipline during the learning process is crucial to achieve the desired learning objectives. However, the reality is that there are still students who lack discipline during the learning process. Therefore, the teacher's authority is essential to achieve a high level of learning discipline. This research focuses on the characteristics of teacher authority: (1) neat appearance, (2) ability to reprimand students, (3) performance in facing problems, (4) enforcer of discipline, (5) as a role model, and discipline during the learning process, namely: (1) speaking when the teacher is explaining, (2) inability to stay seated when the teacher is checking students' work, (3) not completing tasks/exercises within the specified time. This research aims to determine the efforts of teacher authority to discipline students. The research method used is qualitative descriptive research. In this study, data collection techniques used by researchers include observation, interviews, and documentation. Based on the observations and interviews conducted by the researcher on the students, the results obtained include: (1) talking outside the learning discussion, (2) disturbing other students, (3) not completing tasks. Regarding teacher authority, the teacher already possesses the mentioned characteristics and makes efforts mentioned to discipline students during the learning process.

Keywords: *authority, discipline, efforts*

1. INTRODUCTION

Law of the Republic of Indonesia Number 14 of 2005 Article 8, teacher competence includes: personality competence, pedagogic competence, social competence, and professional competence that will be obtained if you attend professional education. Personality competence explained in Law No. 14 of 2005 concerning Teachers and Lecturers, personality competence is the ability of a steady, noble, wise, and authoritative personality and an example for students.

One of the personality competencies mentioned from the explanation above is authoritative. According to Rohmad, (2019) the term "Gezag" comes from the Dutch word "Zaggen" which can be interpreted as "said." A person who has the power of words that is able to bind others, can be considered to have authority or *Gezag* towards others. In the Big Indonesian Dictionary (KBBI), authority means the nature to be able to master, influence, and be respected by others through attitudes and behaviors that contain leadership and are full of attractiveness. Furthermore, authoritative means having authority that is respected and obeyed. Then the meaning of authority is a matter concerning authority, which has the authority properties mentioned above (KBBI, 2016). Prestige gives rise to respect that grows not out of fear, but rather out of respect.

As educators, teachers must have authority in the learning process in the classroom and in activities outside the classroom. Authority is an undoubted requirement in education and must be possessed by every teacher. Without authority, education cannot be carried out, "Because of authority, all forms of guidance provided by educators will be accepted voluntarily by students (Qoriyati, 2020). " Teachers are said to be authoritative if they have the following characteristics:

1. In appearance, the teacher must be presentable.

Neatly dressed refers to the dress code in an orderly, clean, and in accordance with social norms or the demands of certain situations. This includes the selection of appropriate clothing, the care of clothes, and the appearance that gives a sense of order and modesty. The use of neat clothes is often considered a form of ethics and manners in appearance.

2. Can reprimand their students.

Being able to reprimand students is the ability of an educator or teacher to give constructive reprimands or criticism to students with the aim of correcting behavior, improving learning, and helping them grow and develop. This reprimand is usually done when students exhibit behavior that is not in accordance with the norms, rules, or values expected in the learning environment. Reprimanding learners can involve polite use of words, pedagogical approach, and paying attention to the student's context and mood. The goal is not to punish, but to provide an understanding of the consequences of the behavior, encourage self-reflection, and stimulate positive change (Hendrawan, 2018)

3. Performance in the face of problems.

Performance is the result of habits that arise from standards and work plans that a teacher has. Teachers who are smart and able to deal with problems will appear to have authority compared to teachers who look confused and rarely provide solutions to a problem. Usually, this performance is reflected in assertiveness, intelligence, politeness, consistency, honesty, and the ability to always provide solutions when faced with problems.

4. Discipline enforcers.

The teacher is the running rule, as the organizer of the procedure, and also serves as a leader who is ready to provide coaching if any student violates the rules. In addition, teachers also act as judges who must give as fair a decision as possible for participants who violate the rules (Rahayu, 2018).

5. As a model and example.

Being a teacher figure as a model and example is the main aspect that must be firmly held in the learning process. If a teacher no longer views his role as an example for his students, this can reduce the level of involvement and effectiveness of learners in learning. Thus, everything possessed by a teacher will manifest (can be seen by the eye and felt) through his humble attitude, behavior, and personal character which will be an example and example for his students (Kandiri &; Arfandi, 2021).

During learning, a teacher who has authority is able to guide his students to have a good level of learning discipline. Meanwhile, the effectiveness of the learning process

can be hampered if teachers do not have authority over their students. The existence of teacher authority can create order, create an atmosphere of calm and order during the learning process. Without the authority of the teacher, the task of the teacher to monitor and guide students towards achieving the desired learning objectives will be difficult. The authority of teachers can produce great results for learning disciplines that can be absorbed by students. Thus, the attitude resulting from an authority to students is a disciplined attitude or can be said to be discipline in students.

