

The Role of Islamic Religion Teachers in Improving Student Discipline during the Pandemic

Yayat Suharyat¹, Karsuhanah², Nomin³

¹ Universitas Islam 45 (UNISMA), Bekasi West Java, Indonesia; yayat_suharyat@unismabekasi.ac.id

² Universitas Islam 45 (UNISMA), Bekasi West Java, Indonesia; karsuhanah445@gmail.com

³ PTDI Sekolah Tinggi Transportasi Darat, Bekasi West Java, Indonesia; nomin@ptdisttd.ac.id

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ABSTRACT

The purpose of this study is to identify the efforts of Islamic teachers and Budi Pekerti to instil disciplined attitudes in their students. This study focused on primary school and used qualitative research, case study methods, and research processes that generate descriptive data in the form of written or verbal data from people and observable behaviour as research subjects. It is concluded that the efforts of Islamic religious education and morality teachers to train students include maximizing the teacher's role both within the curriculum and in extracurricular activities. During the initial awareness of learning, disciplining students by keeping them focused on learning, disciplining students by providing guidance, and motivating teaching by inviting enthusiastic students to learn. In a co-curricular framework, this is done by assigning additional assignments and assessments after home visits for learning (post-testing). Supportive factors come from inside and outside the school. Barrier factors include minimal facilities, limited teachers, technical stuttering, low student motivation, the economic level of the community, and a limited school budget. Teachers and other stakeholders are expected to support various school programs to build discipline.

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Corresponding Author:

Yayat Suharyat

Universitas Islam 45 (UNISMA), Bekasi West Java, Indonesia; yayat_suharyat@unismabekasi.ac.id

1. INTRODUCTION

The Covid-19 pandemic has brought significant changes to the sustainability of our way of life, both in the economic and political spheres. Even the biggest impact on talent quality is a major change in education policy. This policy is contained in Department of Education Notices, namely (1) Department of Education Notice No. 4692 / MPK; A/HK/2020 On Online Learning Systems and Home Offices in the Context of Preventing the Spread of COVID-19, (2) Minister of Education, Culture, Sports, Science and Technology Circular No. 4/2020 on the Implementation of Education Policy in the COVID-19 Crisis. Two Circulars make it imperative to study at home during the COVID-19 emergency.

A School from the Home policy is also in place to reduce the transmission of Covid-19. Schools were closed, and online learning was implemented. This is certainly not easy for teachers and students to implement and requires parents and teachers to work together to guide students, especially those who are still in kindergarten or primary school. While schools were closed, students used social media to continue their studies and learn more about the COVID-19 outbreak. Supporting the success of distance learning (Radwan, 2020), also known as e-learning, therefore requires collaboration with parents during the pandemic. In the event of technical difficulties, parental presence may be the student's companion (Ferraro, 2020).

E-learning is a teaching and learning process that uses networked electronics to deliver content, interaction, or facilities. However, the effectiveness of e-learning depends on students' discipline in managing their learning activities outside the classroom, At home or in public places. Self-discipline is an attitude or behaviour related to your ability to control your feelings and desires for something. This is also the ability to improve and overcome weaknesses. Undoubtedly, the discipline element is very important for success in life and should be applied early in order to become a life habit. Student self-discipline has been shown to have a significant impact on academic performance. Even discipline combined with self-control is defined as the ability to resist inappropriate reactions in achieving higher goals and to consciously perform actions and keep moving in order to achieve success. A positive effect on improving student academic performance was examined (Anila & Dhanalakshmi, 2016; Duckworth, A., & Seligman, 2005; Waschull, 2005). Focusing on desired goals requires self-discipline that must be applied in the lives of students. From a student's perspective, self-discipline means focusing on activities that help you achieve academic success, such as studying. Students' academic challenges are mostly related to gaming activities, and watching entertainment programs on TV and connecting with friends on social media is certainly more fun than studying. On the other hand, students must spend more time on academics than on recreational activities in order to improve their superiority (Duckworth & Seligman, 2006).

Discipline is one of the characteristics formed through habituation at home and at school. The formation of the character of these learners becomes very important because the character is a special sign or trait and therefore gives birth to the view that character is a pattern of behavior of an individual nature, the moral state of a person. Furthermore, the importance of student character development is included in Article 20, paragraph 2, paragraph 1 (1) of the Regulation of the Minister of Education and Culture of the Republic of Indonesia, 2018, on Strengthening Character Development in Formal Education Units. Personality development, especially religion, honesty, tolerance, discipline, hard work, creativity, independence, democratic, values, curiosity, national spirit, love of the motherland, respect for achievement, communication, peace-loving, reading, enthusiastic, caring about the environment, cares about social issues and takes responsibility.

