

The Role Of Social Studies Teachers In Developing Students' Disciplined Learning Attitudes At Madrasah Aliyah Laboratory Of The State Islamic University Of North Sumatra Medan

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Article Info	ABSTRACT
Keywords: Role of Teacher IPS Student diciplint Attitude	Identifying and analyzing the role of social subject teachers in developing students' learning discipline attitude at Madrasah Aliyah Laboratorium, State Islamic University of North Sumatra Medan. The research questions to be answered are: "How is the role of teachers in shaping students' learning discipline attitude and what are the challenges faced in the process?". The research method used is a qualitative approach with a descriptive design. Data were collected through interviews, observations, and documentation, involving four social studies teachers and five grade X students. Data analysis was conducted using thematic analysis techniques to identify patterns and themes that emerged from the data obtained. The results showed that social studies teachers play an important role in shaping students' learning discipline through various methods, including providing real examples, linking subject matter with moral and religious values, and creating a conducive learning environment. In addition, teachers also take a personal approach to students who have difficulties in implementing learning discipline. The implication of this study shows that the active role of teachers in educating and guiding students is very important to achieve academic success and student character development.
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INTRODUCTION

Learning discipline is one of the important aspects of education that contributes to students' academic success and character development. In the context of education, learning discipline not only includes punctuality and responsibility in completing assignments, but also reflects students' attitudes towards the learning process itself. Teachers have a central role in shaping this disciplined attitude, as they not only act as material deliverers, but also as role models and motivators for students. Previous research shows that positive interactions between teachers and students can improve student learning discipline (Habibah & Putri, 2021; Daryanto & Karim, 2017). However, there are still challenges faced by teachers in developing a disciplined attitude among students, such as differences in family backgrounds and the influence of a less supportive social environment. Education is one of the main things that must be considered because education can shape the personal character of each person if they are serious about pursuing it. Education is a stage of learning about morals, knowledge and

skills that are hereditary habits of a group of people to carry out teaching, observation, training or research. Based on the Law of the Republic of Indonesia No. 20 of 2003 concerning the National Education System Article 1 paragraph (1), explains that education is a conscious and planned effort to create a learning situation and learning stages so that students actively develop their abilities to have spiritual religious strength, self-control, personality, intelligence, noble morals, and skills needed by themselves, society, nation and state (Aprilyanti, 2023:31).

Through education, a person is formed to have knowledge, live independently, and have morals or character. Education is stated in the body of the opening of the 1945 Constitution, paragraph four, namely "enlightening the life of the nation". Furthermore, in Law No. 20 of 2003, article 3, it is explained that national education has a function in developing potential and forming the character and civilization of a dignified nation to enlighten the life of the nation. Therefore, national education has the goal of developing students' abilities to become individuals who believe in and fear God Almighty, have noble morals, are healthy, knowledgeable, capable, creative, independent and become democratic and responsible citizens.

The role of a teacher is needed to realize the orientation of national education. The definition of a teacher is a professional educator with the main obligation to educate, teach, guide, direct, train, assess, and evaluate students in early childhood education through formal education, basic education, and secondary education. It can be said that the role of the teacher is the main key to student learning, because teachers not only educate students to be smart but must guide and evaluate the learning that has been given to students. Therefore, through the evaluation carried out, educators can witness the development of these students.

The success or failure of a teacher is seen from the success of students in understanding the material and learning given by the educator, if the student feels exhausted in understanding the material and learning given by the educator, therefore the educator can be said to be unsuccessful as an educator. Educators are urgent personnel in education, besides that educators are individuals who have a very close relationship with students. Most of the interactions that occur in schools are interactions between educators and students, seen from the academic, curricular, and extracurricular learning stages. In schools, educators are role models who are expected to be able to educate students who have character, culture and morals.

The behavior of students is closely related to the role model possessed by an educator. Because an exemplary educator will easily inspire, influence students to be more active in learning and trying to create good behavior in their personalities. Therefore, it is very urgent to educate the personality of students by providing exemplary examples that start from the individual in accordance with the example exemplified by the Prophet Muhammad SAW, as the first teacher for Muslims. As Allah SWT says in the Qur'an surah Al-Ahzab verse 21 which reads as follows:

لَقَدْ كَانَ لَكُمْ فِي رَسُولِ اللَّهِ أُسْوَةٌ حَسَنَةٌ لِّمَن كَانَ يَرْجُوا اللَّهَ وَالْيَوْمَ الْآخِرَ وَذَكَرَ اللَّهَ كَثِيرًا

Meaning: "Indeed in the Messenger of Allah you have a good example to follow for anyone who hopes for the mercy of Allah and the Last Day and remembers Allah much".