Discipline is discipline in schools (KBBI, 2016). Furthermore, discipline is accuracy or correctness in following orders or game rules that have been agreed. "Discipline is a state that is formed and honed through a series of actions that reflect values such as obedience, conformity, loyalty, order, and order" (Endriani, 2020).

In fact, in elementary schools there is still a lack of discipline during the learning process, students tend to ignore discipline because they do not understand the importance of discipline. His desire to be free with friends, for the reason of asking something even though it is cool to chat discussing outside the discussion during the learning process. In the learning process, diplinness becomes a common problem, this is common in many schools, for example:

- a. There are still learners who talk to friends while the teacher is giving an explanation.
- b. There are still students who cannot stay still in their seats when the teacher is checking the work of students.
- c. There are still students who do not complete the task / exercise according to the time limit set by the teacher.

The authority of the teacher is very important to define students. Because with the existence of authority which means to say, teachers can motivate, build trust, and create student interest by saying softly using good language and acceptable to students, so that students are able to realize their mistakes and respect and appreciate teachers willingly. But this is adjusted to the students, when the teacher is telling about his mistakes, and the students resist disrespectfully, then the teacher must say good and act decisively, so that the students do not repeat similar mistakes.

This study has a specific focus on the characteristics of teacher authority to discipline students who have not been adequately covered in previous studies. By narrowing this focus, researchers hope to provide more in-depth and relevant insights. Researchers are interested in conducting a study, especially how the efforts (authority) of teachers can discipline students in the learning process. This research has the potential to bring positive impacts on schools, the environment, communities, and certain industries. By identifying the characteristics of teachers' authority to discipline students, researchers hope to provide recommendations that can improve the current situation and support positive change.

Based on the description of the problem above, the purpose of this study is to analyze the authority of teachers to discipline VB class students at SDN 3 TUGU.

2. IMPLEMENTATION METHODS

This research method uses qualitative descriptive research, because this study aims to describe how the authority of teachers and student discipline during the learning process takes place. The subjects in this study were female teachers of class VB and 3

students who had low discipline at SDN 3 TUGU. While the objects in this research include; (1) the authority of VB class teachers during the learning process, and (2) the discipline of VB class students during the learning process. In this study the data collection techniques used by researchers are observation, interviews and documentation. The type of data used in this study is primary data.

The data obtained from the results of the study were reduced first. (Rijali, 2019) stated "Data reduction is a selection process, paying attention to simplifying, abstracting and transforming rough data that arises from written records in the field". Furthermore, display data, display data is a step in tidying up information in a structured manner with the aim of obtaining conclusions from research results.

In this study, the form of data presented is description data that describes the authority of teachers and the discipline of students during the learning process. Furthermore, conclusion and verification "Drawing conclusions is the final step in data analysis, where researchers consider data reduction and focus on problem formulation and research objectives. Conclusion drawing and verification is an analysis process carried out by someone at the beginning of data collection, which will then be decided whether it is meaningful or not (Sugiyono, 2017). Data on teacher authority and student discipline are interpreted and then analyzed to obtain conclusions.

3. RESULTS AND DISCUSSION

A. Based on observations and interviews with 3 students.

1. Results and discussion of the initials N.P.A

a. Speaking while the teacher is explaining

N.P.A talked / chatted outside the discussion of learning took place when interviewed what he chatted about was planning to play for the next day or the latest trending on his social media such as TikTok. The underlying reason is that N.P.A is not focused on learning.

b. Can't stay in the seat when the teacher is checking the work of his students.

N.P.A interrupts learners who have not done assignments/exercises and walks around aimlessly (just to interrupt).

When interviewed, the underlying reason he did so was annoyed, waiting for the unfinished.

c. Not doing tasks / exercises according to the predetermined time.

N.P.A doesn't do the task because he doesn't understand what he has learned, sometimes what is explained about the exercises is different.

2. Results and discussion of the initials P.M.R

a. Speaking while the teacher is explaining

P.M.R talked / chatted outside the discussion of learning took place when interviewed what he chatted about was horror chat.

The underlying reason is that P.M.R is not focused on studying. Can't stay in the seat when the teacher is checking the work of his students.

b. P.M.R interrupts learners who have not done assignments/exercises and walks around aimlessly (just to disturb).

When interviewed, the underlying reason he did so was annoyed, waiting for the unfinished.