The above student character-building activities, coupled with the precarious situation of the pandemic, have led to a lower level of student discipline, making it another part to investigate. The phenomenon that occurred at SDN Gembongan 1 Banyusari, Kabupaten Karawang, Jawa Barat, during the initial observation of learning during the Covid-19 pandemic, it was seen that students often did not participate in online learning, were lazy to do and collect assignments, when many video conferences were late, turned off the camera and were not active during the learning. From the practice of religious teachings, students were found who did not timely perform prayers and did not pray before starting learning. From this comes the thought and contemplation to make the learning of Islam and Ethics make students interested and actively follow. For this, in addition to the need for creative and innovative online learning tricks and strategies, it is also important to prioritize fun learning methods.

However, various obstacles to online learning have been stated in previous studies. As the results of the following research, online learning currently focuses more on the cognitive realm and pays less attention to the affective realm, so the result charged by the online learning system is that students get knowledge in the form of concepts and then apply it in psychomotor form. To acquire the affective realm, the teacher needs to instil good character in his students in each subject. Internalization of the

character of the discipline can be carried out by habituation in life. (Kandidus, 2022) . Research conducted at SDN Panjer, Kebumen, Central Java, showed that the learning discipline of high-grade students was running poorly during the pandemic, marked by the discovery of violations of learning discipline, including due to family actors. One of the efforts made is to tell students to follow the school rules. Although there are still obstacles experienced, efforts have been made (Calista, 2020). The same results were also obtained (Rahayu et al., 2022) during learning activities from home carried out by grade V students of SD Negeri 2 Gereba, Kuningan, West Java, students committed many violations, namely: using study time to play, and not doing assignments sometimes not collecting assignments on time.

During the pandemic, student study discipline has declined, resulting in lower academic and non-academic performance in the 2020-2021 academic year compared to the 2019-2020 academic year. Impaired learning outcomes include knowledge, skills and psychology (Rahman, 2021). The results demonstrate the importance of understanding educational staff in terms of innovation in educational design and the nature of online learning during the Covid-19 pandemic.

Another view may also provide clues. This means that the success of online learning in high-level classes relies heavily on several built-in components such as B. Students, Educators, Resource Availability, and Technologies Used. Some of the shortcomings of online learning—learning, limited internet access, and lack of social interaction—are unique challenges for educational institutions and stakeholders (Hermanto & Srimulyani, 2021). This view has provided hope that integrated understanding allows for a small distortion of learning in this pandemic period. The results (Yustina et al., 2021) showed that the improvement of discipline and critical thinking skills in a lesson mat a lesson in grade III of SD Kanisius Kalasan can be improved through a contextual approach during the Covid-19 pandemic. Likewise, the results of the study (Nurfatimah et al., 2020) showed that student activity during online learning is increasing if it is done in an appropriate and attentive way to students.

Based on the experience of the first semester of the 2020/2021 school year, many teachers have difficulty in realizing the character of discipline, especially in terms of using learning applications that can touch the affective side of students. Online learning also has its own challenges for parents, and they are required to always guide and accompany children in learning. The role of parents in the process of children's education is still a problem in the child's learning process. Based on the facts, parents do not play an active role in school programs because of their busy work. Parents' role at home and school has not been carried out to the fullest. In online learning during the Covid-19 pandemic, teachers can only monitor students' character through the tasks they do and their discipline during virtual meetings, while parents are the determining factors for the success of internalizing the character of discipline because parents directly supervise children learning at home.

The situation indicates that studying Islamic religious education is expected to continue to play a role in housing student disciplinarians during the Covid-19 emergency. With all its limitations, Islamic teachers, as persons responsible for the development of the religious character of their students, should deeply consider the role of the student in relation to strategies for instilling religious behaviour and learning discipline need to do it.

2. METHODS

This study uses a qualitative research method using a case study approach. This study analyzes and describes learning discipline in grade IV students of SDN Gembongan 1 Banyusari, Karawang, West Java. In addition, this study also describes the teacher's efforts to instil learning discipline and the obstacles faced by teachers in instilling learning discipline in high-grade students and the implementation of learning discipline for grade IV students at SDN Gembongan 1 Banyusari.

The data collection techniques used in this study are observations, interviews, and documentation. The data sources are from the principle, Islamic education teachers, class teachers and students' parents. In this study, researchers used semi-structured interviews to ask what the student's learning discipline

was like, what factors influenced learning discipline, and what the discipline and teacher constraints were at the onset of the student's learning discipline.