The efforts of educators in educating students to become human beings *akhlakul karimah*, cannot be separated from the personality possessed by the educator. Namely the exemplary nature of a teacher so that he can be a role model and example for his students in many aspects. This has often been emphasized in Islam, and the Prophet Muhammad SAW is the first exemplary example (*Uswatun Hasanah*). Education in schools is in the hands of educators, because educators have a role in the growth and development stages of their students, knowledge, skills, intelligence, and attitudes and outlooks on life of students. Judging from his position as an educator, he must demonstrate good behavior based on the

expectations of society, what is desired from educators in ethical, intellectual and social aspects is higher than what is desired from other adults. Teachers as educators and mentors of young people must be figures, inside and outside of school. Educators have the most strategic role, especially in shaping character and developing the abilities of students. The role of teachers becomes most urgent at the stage of education, especially social studies teachers. Social studies teachers have the most urgent obligation, especially to foster a disciplined attitude in learning in students. Social studies teachers have very important obligations and are an urgent foundation for the intellectual, emotional, cultural, social, and disciplined learning attitudes of a student (Habibah & Putri, 2021: 343).

Teachers are the most important in the world of education who have an urgent role to educate and guide students to become intelligent individuals and have good morals or character. One thing that can be used as a key in instilling a disciplined attitude is the role of teachers, namely through the abilities and skills they have in directing students to implement a disciplined attitude (Candrasari, 2022: 251)

Discipline is an attitude that is formed through stages and a series of behaviors that show the values of order, obedience, obedience, and regularity. Therefore, discipline is a positive value that grows in an individual where such an attitude can grow along with the obedience and obedience of individuals to comply with existing regulations. Discipline cannot be separated from rules. Rules are one component of a disciplined attitude. Discipline can be interpreted as an individual's attitude that wants to learn and automatically follows a leader, the leader in this case is a parent or educator.

Discipline consists of the word discipline, namely from the Latin "Disciplina" which shows teaching and learning activities. In English, namely "Discipline" is interpreted as orderly, obedient or controlling behavior, self-control, training to form, straighten and perfect something as mental potential or moral character, punishment given in training and improving, collection and systems of regulations for behavior. When viewed from its meaning, instilling discipline has a major influence on educators' efforts to form students' disciplined character (Hanik, 2022: 79).

Discipline can be implemented at home or at school. Discipline at home can be applied from small things, for example, obeying worship, always carrying out obligations at home, coming home from school on time, in addition to implementing discipline at home, students are also required to implement discipline at school. Without discipline in schools, the school and classroom atmosphere becomes less conducive to learning activities, because discipline supports a calm and orderly environment at the learning stage. In fact, discipline is an alternative for students to be successful in learning and character in their students. Therefore, discipline is no longer a problem of limitations given from the outside, but discipline has become an internal rule in daily activities (Chaerunisa & Latief, 2021: 2952). Learning discipline is the main factor that influences learning outcomes, good learning discipline can influence students' self-control to learn. Students who carry out learning discipline well will be able to be responsible for their obligations and control themselves even without parental supervision. Learning discipline is an attitude and behavior that must be possessed by students. Students will get good learning outcomes if students can manage their time and learning activities well.

Learning discipline is students' obedience to regulations, therefore it can influence students' behavior while studying both at home and at school. Learning discipline is also known as self-confidence to control and control oneself in order to really learn. Therefore, learning discipline is an attitude of obedience and compliance with regulations and being able to control oneself in order to always learn in order to achieve goals. good learning. Learning discipline is derived from behavioral discipline and time discipline. Time discipline such as studying on time, coming to learning activities and completing obligations based on

the schedule planned by the educator. Meanwhile, behavioral discipline is obeying school regulations, studying diligently, being independent, honest and having pleasant behavior. Furthermore, measuring learning discipline is awareness to obey the regulations and guidelines at school, being orderly in class study time, obeying in completing obligations and obeying study exercises at home (Matussolikhah & Rosy, 2021: 225).

The scope of this study is limited to grade X students at Madrasah Aliyah Laboratorium UINSU Medan, on the grounds that students at this level are in an important phase in the formation of their character and learning attitude. The selection of the research site was based on initial observations that indicated challenges in learning discipline in the school, which served as an important background for this study. The urgency of this research lies in the need to understand more deeply the role of teachers in shaping students' learning discipline, as well as to provide recommendations that can assist teachers in overcoming the challenges faced. Thus, this research is expected to contribute significantly to the development of better educational practices in madrasahs.