- c. Not doing tasks / exercises according to the predetermined time.
P.M.R didn't do the assignment because he didn't understand what he had learned.
 3. Results and discussion of the N.A.R
 - a. Speaking while the teacher is explaining
N.A.R talked / chatted outside the discussion of learning took place when interviewed who chatted about telling friends. The underlying reason is that N.A.R is not focused on learning and does not understand.
 - b. Can't stay in the seat when the teacher is checking the work of his students.
N.A.R interrupts learners who have not done assignments/exercises and walks around aimlessly (just to interrupt).
When interviewed, the underlying reason he did so was annoyed at waiting for the unfinished because N.A.R. had already finished doing the task.
 - c. Not doing tasks / exercises according to the predetermined time.
N.A.R did the assignments and exercises he received because he realized that not doing the tasks would have consequences
- B. Based on the results of observations and interviews with female teachers with the initials L.M about the authority contained in their characteristics, namely:
1. Well-groomed
Neat appearance here researchers use indicators that produce the teacher's clothes are clean, not stained, neat clothes, fragrant, do not smell musty / sweat, do not wear clothes that fade in color, matching clothing colors, not tight, do not wear excessive makeup, wear plain socks, clean shoes and not high (high heels) do not wear excessive jewelry and wear a neat hijab with a brooch in the middle of the hijab.
According to him, in this day and age neat clothes are a way for us to be appreciated, when our appearance is not neat we will be underestimated. And as a teacher must model for his students so that they can be imitated and applied to himself, namely students.
 2. Can reprimand students
When the learning process continues, teachers can reprimand students who go in and out without permission, make noise, do not do pickets, when teachers are explaining students speak outside the discussion of learning, cannot stay in a seat when the teacher is checking the work of students, and reprimand students who do not do assignments / exercises.
This is done by the teacher so that the learning process can take place and achieve the desired goals. Reprimanding must be adjusted to the character of the students, some must be gentle and some must be firm, then the way to reprimand is adjusted to the agreement before learning and the teacher makes rules suggested by his students, deliberated, considered severely / not the consequences so that students do not become afraid of the teacher and still want to learn. According to him, the most effective way when explaining there are students who chat, the teacher usually does a silent action immediately (stop explaining / talking), after the teacher does

this, the students are silent and realize that they are wrong to chat when the teacher is explaining. As for when students cannot stay still in their seats during learning, they are given stars when they reach 4 stars and make the same mistake, students will receive agreed consequences, for example, in fines or do additional pickets the next day, join the picket squad that day and remain with teacher supervision.

3. Performance in dealing with problems

When there is a dispute, the teacher separates the disputing students, identifies problems / problems, provides solutions and resolves problems so that learning can take place again.

4. Discipline enforcers

As those who make rules that have been deliberated with students, when students are disciplined, teachers give verbal and nonverbal appreciation that makes students maintain their discipline and to be an example for their friends. And teachers must remain firm in carrying out the agreed consequences when students violate the rules for far-fetched reasons.

5. As a model and role model

Researchers see that the teacher provides an example that can be an example and imitated by his students from the way he speaks manners, gentleness, giving examples of eating and drinking well, dressing well, greeting other teachers, saying excuse me, apologizing when wrong with students, saying help when he needs help and thanking when he has been helped by his students.

C. The relationship of authority to discipline students

Meanwhile, the discipline of learning students can arise from their introduction to the teacher. Learners will perceive the teacher as an example who needs to be followed in his behavior and speech. However, it should be emphasized that using power is not a good way to shape academic discipline in learners. The existence of teacher authority can be seen from the characteristics of teacher authority described above.

True authority can be achieved through the formation of personality. This personality is formed through various life experiences. Achieving a strong personality involves patience, responsibility, discipline over time, openness to guide and help learners, and uphold the value of honesty.

Learning discipline is an attitude that should be possessed by students, both in the school environment and outside the school. Discipline has a very important role in the context of learning, and the success of the learning process cannot be separated from discipline. However, not all students are able to maintain the level of discipline in accordance with expectations, this depends on the awareness of each student and the extent of the teacher's role in enforcing regulations.

A teacher who has authority is generally a teacher who has reached a level of professionalism with long teaching experience. This teacher can be used as an exemplary example because he has a good personality and communication skills. The authority of the teacher allows the teacher to be respected, respected, and obeyed by students to his orders and prohibitions. Authoritative teachers tend to be able to create a disciplined learning environment, while conversely, teachers who are less

authoritative can cause low levels of student discipline. Therefore, the authority of the teacher plays a key role in determining the level of learning discipline of students.

4. CONCLUSION

Based on the results of research and discussions that have been carried out by researchers regarding the authority of teachers to discipline students in the VB class of SDN 3 TUGU. It can be concluded that:

1. When students speak while the teacher is explaining, the effective solution is that the teacher stops explaining for a moment to create a quiet room.
2. When students are not still in their seats, the solution is to give stars to students who violate the rule agreement.
3. Not doing the task / exercise according to the specified time, the solution is to ask first what is the reason when the reason exists and not entering will have to carry out the consequences.

The first authoritative effort to discipline students must be done as a model and example so that students can emulate and follow what is done by the teacher, then the teacher discipline enforcer must establish rules that are made in consultation with their students, the teacher must be able to reprimand his students who deviate and reprimand him even in accordance with the character of the students, Performance In dealing with problems when students experience unwanted things at school, teachers must try to make solutions to deal with these problems.

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