Data validity uses triangulation techniques both for data sources consisting of school leaders, teachers, parents, and students and for data collection tools including Observe, interviews, and documents. Triangulation is used to reconcile and integrate research results obtained from his two sources of triangulation, giving the data a valid and reliable state and presenting further as research results. Data triangulation techniques are used to obtain more accurate and meaningful data by comparing and distinguishing the results of data collection from both the data sources and the data collection techniques used. Data Analysis Techniques in This Study The researcher used her three phases of data analysis: data reduction, data display, and data validation to make the study results easier to understand for all constituencies.

3. FINDINGS AND DISCUSSION

1. Discipline Students Learning From Home

(Lestari & Miftakhul'Ulum, 2020) revealed that the indicators of learning discipline during the Covid-19 pandemic are divided into four forms of discipline, namely; (1) discipline present in online classes, (2) discipline in dressing (3) discipline in learning by activating the camera (4) discipline of Collecting Assignments. A rule that will be made and established will certainly bind and force those around him to obey and follow and implement it properly and correctly.

Given the current situation, namely the Covid-19 pandemic, students are forced to carry out more of the learning process at home. Learning regulations during the pandemic regarding student discipline at home will ensure that students are bound and regulated in the learning process. The teacher only instructs the student to do this correctly when studying at home and asks the student's parents for supervision help to ensure that the child learns and completes well and properly during the training (Makurius, 2021).

Based on the results of interviews with Islamic teachers about student discipline in participating in Islamic religion learning during the Covid-19 pandemic, namely in grade IV students totalling 24 students, a sample of 10 students, can be seen in the table below.

Table 1

The results of interviews with Islamic Religious Education teachers on student discipline

No	Indicator	Skala Likert				Total
		Very Often	Often	Infrequently	Never	
1	Students attend on time at online classes	0	3	5	2	10
2	Uniformly Dressed Students	8	2	0	0	10
3	Student Discipline learning and activating the camera	0	2	5	3	10
4	Students on time collect assignments	0	4	6	0	10

Source: The results of an interview with an Islamic Religious Education teacher on student discipline

From the table above, we can see that the discipline of students who participate in home learning is not very good. Students are never on time for study, they rarely turn on their cameras, and when collecting assignments, they are often late.

Islamic Religious Education teachers try to discipline their students by inviting and encouraging students to study orderly according to schedule, based on the teacher's instructions, it is also timely in completing learning tasks. On the other hand, to facilitate the implementation of extracurricular activities, teachers are always on time in teaching according to scheduled assignments. Each teacher

has obtained a well-made schedule (planned, scheduled, and valuable) by looking at the teacher's preparation in formulating the Lesson plan. The lesson plan can be used as a measure of teaching success because the completeness of the lesson plan includes components of learning objectives, teaching materials, teaching methods, and evaluation of learning outcomes for students. A lesson plan will always be the main reference in teaching and learning activities.

Other efforts made to instill a disciplinary attitude in students include: (1) Prayerfully discipline students before learning. Prayer is an introductory activity that teachers do to prepare students to be mentally and psychologically focused and disciplined. It is hoped that students who are willing to learn will become more disciplined and harmonious. (2) By training the student during the first awareness of learning, the training of the student in learning is greatly influenced by the teacher on the student from the very beginning of learning. From here, teachers can identify situations when they are dissatisfied with the behavior of their students during learning, even those who are already known to be lazy, or when their behavior sometimes interferes with the learning taking place. Predictable.

Concentrating and focusing on the time of study is the key to successful learning. From this, it means that the teacher has prepared his students for the core activities, which are to bring the mind, heart and learning climate of the students to enter and enjoy the learning atmosphere from the beginning to the end of the lesson. First, by listening to learning objectives, students are stimulated to focus on the material presented and introduced to the learning environment. Teachers also enforce student discipline through counselling and motivation during lessons. An invitation to learn with enthusiasm and interest the teaching methods that are constantly being enhanced with online learning. There are many factors that influence students to actively participate in online learning, such as fear of poor grades, fear of being reprimanded by teachers, and invitations from friends. These things affect their interest in learning. Based on this, teachers should encourage students to become confident and active in their learning. This condition highlights the importance of the teacher's role in influencing students through discipline and old age, as well as the invitation of friends.

2. Factors supporting and hindering the efforts of Muslim teachers to instil in their students a disciplined attitude towards learning.

The role of parents is very important in accompanying children's learning when at home, which is currently learning online (Risalah et al., 2020). The implementation of learning from home is carried out remotely. It certainly brings out a very different atmosphere because usually, teachers and students meet and socialize in person. In online learning, the teacher only directs students to be able to carry it out properly while studying at home and asks the parents of the students for help to supervise their children while studying so that they learn well and correctly and complete it (Makurius, 2021).