METHODS

The research entitled *The Role of Social Studies Teachers in Cultivating Students' Disciplined Learning Attitudes at the UINSU Medan Laboratory Madrasah Aliyah* was conducted using a qualitative research approach. The type of qualitative research in this study aims to understand events regarding what is experienced by the research subjects, for example behavior, perception, motivation, actions, etc., holistically. And through descriptive methods in the form of words or language, in a special natural content and using various scientific methods. So qualitative research is research that produces generalizations such as data that explains in detail, not data such as numbers (Moleong, 2017: 6). This study uses qualitative research in order to understand events in a social context naturally that explains social problems to someone about behavioral perspectives. In qualitative research, researchers analyze and then report events in an Analysis result in the research. Qualitative research is research that analyzes and interprets texts and interview results with the aim of finding the meaning of a phenomenon. Qualitative research is concerned with data that is not numbers, collecting and analyzing narrative data. The object in qualitative research is a natural object, or natural setting, so this type of research is often referred to as naturalistic. A natural object is an object that is as it is, not manipulated by the researcher so that the conditions when the researcher enters the object, after being in the object and after leaving the object are relatively unchanged. In qualitative research, the researcher becomes an instrument in collecting data, in order to be able to become an instrument, the researcher must have a broad theoretical background and insight, so that they can ask, analyze, photograph, and construct the object being studied to be clearer and more meaningful.

RESULTS AND DISCUSSION

This study aims to identify and analyze the role of social studies teachers in developing disciplined learning attitudes among students at the Madrasah Aliyah Laboratory of the State Islamic University of North Sumatra, Medan. The research utilizes a qualitative approach, employing interviews, observations, and documentation as data collection tools.

The findings of the research indicate that social studies teachers at the Madrasah Aliyah Laboratory UIN North Sumatra Medan play a significant role in shaping students' disciplined learning attitudes. Teachers are not only responsible for delivering course content but also serve as role models and motivators for students. They strive to integrate the values of discipline into the learning process through various methods, such as providing concrete examples in everyday life, linking course material to moral and religious values, and creating a conducive learning environment. Teachers also actively engage in a personal approach with

students who face difficulties in applying disciplined learning. This approach includes open communication, providing advice, and continuous guidance to ensure that students feel supported and motivated to develop better learning attitudes.

In the discussion, it is evident that the role of social studies teachers is crucial in instilling the values of discipline, both through direct interaction with students and by emphasizing the importance of discipline in achieving academic and personal success. Teachers also employ a collaborative approach by involving parents and the surrounding community in the effort to shape disciplined attitudes in students. This collaboration is deemed essential to create a shared awareness of the importance of discipline as a key to success. However, the study also identifies challenges faced by teachers in developing disciplined learning attitudes among students. Some of the obstacles include limited time available for character building outside of regular class hours, differences in students' family backgrounds, and the influence of a less supportive social environment. Despite these challenges, teachers continue to make maximum efforts to overcome them by continuously improving their teaching methods and approaches to students. Overall, the role of social studies teachers in developing disciplined learning attitudes is crucial and significantly impacts the success of students at the Madrasah Aliyah Laboratory UIN North Sumatra Medan. Teachers act not only as educators but also as moral guides who contribute to the formation of disciplined and responsible student character.

CONCLUSION

Based on the research conducted on the role of social studies teachers in developing students' disciplined learning attitudes at the Madrasah Aliyah Laboratory of the State Islamic University of North Sumatra Medan, it can be concluded that teachers play a crucial role in shaping students' discipline. The findings indicate that through personal approaches, the integration of moral values, and the creation of a conducive learning environment, teachers can significantly influence students' disciplined attitudes. To enhance students' learning discipline, it is recommended that teachers actively implement interactive teaching methods that engage students in the learning process. Additionally, educational administrators should provide training for teachers to develop skills in building positive relationships with students and addressing challenges faced during the learning process. Collaboration with parents and the community is also essential to create an environment that supports disciplined learning. Future research could explore other areas related to the role of teachers in character education, such as the influence of social and cultural environments on students' learning discipline. Furthermore, studies comparing the roles of teachers in various types of schools, both formal and non-formal, could provide broader insights into effective strategies for fostering disciplined learning. The importance of teachers' roles in shaping students' disciplined learning attitudes cannot be overlooked. Teachers are not only educators but also mentors and role models who can influence students' character and attitudes. With good learning discipline, students will not only achieve better academic results but also be prepared to face future challenges. Therefore, efforts to enhance the role of teachers in education must continue to be encouraged and strengthened.

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