The barriers to home learning, based on the results of interviewing parents of 14 students during home visits, are presented in the table below.

Table 2

The results of interviews with parents of students about learning from home

No	Indicator	Likert Scale				Total
		Very Often	Often	Infrequently	Never	
1	Accompany the child to study during learning from home	7	5	2	0	14
2	Always remind children to take part in online learning	8	5	1	0	14
3	Always remind children to do assignments	8	6	0	0	14

4	Reminding children to dress in school during learning from home	9	5	0	0	14
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Source: Interviews with parents about learning from home

The table shows that parents are very concerned about their children's discipline during learning from home. This can be seen in parents who always accompany their children to study, remind them to follow the learning, do tasks and use school uniforms during learning.

Parents are very supportive of the school program; seen in this study are; (1) the attention of parents and teachers in responding to pandemic conditions and the implementation of online learning shows good conditions. This condition is evidenced by the cooperation between the two and has succeeded in making the learning climate of students at home become formed. Students (children) are often reminded by parents to do assignments and study independently. In addition, teacher messages are also conveyed by parents well to their children in responding to learning conditions during the pandemic. (Ferraro, 2020) conveys that there is a convincing relationship between parent's and teachers' attention to students' interest in learning. The average student who is given more frequent and deeper attention gains better learning achievement (2). Home visits are carried out in order to build interaction with students, this activity is carried out on a limited basis with health protocol rules. Due to the number of students and mileage, home visits are carried out by scheduling the readiness of teachers and parents where the students live. (Abdullah, 2019) conveyed that with *home visits* have been drastically reduced the forms of student indiscipline in learning, even showing a good pattern because students' awareness to be better in learning disciplines can be improved.

Internal impediments come not only from school elements but also directly from other factors. Obstacles to developing discipline for students include: 1) Low interest in learning online. Interest is the willingness of a soul working in nature to accept something from the outside. It is hoped that students will take an interest in learning and discipline by demonstrating a high level of concern about the rules and regulations introduced by schools during the pandemic and online learning. (Yunitasari & Hanifah, 2020) said that students' overall interest in learning during the pandemic has decreased, due to their not meeting teachers and classmates in person. So what the students of SD Gembongan I Karawang experienced became the same thing experienced by other students in other places. 2) there is emotional instability in students, students do not learn in a joyful, cheerful atmosphere, and most students do not enjoy this online learning. The psychic condition of students is influenced by a sense of boredom, often bursting anger, stress, and anxiety. Even in some events, students were found who seemed resigned and desperate for the conditions they faced in online learning. According to (Dewi, 2020), Online learning is when teachers and students learn without meeting face-to face. Online learning can trigger anxiety and stress experienced by students. A stressful state indicates a person's emotional instability. Anxiety is a worry or worry situation in which someone usually complains because something bad is about to happen to them. Staying indoors can have a strong impact on your child's ability to learn, and may even reduce their ability to learn. Emotions are very important to students' disciplinary behaviour in school. Because emotions are the driving force behind the students' diligence in following established rules in school.

There are also external inhibiting factors in cultivating the character of student discipline during the pandemic, namely; (1) minimal teaching and learning facilities and a limited number of teachers, (2) many teachers experience technological stuttering, (3) low student motivation, and (4) ownership of communication tools (Hand Phones) in most students is still very lacking, this condition is related to the economic level of the community and limited school budgets. School efforts to increase student engagement require support from all sides, and when it comes to facilitating long-distance communication, financial support for parents and helping struggling parents need to provide a school budget for Provision of learning communication facilities.

4. CONCLUSION

In this study, two things were concluded, namely; (1) Teachers of Islamic Religious Education and Ethics in SDN Genbongan 1 Banyusari should participate in prayer activities before learning begins, especially in optimizing planning and implementation (learning activities) when training students. and by maximizing their role in activities within the curriculum. Efforts to discipline students through home visit invitations/appeals and students who are disciplined during an inspection. (2) There are two factors inhibiting the enforcement of discipline, namely factors from within in the form of student interests and emotions. External factors are learning infrastructure and limited teacher resources in the use of learning technology. Supporting factors include; (1). The attention of parents and teachers in responding to pandemic conditions and the implementation of online learning by cooperating with each other to keep children focused on learning tasks and homework. (2). Establish communication and interaction through the teacher's home visit program with students.

However, this study still has limitations, namely the lack of exploration of the role of counselling guidance teachers to overcome students who have problems in learning so that they make themselves need more intensive psychological treatment. This is where further research opportunities can be carried out, namely synergy between Islamic education teachers and counselling guidance teachers in a more in-depth context because pandemic conditions can cause complex problems for students and their families, especially underprivileged families.

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